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
Contact information:	Christine McCormick, 21stcentury@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Amendment #
Marble Falls Independent School District	027904	

Vendor ID #	ESC Region #	DUNS #
74-6001682	13	057882714

Mailing address	City	State	ZIP Code
1800 Colt Circle	Marble Falls	TX	78654-4854

Primary Contact

First name	M.I.	Last name	Title
Cindy		Walker	Project Director

Telephone #	Email address	FAX #
830-798-3687	cwalker@mfisd.txed.net	830-798-3697

Secondary Contact

First name	M.I.	Last name	Title
Shelley		Reavis	Director of Elementary Education

Telephone #	Email address	FAX #
512-756-2124	sreavis@burnetcisd.net	512-756-7498

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
Chris		Allen	Superintendent

Telephone #	Email address	FAX #
830-693-4357	callen@mfisd.txed.net	830-693-5685

Signature (blue ink preferred)

Date signed: 4-27-18

Only the legally responsible party may sign this application.

701-18-111-086

Schedule #1—General Information	
County-district number or vendor ID: 027904	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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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: 027904	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
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
☒	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.
☒	I certify my acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.
☒	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: 027904 | Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

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

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The program will take place in a safe facility that is properly equipped and accessible to participants and family members.
4.	The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.
5.	The program will target students who primarily attend schools eligible for schoolwide programs under ESEA as amended by Section 1114, and the families of such students.
6.	Applicants that receive priority points for serving: 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: 027904	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: 027904	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

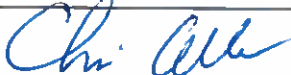| County-district number or vendor ID: 027904	Amendment # (for amendments only):

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.	207904 Marble Falls ISD (Burnet County)	Dr. Chris Allen *[signature]*	830-693-4357 callen@mfisd.txed.net	$750,000.
Member Districts				
2.	027903 Burnet CISD (Burnet County)	Mr. Keith McBurnett *[signature]*	512-756-2124 kmcburnett@burnetcisd.net	$750,000.
			Grand total:	**$1,500,000.**

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 027904	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.

Smaller rural school districts often do not have the voice or advocacy the same as districts located in urban areas. **ACE-Burnet County Consortium (ACE-BCC)** will primarily target students of ten smaller rural schools across Burnet County who are or who are potentially at risk of: academic failure, dropping out of school, involvement in criminal or delinquent activities, or who lack strong positive role models. Burnet County has a large population of students who are At-Risk and/or Economically Disadvantaged (eco. dis.) who would benefit from after-school programs focused on academic improvement and enrichment activities. Parents often work in surrounding counties. Having an afterschool program allows parents to work in areas where they can secure a larger pay base which helps their family improve their economic standing. With-out quality, affordable after-school care, parents state that one family member will have to quit working or reduce their work hours to be available to care for their child(ren) as stated in our Comprehensive Needs Assessment (CNA) conducted in 2017. ACE-BCC will provide students after-school programming focused on academic improvement and enrichment activities within a safe place with appropriate adult supervision to improve their academic as well as social-emotional growth. **Marble Falls ISD (MFISD) and Burnet CISD (BCISD)** will join together to form the ACE-BCC (ACE Burnet County Consortium) afterschool program to serve Title I campuses and Focus Campuses with shared challenges. Marble Falls ISD will serve as the fiscal agent and a shared services agreement between the districts will connect ten schools to conduct before and after-school programming. The schools are Title I schools with seven schools over the state average of 59% of students who are eco. dis. Over 50% of those schools have 66% or higher eco.dis. student populations. One school has 82% of their students qualifying as eco.dis. One school has an "at risk" population of 61.4% which is greater than the state average of 50.3% and another is near with 50.2%. Three campuses are identified as a Texas Education Agency (TEA) Focus School. Burnet County has pockets of poverty throughout the 1,021 square miles it encompasses. BCISD and MFISD are only 13 miles apart and serve more than 7,300 students. A majority of students are from lower income families living in trailer houses in the Highland Lakes area. Both districts face similar challenges including a fluctuation of students with a steady increase of eco.dis.students, Hispanic students failing in math and reading, and transportation challenges. One advantage the ACE-BCC has is that there is a strong community bond and the district has a strong relationship with the community organizations therefore creating unique opportunities to personally work with students, communicate with parents, and closely link the ACE-BCC program with individual student needs. Prior to the announcement of the Cycle 10 grant, the two districts formed a **Planning Committee (PC)** that met often to discuss how the consortium could collaborate to address academic, social, and family needs of their students through a quality before/afterschool program. The PC identified common goals/objectives and distributed a CNA survey to parents, students, and staff of Burnet County to assess their input regarding an afterschool program. The results of 167 surveys identify 100% believe that an afterschool program would be beneficial and that having a safe place for students to go before, after-school and summers is needed in the community.100% would like to see enrichment programs extend student learning into the real world and wish for the school to take the lead in developing out-of-school programs that link to the school-day. 96% of parents state their child has expressed an interest in attending an afterschool program this year. The PC's decision to serve selected campuses was based on data reflecting the campuses with the greatest needs.**Three campuses have not had the grant in previous years**. The PC developed a plan aligned with grant goals to provide quality educational and enrichment programming for students and families. Programming will include services of academic assistance in core academic areas to help students close the achievement gap, mentoring, youth development, project based learning, drug/violence prevention, art/music, technology, college and workforce readiness, recreational programs, STEAM lessons, and adult/family literacy. A coordinated approach based on the result of a CNA aligned with the SAS purpose and goals helped in designing the ACE-BCC program and the budget. Participating students will be initially assessed to set a baseline and thereafter will be assessed three more times to determine academic progress. An instruction team made up of the Project Director and Site Coordinators with input from campus principals, school day teachers and the Family Engagement Specialist (FES) will meet monthly to assess the implementation of the curriculum, share information on practices, receive updates on the progress of students and the program, determine the appropriateness of program services, effectiveness of lesson plans and make necessary changes. Each center will be developed with a specific framework that establishes a foundation for best practices, effective implementation and high quality programs for the attainment of grant objectives. Centers will have a project plan that includes a schedule of weekly activities. Each campus will run program 5 days per week with a minimum of 15 hours per week for 35 weeks per year. The **summer program** will meet for six weeks (4 hours per day and 4 days per week) to provide students targeted instructional opportunities to ensure continuous learning and lessen summer learning loss. The adult program will continue the school year and the summer offering classes and activities.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 027904				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	$1,229,700	$36,480	$1,266,180
Schedule #8	Professional and Contracted Services (6200)	6200	$10,000	$30,000	$40,000
Schedule #9	Supplies and Materials (6300)	6300	$68,820	$0	$68,820
Schedule #10	Other Operating Costs (6400)	6400	$125,000	$0	$125,000
Schedule #11	Capital Outlay (6600)	6600	$0	$0	$0
	Consolidate Administrative Funds			☐ Yes ☒ No	
Total direct costs:			$1,433,520	$66,480	$1,500,000
2.709% indirect costs (see note):			N/A	$0	$0
Grand total of budgeted costs (add all entries in each column):			**$1,433,520**	**$66,480**	**$1,500,000**

Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		$750,000	$750,000	$1,500,000

Administrative Cost Calculation	
Enter the total grant amount requested:	$1,500,000
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:	$75,000

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: 027904 — 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		$70,000
5	Site coordinator (required)	10		$500,000
6	Family engagement specialist (required)	1		$35,000
7	Secretary/administrative assistant	1		$32,000
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:		$637,000
Substitute, Extra-Duty Pay, Benefits Costs				
23	6112 Substitute pay			$
24	6119 Professional staff extra-duty pay			$400,000
25	6121 Support staff extra-duty pay			$100,000
26	6140 Employee benefits			$129,180
27		Subtotal substitute, extra-duty, benefits costs		$629,180
28	**Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**			**$1,266,180**

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: 027904	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	Evaluation services as required per grant guidelines.	$30,000
2		$
3		$
4		$
5		$
6		$
7		$
8		$
9		$
10		$
11		$
12		$
13		$
14		$
b.	Subtotal of professional and contracted services:	$30,000
c.	Remaining 6200—Professional and contracted services that do not require specific approval:	$10,000
	(Sum of lines a, b, and c) Grand total	**$40,000**

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 #9—Supplies and Materials (6300)	
County-District Number or Vendor ID: 027904	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:	$68,820
	Grand total:	**$68,820**

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: 027904	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.	$6,000
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:		$6,000
	Remaining 6400—Other operating costs that do not require specific approval:	$119,000
	Grand total:	**$125,000**

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 #14—Management Plan

County-district number or vendor ID: 027904	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	Master's degree in education, business, management, or related field; strong organizational and management skills; supervisory experience with demonstrated competence in program implementation, monitoring, management, and reporting; experience with fiscal management.
2.	Site Coordinator(s)	Bachelor's degree in education or related field; supervisory experience preferred; ability to maintain positive working relationships with stakeholders and frontline staff; strong organizational, communication, and computer skills; experience in supervision and schools.
3.	Family Engagement Specialist	Strong communication skills; bilingual preferred; must be familiar with the community and support agencies; must be adaptable to meet unique needs of families, including flexible hours; experience working with families of diverse cultures and economic backgrounds.

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.	**Academics:** Improve student grades by at least one point in a core subject area	1.	Identify students in need of academic assistance	08/01/2018	03/08/19
		2.	Recruit and train qualified instructors	08/01/2018	02/01/2019
		3.	Students attend academic classes daily/SC has on-going communication with staff/adjust plan	08/29/2018	05/17/2019
		4.	Students take pre- and post-assessments	09/12/2018	05/17/2019
		5.	Data is gathered and analyzed by SC/PD	10/03/2018	06/12/2019
2.	**Attendance:** Improve student school day attendance by a percentage point	1.	Identify students who struggle with attendance	08/01/2018	03/08/19
		2.	Enroll students in high-interest afterschool classes	08/29/2018	03/08/19
		3.	Students attend classes daily/ SC has on-going communication with staff/adjust plan as needed	08/29/2018	05/17/2019
		4.	Student school day attendance data is gathered	10/01/2018	06/12/2019
		5.	Attendance data is analyzed by SC/PD	10/01/2018	06/12/2019
3.	**Behavior:** Referrals will decrease by at least five percent (5%)	1.	Identify students in need of behavior improvement	08/01/2018	03/08/19
		2.	Train instructors in behavior management	08/08/2018	05/17/2019
		3.	Enroll students in high-interest afterschool classes	08/29/2018	03/08/19
		4.	Students attend classes daily/ SC has on-going communication with staff/ adjust plan as needed	08/29/2018	05/17/2019
		5.	Data is gathered and analyzed by SC/PD	10/01/2018	06/12/2019
4.	**Promotion:** 95% of student participants will promote to the next grade level	1.	Identify and enroll students on RTI Tiers 2 and 3	08/01/2018	03/08/19
		2.	Enroll students in high-interest afterschool classes	08/29/2018	03/08/19
		3.	Students attend classes daily/ SC has on-going communication with staff/ adjust plan as needed	08/29/2018	05/17/2019
		4.	SC monitors student progress in school day classes	09/12/2018	06/01/2019
		5.	Year-end data is gathered and analyzed by SC/PD	06/12/2019	06/30/2019
5.	**Graduation:** 50% of program students will be exposed to college/workforce activities	1.	Recruit instructors to lead college/workforce classes	08/01/2018	02/01/2019
		2.	Determine appropriate curriculum for C/W classes	08/01/2018	05/17/2019
		3.	Enroll students in high-interest C/W classes	08/29/2018	03/08/19
		4.	Students attend classes/ SC has on-going communication with staff/adjust plan as needed	08/29/2018	05/17/2019
		5.	Data is gathered and analyzed by SC/PD	10/01/2018	06/12/2019

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: 027904	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.**

ACE-BCC conducted a **two-step needs assessment** in preparation for the Cycle 10 SAS. The first step involved a survey of the administrators on each eligible campus within the two districts. Data gathered through these surveys included a statement of need specific to the campus and how this need will be addressed through grant funding; Campus Improvement Plan goals that would be addressed through the 21st CCLC ACE program; and any current extended learning opportunities offered on the campus. These administrative surveys were gathered and presented to district leadership, who narrowed the field to an appropriate number of high need campuses. The surveys of the schools selected to apply for the grant showed high need in the areas of academic support, and were able to associate and align goals of the program with their Campus Improvement Plans. Some examples of demonstrated need include addressing the unique learning needs of students on Response to Intervention (RtI) Tiers II and III, increasing character education and service learning opportunities, and to enhance students' critical thinking skills. Letters of support from parents and teachers were also gathered during this survey process.

Once the campuses to be included on the application were selected, the school community was surveyed. Recipients of these surveys included school staff members, parents, and students. Survey recipients were asked to rate their level of interest in areas such as after school programs as a whole, usefulness of an after school program, support for increasing after school program opportunities, safety in after school, and alignment between the school day and extended learning opportunities in after school. Of 410 surveys, 92% of respondents believe that after school programs will benefit the school. 92% of survey recipients would like to see enrichment programs extend the learning of students into the real world. 100% of stakeholders feel that having a safe place for students to learn during out-of-school times is important. It is apparent that MFISD and BCISD staff members, students, and parents place great value in extended learning opportunities. Additionally, participants were asked to select items that are important in each of the four core areas of programming: academic assistance, enrichment, family/parental support services, and college/workforce readiness. Results from these surveys were compiled, analyzed, and used to develop the SAS, as well as design the proposed program. The needs expressed by the school stakeholders are in alignment with the Texas ACE 21st CCLC program and District/Campus Improvement Plans' goals. There is a demonstrated need for literacy services, specifically in the areas of family literacy programs. Homework completion and homework help was a high priority across stakeholder groups. Higher level thinking skills such as problem solving skills and goal setting were of particular interest to the schools. Character education, recreational activities, and fine arts were highly emphasized, as were parent support groups, and relationship building between parents and children.

The results of both of these surveys will be used to inform the direction of the program. Fortunately, despite the fact that the needs of the schools are many, stakeholders from all backgrounds agree about foundational items that will lay the groundwork to establish the program. These include additional support for students struggling academically, enrichment opportunities needed, and parent involvement initiatives. Starting with these main objectives, the program will be established in a way that immediately addresses the needs in these areas but has the flexibility to incorporate more areas of emphasis as the program matures. This will not only benefit students but also their working parents, who will be less at risk of missing work thanks to the productive, educational environment their children will experience beyond traditional school hours. The homework completion assistance, focused tutorial services, and enrichment opportunities will address a need that has been vocalized by parents regarding the limited amount of time families spend together in the evenings. By providing these opportunities, it eases the burden on families to work on difficult assignments and seek outside enrichment in the limited window between work and bedtime. Parent programming will also be held during convenient times, such as during the evenings, to allow them to take advantage of opportunities around their work schedules.

ACE-BCC is a collaboration of two LEAs receiving funds under Part A of Title I and partnering with Boys and Girls Club. The activities proposed in the application are not readily accessible to students who would be served; and will expand accessibility to high-quality services that are available in the community. By partnering with many community organizations, ACE-BCC will be able to provide a comprehensive program to meet the needs of stakeholders highlighted in the results of the various surveys, particularly the working families of Burnet Count.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 027904	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.**

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

In rural communities the school serves as the nucleus of the community where these relationships are vital to the success of the district. The Marble Falls and Burnet superintendents help to bridge the gap between the school and community by actively participating in community-based organizations by serving as the President of Hill Country Community Foundation; on the Advisory Board of the Chamber of Commerce; and by participating in the Rotary Club, Marble Falls Education Foundation, and the Hill Country Children's Advocacy Center. The ACE-BCC program also plans to partner with several community organizations and state agencies to carry out programming objectives. The frequency of these partnerships ranges from daily to occasionally. ACE-BCC will partner with the **Boys and Girls Club** to bring unique curriculum to our programs to enhance the enrichment offerings at our campuses. This partnership will benefit the Boys and Girls Club to reach more students in our community and parents benefit from the partnership to have another option for daycare during school holidays and summer. Our partnership with the Adult Education and Literacy programs through Burnet County Literacy Highland Lakes provides adult education opportunities in the form of language acquisition and GED classes to parents. Lakeshores Church serves as a partner to ACE-BCC by both adopting campuses and hosting a large back-to-school event for program families in both districts. Hill Country Fellowship, First Lutheran, Lakeshore Church plus many other Burnet County Churches provide school supplies, clothing, and shoes for our students. The Texas Agri-Life Extension Agent will serve as a partner to ACE-BCC by offering free programs for adults, particularly concerning the area of nutrition, outdoor conservation, and outdoor recreation. The fire departments, police departments, and libraries of the cities of Burnet, Bertram, Granite Shoals, and Marble Falls serve as partners to our grant, providing educational programming for family events on topics such as safety, youth development and literacy (library tours and activities). Education Connect provides reading buddies for students before, during and afterschool utilizing time at ACE to meet the needs of the adult mentor's work schedule. ACE-BCC will also partner with our area senior centers and assisted living facilities to bring mentors into our afterschool settings. Highland Lakes Master Naturalist Club works with students to learn about the flora and fauna in their natural environments of the Highland Lakes. Burnet County has an active group of Master Gardeners who partner with ACE-BCC to create gardens on our campuses as well as lead beautification efforts at the campuses while teaching students about plants that can tolerate the heat and drought of the Highland Lakes and withstand our robust deer population. The YMCA of Burnet County will provide meeting space for some of our parent events. The ACE BCC program is fortunate to count on many partners throughout our community. In return, Marble Falls ISD will provide data collection and analysis, reporting services, program monitoring and evaluation, participants (both student and adult), financial oversight, and program leadership and administration. The ACE-BCC program will run a comprehensive program that will be enhanced because of the collaboration with its community partners. The Boys and Girls Club of Highland Lakes serves youth in Burnet and Marble Falls with site offices in both locations and has proven to be a consistently supportive community-based organization interested in the academic success of students. The Boys and Girls Club will serve as a key partner with the ACE-BCC. The consortium has also partnered with or will partner with the Burnet Responds, Juvenile Probation Department, Seton Highland Lakes Hospital, Burnet County Sheriff's Office, Freedom Flyers, Children's Advocacy Center, Join the Journey, Smart Smiles Burnet County, Lions Club, Seton Caravan, Burnet County Sherif's Department, City of Marble Falls, City of Burnet, Marble Falls and Burnet Fire Department, local churches, Bluebonnet Trail, and YMCA of Burnet County. Each community-based organization brings specific contributions to the ACE-BCC program and will provide a variety of scientifically-based academic activities and services. A Memorandum of Understanding (MOU) has been developed with each community-partner and is kept in the district administration office detailing the services they will bring to the ACE-BCC. Our community partners will connect ACE-BCC schools with community resources to better meet individual student needs. ACE goals, objectives and strategies will provide the structure to establish programs as evidenced in the daily Menu of Events that support the well-being of enrolled students as well as members of their family. Partnering with various community organizations brings awareness of our students' needs to our community members. Many of our retired citizens may not be aware of the needs of our student community. Creating the bonds between the community members and schools, will help the afterschool program sustain programs in the years to come. The Project Director, Site Coordinator, Campus Advisory Council, Community Task Force, and district administrators are responsible for assuring that ACE objectives and coordinating strategies are implemented in an accurate and timely manner.

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

Performance: Students who are being served on Response to Intervention (RtI) Tiers II and III will be recruited for the ACE-BCC program. At the beginning of the 17-18 school year, BCISD had 55% and MFISD had 50% of students in K, 1, and 2 qualify for at-risk status due to early reading indicators. These students could be eligible to receive targeted intervention in reading as a Tier II or Tier III student. Students on these Tiers are in danger of failing one or more classes and have been identified as being in need of targeted interventions. Working with the counselor, diagnostician, teachers, and content area specialists, the Site Coordinator will target Tier II and III students and appropriately place them in focused academic classes. **Research strongly supports the success of targeted intervention through RtI strategies (Searle, 2010)**, and curriculum used in these interventions will be aligned with the appropriate TEKS. Students will receive pre-testing, post-testing, and individualized interventions in an effort to help them improve their academic growth which will lead to overall success and exiting RtI.

Research: Using the ACE-BCC program as a form of intervention, program instructors will receive training in project-based learning and STEAM, as **research shows that hands-on learning activates multiple parts of the brain, leading to an increase in the retention of information (Dodge, 2009).** Instructors will have the opportunity to work with small groups of students through hands-on activities related to STEAM using project-based learning strategies. These techniques are often sacrificed due to the restrictions of the school day schedule. By implementing these highly engaging techniques to target focused deficiencies in students' skill sets, we will be able to improve struggling students' academic achievement, attendance, discipline referrals thus positively impacting the achievement of the campus as a whole.

Research: It is equally important to the success of the child's education that the parents are actively involved and have a positive relationship with the school. Through multiple studies compiled by the Southwestern Educational Development Laboratory (SEDL), the benefits of parent involvement in their child's academic career include higher grade point averages and scores on standardized tests, better attendance, and better social skills (Henderson and Mapp, 2002).

Improve Grades: ACE-BCC will serve students in most need for academic improvements and who are at-risk of failing or dropping out of school. Data from the last four years of ACE-BCC shows students in ACE have a slightly higher grade average than students who do not participate in ACE. ACE students' grade average is .3% higher than non-ACE students. That's a significant gain when serving some of the most at-risk and struggling students. **Improve Attendance:** Students are more apt to come to school when they feel successful and prepared for school. Providing homework help and tutorials through ACE-BCC will allow students to be prepared for the following school day. Over the past four years ACE-BCC has improved the student attendance rates for ACE students. Students who participate in ACE attend school at a rate of 95.7% compared to their non-ACE classmates attending at 94.1%. Continued academic support and social-emotional support will continue to improve students' belonging and feeling of success at school which leads to great attendance rates. **Decrease Discipline Referrals:** Data from the past four years shows ACE-BCC students have significantly less discipline referrals than students who do not participate in ACE. ACE participants have a discipline referral rate of 34.4% compared to their non-ACE classmates of 51.3%. ACE students have a 16.9% lower rate of discipline referrals. Students who join ACE want to come to school and be able to participate in the enrichment classes they have chosen through their voice and choice opportunities on campus. **High School Graduation and Career Competencies:** Students participating in ACE are exposed to a variety of career opportunities through the enrichment classes and field trips offered through ACE. Students also experience exposure to colleges and universities through ACE programming and field trips. . **Improve Promotion Rates:** Improving grades, attendance and loweing discipline referrals aides in the success of students and prepares them for end of year promotion requirements. ACE connects students to school in a manner that is different than a club or sport. Many ACE students participate in a variety of school organizations, but some do not. ACE gives them a sense of belonging to something other than just the school day. School connectedness is a critical attribute to help adolescent-age students adjust to Middle School (Davis, 2006; Roeser eral., 1996; Ryan et al., 1994) and it is important for students coming from high poverty backgrounds. ACE-BCC will continue the strategies that have been successful for improving grade, improving attendance, and decreasing discipline referrals while adding another 3 campuses to our consortium which will allow us to serve at least 300 students who previously were not served. ACE-BCC will also continue to add to the program to meet the ever-changing needs of our students and their families while maintaining our proven record of success.

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

ACE-BCC Program activities will be intentionally designed, based on need, to align with TEA's **Critical Success Model (CSM),** which includes four Critical Success Factors and corresponding Milestones, aimed at improving academic achievement.

CSM 1: Utilize innovative instructional techniques for academic and enrichment activities to encourage student and parent participation and engagement in learning. ACE-BCC will align activities with TEKS and school day curriculum to ensure that enhanced learning opportunities are provided. Innovative techniques based on researched best-practices, such as Small Group Tutoring (ratio of 1:6) will ensure meaningful and substantive student instruction and engagement, leading to improved student academic achievement (Center for Prevention Research and Development, 2009).

CSM 2: Provide opportunities for students to be involved with an adult advocate, to encourage involvement in school. ACE-BCC will provide opportunities for one-to-one mentorship and parent engagement activities to promote student's increased sense of belonging and academic achievement (US Dept. Ed. WWC, 2006; Johnson, 2010).

CSM 3: Conduct ongoing student assessment to revise and improve targeted services provided to students. ACE-BCC will conduct ongoing assessment of campus and student data, parent and student surveys, and input from mentors and adult advocates (based on SMART goal-setting). Consistent collaboration with school administrators and intentional activity design will provide a holistic perspective on student need and help to improve student academic achievement (Yohalem and Granger, 2013; Nafziger & Ferguson, 2013).

CSM 4: Provide required and ongoing opportunities for staff development and training, which will be implemented in ACE-BCC programs. ACE-BCC will provide opportunities for key staff to attend all required trainings. Staff members will bring knowledge back to ACE-BCC programs to improve program and activity effectiveness. Ongoing development opportunities will provide a basis for program adjustment and improvement, as well as ensure that activities produce multiple benefits for students (CASEL, 2007). The school districts have received federal, state, and private grants, including more notably the Texas ACE 21st CCLC Cycles 8 grant. Such opportunities have enabled the program to create numerous systems of program management and implementation that have been used as models of best practice, both within the district and throughout the state. ACE-BCC has been recognized as a PRIME award winner, and both a Project Director and a Family Engagement Specialist were recognized at the state level for their leadership. Grant staff members have shared their systems and best practices through presentations at the state level (*ACE/OSTICON conferences* and a state-wide webinar) as well as the national level (*National Afterschool Association, Department of Education 21st CCLC Summer Learning Institute, and Foundations, Inc. Conferences*). ACE-BCC has been visited by the Department of Education as a model Texas ACE Program. Other ACE grant programs are referred to ACE-BCC or are sought out to mentor programs and share successful strategies used within the ACE-BCC Program. ACE-BCC has helped other ACE Programs struggling to meet grant expectations by conducting campus visits, allowing them to visit our ACE-BCC Sites, and sharing data collection strategies as well as data analysis systems.

ACE-BCC strives to give students hands-on educational experiences, as research has proven the effectiveness of active learning (Hackathorn et al., 2011). Project-based learning is emphasized and staff members are trained in this technique. Academic enrichment programs in previous cycles have included a diverse range of topics including **rocket science** (where students built and launched progressively more complex rockets), **Dronology** (where students built and piloted drones), **creative writing** (where students published stories online as well as became published authors of a book donated to the Elementary School), and **gardening** (through previous partnerships with the Burnet County Master Gardeners). College exposure and readiness is an important part of the program, and multiple ACE-BCC sites have visited college campuses and explored the steps needed to pursue specific career fields. Providing student-centered, TEKS based enrichment is a high priority of ACE-BCC. Site Coordinators will utilize district pacing guides along with teacher lesson plans to create timely TEKS based lessons to provide more exposure to the content for students. Site Coordinators will develop class choices based on academic expectations for the period of time along with student voice and choice surveys thus making the class choices highly interesting and individualized to the interests and needs of each campus.

Character education/social emotional learning is integrated into all aspects of the program, though some partnerships and activities focus on this exclusively. ACE-BCC sites will adopt the Character Education Program and the Positive Behavior Supports Program at each campus to further the understanding of the programs for our students and create a connection between the afterschool program and the school-day expectations.

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

County-district number or vendor ID: 027904	
	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.**

The CNA revealed risk factors impacting immediate and long-term student growth and achievement. There are high numbers of students with families that are unable to provide afterschool care (i.e., homework assistance, supervision) due to long work hours and program costs. **Academic Concerns:** A majority of the students are severely behind in meeting expected growth benchmarks in critical ELA and Math skills. Students lack access to computers and high-speed Internet at home and there are limited community resources to engage in advanced science, computer technology, engineering and mathematics. Another concern is the lack of time and resources to integrate the arts into the school day, especially for struggling students that spend their extra time in intervention classes. Students who study art are four times more likely to be recognized for academic achievement and three times more likely to be awarded for school attendance (USDOE, National Center for Statistics). **Health Concerns:** There is a great deal of medical and mental health needs in Burnet County. Likewise, physical exercise and health information is needed. Suicide rates are higher than the national average, the uninsured rate is 29% which nearly three times the national rates, the age adjusted diabetes rates has surpassed the national average, limited access to recreational facilities and an inactive lifestyle can lead to an increase in obesity rates (Burnet County Community Needs Assessment, 2013). 28% of adults are obese mainly due to poor nutrition and the lack of physical activity. 24% of children live in poverty and 36% are in single parent homes. **Limited Resources**: Supervision of children during non-school hours, especially for the upper elementary and middle grades, is a challenge for parents. Programs to expose students to project based learning using Science, Technology, Engineering, Art and Math (STEAM) learning opportunities and higher education opportunities are limited in the communities surrounding both districts. The providers that are available typically charge fees that are cost restrictive and offer services that are not tailored to meet academic enrichment needs that cover STEM, college readiness and individualized skill gap or homework needs.

Needs of Families: There are strong family ties at both districts; thus many parents are committed to seeking a "better life" for their children through education, an opportunity they did not experience. Parents work long hours in various low paying positions in food service, retail, and healthcare. They often work outside of Burnet County and spend more time away from home due to longer commutes. 7% to 12% of children in Burnet County have mental health problems including behavior problems, learning difficulties and developmental delays (Center for Community Health, 2010). Up-to-date technology resources such as computers, tablets and Internet are a challenge for struggling families. Costs of aftercare programs or quality summer programs are difficult to afford, especially for upper elementary children. The survey results also indicates that parents would benefit from learning more about the Texas State standards, obtaining a High School Equievalency diploma (GED), as well as learning the English language, computer skills, and learning the high school and college admissions process. **Strategy and activities that are expected to improve student academic achievement and overall student success**: This program specifically targets each area identified in the needs assessment: (1) Academic Remediation/Homework to address student academic progress: (2) STEAM to address science deficiencies and minority exposure (3) career and college exposure to assist with risks of first generation college attendance: (4) Nutritional and physical education to address obesity rates and poor health outcomes: (5) Literary, Visual and Performing Arts education to address the lack of opportunities for creative expression and academic enhancement through the arts: and (6) Parent services to address educational levels and parenting knowledge. Considering the needs of the targeted population, the ACE-BCC program will not only help improve student achievement, but it will open doors to experiences and opportunities that are often not available for disadvantaged students and their families. **Strategy for Academic Deficiencies**: Develop innovative, research-based academic instruction and enrichment activities based on campus data, student needs and student input. Intentional recruitment of students most in-need will ensure that programs are efficient. Consistent evaluation and assessment will ensure that programs are effective. **Strategy to Address Poverty and Health**: ACE-BCC will provide no-cost OST programs at 10 schools with high levels (42-89%) of economically disadvantaged students and provide safe, dependable bussing for students. Classes will focus on nutrition, healthy lifestyles and exposure to physical activity. The FES will also connect parents to community resources to assist with medical, dental, and mentorship needs. **Strategy to Address Poor Parent Engage-ment:** ACE-BCC will utilize a qualified Family Engagement Specialist to coordinate with community stakeholders and organizations to provide need-based literacy and educational development activities at no-cost to parents of ACE-BCC students during hours and at a location that is convenient for families.

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

The program will utilize the following methods of disseminating information to the community: 1) maintain a website dedicated to the program and all ten participating sites, 2) personal phone calls and texts will be used to communicate with eligible participants, 3) maintain social media accounts, including Facebook and Twitter, to publicize announcements about the program and to highlight its successes, 4) distribute newsletters, flyers, brochures, and a monthly parent activity calendar to students and parents, 5) distribute a monthly community newsletter to keep local, non-school community members informed about program activities, 6) speak to families about the program at PTA meetings and other school-wide functions, 7) collaborate with district departments to have program activities advertised through district social media and the local newspaper, and 8) submit story ideas (through the district's Communications Officer) to the Picayune, Burnet Bulletin, and other local news sources for the weekly article covering human interest stories in our district. Information will also be shared with campus stakeholders throughout the year, beginning with registration and Meet the Teacher Night. Throughout the year, program information will also be shared by the Family Engagement Specialist at family events, including combined events where the program partners with the school and other district programs.

The Project Director, the Site Coordinators and the FES will meet with the principal and teachers of each school to explain the program and request their assistance in encouraging parents to enroll their at-risk children in need of these services. The principals will send an introductory letter about the program to the parents of each student. School staff will contact parents of eligible students to encourage them to enroll their children in the program. A completed application form will include a parental signature which **1)** gives the student permission to participate; **2)** documents the parents' commitment to ensure their child attends the after-school sessions; **3)** gives the authorization to track test scores, grades, absenteeism records and disciplinary logs; **4)** documents the parent(s) commitment to participating in the family literacy and educational activities; and **5)** Indicates if parent(s) would like to volunteer during the after school sessions. To assist with the outreach and recruitment, the FES will create a presentation, based on the **PRIME Blueprint for Texas ACE materials,** for public speaking and school orientation. Flyers will be distributed to children to take to their parents notifying them of the expanded learning opportunities available to them. Flyers will be posted at churches, businesses, and local community organizations. Information will be addressed in both English and Spanish through a combination of methods to include: local newspapers, school marquees, announcements, websites, social media, and through program awareness events provided by our local community-based partners. Meetings will be held with parents at all campuses. The important linkages formed by the current 21st CCLC projects and improved upon by the **Family Engagement Specialist** and other partners, which include businesses, social agencies, parents, city government and other federal assistance programs, will be instrumental to the successful dissemination of information including locations of program activities. The partners will be asked to meet regularly at special community forums designed to showcase student projects and the before and after school programming as well as update the community of program accomplishments.

ACE student registration information will be included in student packets at the beginning of the school year and consist of Parent Consent Forms, parent/guardian telephone numbers, emergency contact information and student transportation plans to assist safe student travel to and from the center and home. With the assistance of the FES the ACE-BCC will use five effective methods of reaching families to disseminate information in English and Spanish:
 1) prior to the beginning of the school year a flyer will be placed in each student's welcome letter notifying them of the expanded learning opportunities available through the funded ACE grant,
2) the automated system will call each family to inform them of the ACE-BCC expanded learning opportunities,
3) ACE brochure will be distributed to grant community partners so they can help disseminate information within the community,
4) district websites will have an ACE-BCC page with program information, and
5) the local newspapers will have a series of articles discussing the center. A booth will also be set up at the beginning of the school year Meet the Teacher events on each campus to offer ACE information as well as enrollment packets. After the beginning of the school year the Project Director and/or Site Coordinators will be available for presentations at community organizational meetings, Parent Teacher Organization functions and district family events.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 027904	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.**

Both districts face similar challenges including a steady increase in economically disadvantaged students and transportation challenges. Families in Burnet County depend on school transportation to and from school. Currently, the school districts bus students to over 1,020 square miles. The **Burnet CISD** covers over 700 square miles resulting in an increased local transportation budget nearly twice the state average because 98% of their students are transported. Many families do not have the additional funds to purchase gas to travel the distance to the school, they may only have one vehicle in the family, they may have unreliable transportation or no personal transportation option. Because of family's dependence on school district transportation in both districts, and because of the number of miles between their homes and the schools, students do not have access to activities outside of the school day.

Transportation is especially important for the outlying communities of Bertram and Granite Shoals. Bertram is 11 miles East of Burnet. It is a small community with few resources. Many of the students who attend Bertram Elementary live out of the city limits. Granite Shoals is 14 miles from Marble Falls and is also a very small community with few resources. Providing transportation to these two areas, as well as the other areas of Burnet County, will afford students the opportunity to participate in activities that are not available to them in their remote locations.

The ACE-BCC program will utilize the district transportation systems to provide safe and reliable bussing home for students participating in ACE-BCC programs during the Fall and Spring terms to travel home. Free busing will be provided to students to and from ACE-BCC centers during the summer and for all field trips.

Since the majority of participating students ride the bus to and from school, all regular program activities will be scheduled on regular instructional days to accommodate student needs and to avoid additional transportation costs to the program.

Transportation department at both LEA's will offer transportation and busing for the ACE-BCC program at a much reduced rate. Also, transportation efforts are coordinated with other after school and summer programming by the district to improve efficiency. Most program activities will take place within the safe and easily accessible school classrooms, labs, libraries, gyms, and cafeterias. There will be appropriate number of employees per center to maintain the required adult to student ratio to ensure the safety and welfare of students.

Activities will be based on campus needs assessment and individual plans will be developed to determine the age-appropriate curriculum that will supplement the school-day content and provide accelerated learning to help students improve academic achievement standards. The program will take place in a safe and easily accessible facility within the school building. Daily bus transportation from the center to a stop near the residence of students will be provided. Students will participate in academic tutoring, guidance, and mentoring as needed. Students will rotate through the program service categories of academic enrichment, additional enhancement services, and parent, family and community involvement.

Families who do not require transportation services will provide the Site Coordinator with information on the registration form on how each student will travel home.
Families will be given the choice of Parent/Guardian pick-up or designated adult pick-up. Some sites (depending on age of students and location of campus) will offer students the option to be a student who walks or rides a bicycle home with parent permission.

All students will sign in at the program upon arrival. Site Coordinators will work with campus staff to ensure transportation changes are known and implemented in a timely manner for school dismissal.

All students who leave the program will be signed out by the adult picking the child up or by the child if given parent permission to walk/ride bike home. Adults must enter the building and sign their student out form the program before the student will be released. Adults without prior authorization, will not be allowed to sign a student out from ACE.

Students who ride the bus home from ACE will be signed out of the program that day by the ACE-BCC staff utilizing the bus roster.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 027904	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.**

The ACE-BCC Project Director will work with the Boys and Girls Club of Highland Lakes, Seton Highland Lakes Hospital, Burnet County Sheriff Department, Literacy Highland lakes, the Rotary Club, Senior Centers, Assisted Living Facilities, and district mentor programs to provide opportunities for volunteers to work with the program. In particular, senior citizens will be sought to provide assistance and reduce the cost of programming while creating a community connection between our youngest citizens and our oldest citizens.

All volunteers, including senior citizens, will be offered training to better serve the students in areas where volunteers feel comfortable or have some expertise. The utilization of volunteers contributes to a more cost-effective program that aides sustainability. Each volunteer will be interviewed by the Site Coordinator and staff member(s) to ensure proper placement within the program. As the FES and Site Coordinators make connections and develop relationships in the community, individuals will become aware of how they can contribute their skills to the ACE-BCC program.

Outreach, Screening, and Involvement of Qualified Volunteers and Mentors:ACE-BCC will require all volunteers participating in the program undergo a criminal background check in order to ensure the safety of all children. After potential volunteers pass their background check, they will attend a volunteer orientation and volunteer training before they are assigned to a campus. Training will be specific to a variety of areas, including training in program policies, procedures, classroom management, and safety in accordance with State and district policies. Additionally, MFISD and BCISD policy states that volunteers must be accompanied by a district staff member and not left alone with students. Volunteers will be supervised by the ACE Site Coordinators, FES, or ACE staff member at all times. They will document and monitor the volunteers' involvement with the ACE program as well as volunteer hours of service.

The MFISD and Burnet CISD mentor programs are growing programs with volunteers who are always looking for additional ways to help our students. With the assistance of the FES, expanding the mentor programs will be one of the objectives of the ACE-BCC program to offer more support for our students.

In partnership with the Districts' Communications Department, our community partners, local faith-based organizations, and local service organizations, ACE-BCC will actively recruit and train volunteers and mentors to assist with program activities. Each spring, the ACE-BCC program will publicly acknowledge district volunteers and mentors. They will be formally recognized and appreciated by ACE-BCC for their efforts in supporting the development of our students.

ACE will focus on recruiting volunteers from two particular groups in our community: senior citizens and retired teachers.

Senior Volunteers in ACE Programs: Senior volunteers can be a cost-effective resource as effective mentors and adult advocates for students in need of additional support. Research-based best-practices support the use of Intergenerational-learning to enhance student social skills, increase self-esteem, and increase daily attendance (Marmillion & Rose, 2013). Seniors participation and support for ACE programs will allow ACE-BCC to effectively increase adult advocacy for ACE students, which can lead to increased student engagement and sense of belonging in school. ACE-BCC will utilize senior volunteers within ACE programs to maximize the program's impact on students. Seniors will be encouraged to volunteer as 1 to1 mentors and will be assigned to students based on need and compatibility.

Retired Teachers in ACE Programs: Recruiting retired teachers will be beneficial for our program due to the expertise retired teachers often carry after their many years of working in education. Their expertise will enhance our programs and the lives of our students. Retired teachers will be offered opportunity to work with small groups of students or individual students who need academic assistance or mentorship.

All volunteers can participate in the program to assist with program events, serve on committees, help during events hosted by the campus and ACE, as well as volunteer to teach classes or serve as mentors.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 027904	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.**

Partnerships between the district and the community are the key to long-term program sustainability. ACE-BCC has a history of forming partnerships with the community in an effort to enhance and sustain programming through the implementation of the **Community Task Force**. Community Task Force members include stakeholders from the school district such as site coordinators, project director, family engagement specialist, principals, teachers, district administrators, parents, and students, in addition to community partners such as local business leaders, nonprofit representatives, religious organization representatives, and community leaders. This task force is formed at the inception of the grant program and membership is aligned with the specific communities being served by the grant. In addition to the Community Task Force, each campus will form a **Campus Advisory Committee**, comprised of the site coordinator, principal, teachers, parents, students, and community members. This campus-based committee will provide guidance and planning for the long-term sustainability of the program, with each stakeholder bringing a unique perspective to the group to ensure that all areas of program are considered when creating the vision for sustainability. Specific sustainability efforts fluctuate by campus needs, therefore it is important to reach out to the immediate community, outside of the Campus Advisory Committee or Community Task Force, to survey families and school staff regarding the specific needs of a sustained program. Other programs have reported successful sustainability plans utilizing community volunteers who have relationships with the program that were built during the grant period. There are several area churches who have adopted our schools and implemented programs that include tutoring, leadership, mentors, and weekend backpack food programs. Many of these key partnerships resulted from the connectedness of our districts and the community. ACE-BCC will use the entire grant period to establish and strengthen key partnerships within the school and greater communities.

ACE-BCC is also aware that sustainability is on the minds of our families. Parents have expressed concerns about the lack of reliable childcare throughout Burnet County. If ACE-BCC families are added to the number families needing childcare, there are not enough open spots at childcare facilities at the present time to absorb the number of students who will need childcare.

Contributions to fund sustained programming are also an important piece of our sustainability program. Through our community partnerships formed through our aforementioned committees, our district can reap the benefits of the fundraising efforts of our local business partners, as well as the donations from those entities. Another plan that has seen success in markets that can support it is the implementation of fee-based programming. With sliding scale rates and scholarships awarded based on household income, our districts would strive to sustain full-scale programming through this approach of generating dedicated, self-sustaining revenue. MFISD and BCISD are dedicated to sustaining an afterschool program. Both districts see the need in the community and want to be able to respond to that need. With the addition of three more schools new to the ACE-BCC program, ACE-BCC will reach more community members and will expand the volunteer program. Even with MFISD having to provide over $7 million in recapture payments and BCISD having it's first year of recapture payments in 2018, both districts are committed to offering a sustained program after the cycle 10 grant. **ACE BCC**

Sustainability Plan:Year 1: Form the Community Task Force (CTF); assess sustainability needs of individual programs through the input from campus and community stakeholders (Campus Advisory Committee); create sustainability vision plan for the remainder of the grant through at least one year afterward; host CTF meetings at least once per quarter

Year 2: Continue quarterly CTF meetings; focus on community outreach with the intention of building additional support through the efforts of key community partners; program participants will provide community outreach for advocacy and general awareness purposes; identify specific financial and programming needs for each site; begin meeting with district departments to acquire paid/in kind service after the grant; convert vision plan to an operational plan

Year 3: Continue quarterly CTF meetings; confirm the contributions of the district (transportation, utilities, other federal funding, etc.); regularly assess the progress made toward the operational plan, tasking CTF members with specific responsibilities in an effort to secure final partnerships toward sustainability. *(No grant funds will be used for fundraising.)*

All Board of Trustees of both LEAs have signed letter(s) of support for local sustainability from which students will be served. Letters of support provide a detailed description of the specific challenges the community faces concerning sustainability and how community and board support will assist local efforts to sustain the program over time. Letters of support with original signatures and a list of all elected board members are attached to this application.

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

County-district number or vendor ID: 027904	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.**

ACE-BCC strives to coordinate as many complementing activities to enhance and supplement existing programs to ensure maximum impact for students. Site Coordinators will use district pacing guides and curriculum alignment documents when developing lessons to ensure connection to the school day. Site Coordinators will meet with the grade level teachers at team meetings and at PLC meetings. Site Coordinators will also serve on the Campus Leadership Team. ACE-BCC has a strong relationship with both districts. The Project Director serves on the leadership team for each district and attends principal as well as director meetings. The Project Director is a team member of the MFISD Curriculum and Instruction Department and works closely with that department to ensure ACE is embedded in all decisions of the district. Both the Director of Elementary Education for BCISD and the Assistant Superintendent for Curriculum and Instruction in Marble Falls work closely with the PD to ensure ACE is incorporated into the district goals. **Both districts** contribute to the annual cost of operating the ACE-BCC programs from their local budgets, donations, and services provided by partners. All ten centers will utilize existing safe facilities space that are already equipped and accessible in their campuses and will underwrite utilities expenses from the extended day and summer operations. Each campus will provide access to computer labs, classroom space, gymnasiums, auditoriums, cafeterias, and outdoor recreational areas needed for activities.

Title 1 and State Compensatory programs funds will supplement family involvement and the six week summer program in the form of transportation, staff development, instruction, and enrichment activities. We will draw from federal Title 1 funds to support extended learning time, before and after school tutorials in small group settings and parent activities for at-risk students. Title 1 funds will also be used to assist with parental involvement activities ACE-BCC Family Engagement Specialist will coordinate his/her efforts with campus counselors at each center to 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 of smaller, rural communities 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.

Child Nutrition will provide nutritious snacks to participating students using funds from the USDA during the school year. During the summer program, students receive a free breakfast and a free lunch from Child Nutrition through USDA.

Medicaid and IDEA funds: Special Education will provide students with special needs assessment and staff development.

Adult Education and Literacy: Title III funds will be utilized to support English Language Learners. Several of the participating campuses partner with community resoureces to offer parenting classes and adult education and literacy services such as ESL, computer class, High School Equivalency (GED) class, and citizenship classes free of charge through Texas Workforce Commission grant funds.

Community and Corporate Partners: ACE-BCC will utilize existing community, corporate and local business partners to coordinate revenue streams and donated services to ensure their ACE-BCC program is provided with high quality program materials and art supplies that would otherwise be unavailable due to cost limitations.

ISD Finance and Business Departments: will ensure fiduciary, financial and compliance oversight and monitoring.

Other ISD Programs and Departments will provide transportation assistance, Guidance and Counseling help, Health and Physical Education services, Human Resource services, and Technology support.

Funds will be used to supplement district efforts to increase academic performance levels, increase attendance rates, provide tutoring for at-risk student populations, and decrease drop-out rates. Our goal is to enhance/increase the level of services currently offered or to start new initiatives to meet the needs of our students in at-risk situations in the community. Funds from this program will be utilized to **supplement** and increase the level of state, local and other non-federal funds and in no case **supplant** federal state, local or nonfederal funds.

All Board of Trustees of both LEAs have signed letter(s) of support for local sustainability from which students will be served. Letters of support provide a detailed description of the specific challenges the community faces concerning sustainability and how community and board support will assist local efforts to sustain the program over time. Letters of support with original signatures and a list of all elected board members are attached to this application.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 027904 | 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):
Marble Falls High School 2101 Mustang Drive Marble Falls, TX 78654	☒40% or higher economically disadvantaged ☐2017-2018 Focus School ☐2017-2018 Priority School ☐>50.3% Students 'At Risk' per 2016-2017 TAPR	☐ Pre-K ☐7-8 ☐ K-2 ☒9 ☐ 3-4 ☒10-11 ☐ 5-6 ☒12

9-digit campus ID number:	027904001
Cost per student	$718.82

"Regular" student target (to be served 45 days or more annually):	100	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):
Marble Falls Middle School 1511 Pony Circle Drive Marble Falls, TX 78654	☒40% or higher economically disadvantaged ☒2017-2018 Focus School ☐2017-2018 Priority School ☐>50.3% Students 'At Risk' per 2016-2017 TAPR	☐Pre-K ☒7-8 ☐K-2 ☐9 ☐3-4 ☐10-11 ☒5-6 ☐12

9-digit campus ID number:	027904041
Cost per student	$718.82

"Regular" student target (to be served 45 days or more annually):	100	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):
Marble Falls Elementary 901 Ave. U Marble Falls, TX 78654	☒40% or higher economically disadvantaged ☐2017-2018 Focus School ☐2017-2018 Priority School ☐>50.3% Students 'At Risk' per 2016-2017 TAPR	☒Pre-K ☐ 7-8 ☒K-2 ☐ 9 ☒3-4 ☐ 10-11 ☒5-6 ☐ 12

9-digit campus ID number:	027904101
Cost per student	$718.82

"Regular" student target (to be served 45 days or more annually):	100	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			

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

County-district number or vendor ID: 027904   Amendment # (for amendments only):

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):	
Colt Elementary School 2200 Manzano Mile Marble Falls, TX 78654		☒40% or higher economically disadvantaged ☐2017-2018 Focus School ☐2017-2018 Priority School ☐>50.3% Students 'At Risk' per 2016-2017 TAPR	☒Pre-K ☒K-2 ☒3-4 ☒5-6	☐ 7-8 ☐ 9 ☐ 10-11 ☐ 12
9-digit campus ID number:	027904102			
Cost per student	$718.82			

"Regular" student target (to be served 45 days or more annually):	100	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 5

Name and physical address of center site:		The campus is (check all that apply):	Grade levels to be served (check all that apply):	
Highland Lakes Elementary School 8200 W. F.M. 1431 Granite Shoals, TX 78654		☒40% or higher economically disadvantaged ☒2017-2018 Focus School ☐2017-2018 Priority School ☒>50.3% Students 'At Risk' per 2016-2017 TAPR	☒Pre-K ☒K-2 ☒3-4 ☒5-6	☐ 7-8 ☐ 9 ☐ 10-11 ☐ 12
9-digit campus ID number:	027904103			
Cost per student	$718.82			

"Regular" student target (to be served 45 days or more annually):	100	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 6

Name and physical address of center site:		The campus is (check all that apply):	Grade levels to be served (check all that apply):	
Burnet High School 1000 The Green Mile Burnet, TX 78611		☒40% or higher economically disadvantaged ☐2017-2018 Focus School ☐2017-2018 Priority School ☐>50.3% Students 'At Risk' per 2016-2017 TAPR	☐ Pre-K ☐ K-2 ☐ 3-4 ☐ 5-6	☐7-8 ☒9 ☒10-11 ☒12
9-digit campus ID number:	027903001			
Cost per student	$718.82			

"Regular" student target (to be served 45 days or more annually):	100	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			

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

County-district number or vendor ID: 027904   Amendment # (for amendments only):

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):	
Burnet Middle School 1401 N. Main Street Burnet, TX 78611		☒40% or higher economically disadvantaged ☐2017-2018 Focus School ☐2017-2018 Priority School ☐>50.3% Students 'At Risk' per 2016-2017 TAPR	☐Pre-K ☐K-2 ☐3-4 ☒5-6	☒7-8 ☐9 ☐10-11 ☐12
9-digit campus ID number:	027903041			
Cost per student	$718.82			

"Regular" student target (to be served 45 days or more annually):	100	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 8

Name and physical address of center site:		The campus is (check all that apply):	Grade levels to be served (check all that apply):	
RJ Richey Elementary School 500 E. Graves Burnet, TX 78611		☒40% or higher economically disadvantaged ☒2017-2018 Focus School ☐2017-2018 Priority School ☐>50.3% Students 'At Risk' per 2016-2017 TAPR	☐Pre-K ☐K-2 ☒3-4 ☒5-6	☐ 7-8 ☐ 9 ☐ 10-11 ☐ 12
9-digit campus ID number:	027903104			
Cost per student	$718.82			

"Regular" student target (to be served 45 days or more annually):	100	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 9

Name and physical address of center site:		The campus is (check all that apply):	Grade levels to be served (check all that apply):	
Shady Grove Elementary School 111 Shady Grove Road Burnet, TX 78611		☒40% or higher economically disadvantaged ☐2017-2018 Focus School ☐2017-2018 Priority School ☐>50.3% Students 'At Risk' per 2016-2017 TAPR	☒Pre-K ☒K-2 ☐3-4 ☐5-6	☐ 7-8 ☐ 9 ☐ 10-11 ☐ 12
9-digit campus ID number:	027903101			
Cost per student	$718.82			

"Regular" student target (to be served 45 days or more annually):	100	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			

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

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	Name and physical address of center site:		The campus is (check all that apply):	Grade levels to be served (check all that apply):	
Center 10	**Bertram Elementary School** **315 Main Street** **Bertram, TX 78605**		☒40% or higher economically disadvantaged ☐2017-2018 Focus School ☐2017-2018 Priority School ☐>50.3% Students 'At Risk' per 2016-2017	☒Pre-K ☒K-2 ☒3-4 ☒5-6	☐ 7-8 ☐ 9 ☐ 10-11 ☐ 12
	9-digit campus ID number:	027903102			
	Cost per student	$718.82			
	"Regular" student target (to be served 45 days or more annually):	100	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			

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

County-district number or vendor ID: 027904	Amendment # (for amendments only):

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

Key components of the ACE-BCC program include integrated OST time, academic tutoring, academic enrichment, technology training, and extracurricular learning for enrolled students and their family members. Program will offer high quality learning opportunities to students who have been identified by their campus administration, teachers and/or parents as in need of additional assistance, either academic, behavioral, or both. Campuses will offer a before school learning time where students will receive tutoring, complete homework assignments, and use the school's computer and library resources. After school students will be offered a range of learning opportunities, including mentoring, homework assistance, tutoring in core academic areas, technology, fine arts, health/wellness, college and career exploration opportunities, and physical fitness. Each day, students will participate in a minimum of one academic learning activity and one enrichment activity. The goal of the summer program is to provide academic enrichment, as well as acceleration, and more in-depth opportunities for enriched learning. The summer program will also have an extended physical education and sports focus.

Each center will offer targeted parent and family learning opportunities, including parenting classes, strategies to support student learning, English as a Second Language classes, technology training, and Adult Basic Education and college/career preparation activities throughout the school year and summer programming. The ACE-BCC **Family Engagement Specialist** will take the lead in providing training, technical assistance and expertise in serving the adult and family members. **The program will take place in safe and easily accessible facilities.** Bus transportation from the centers to home, arranged through the district will be provided. Individual plans will be developed to determine the age-appropriate curriculum that not only complements the regular school day but also provides students with opportunities to meet academic goals and improve academic achievement. **The Project Plan**, developed during the first year, will address program goals and objectives, specific services needed based on host Campus Improvement Plans and Comprehensive Needs Assessments, activities developed based on the **Four Component Activity Guide** and The Activity Planning Guidelines, leveraging resources with campuses and community partners, and reporting output and outcome measurements. Each center will provide a **consistent** and **dependable** schedule of **weekly** activities for program participants (students and adult family members) which will be included in the **Center Project Plan** as follows: A minimum of 35 weeks per year (including summer), a minimum of five days per week, and a minimum of 15 hours per week for the fall and spring terms. Summer program will be held for a minimum of six weeks and four hours per day, four days per week. Parent events may take place during program time, later in the evenings, or on weekends depending on the need of families served. **Before school**, students will have an opportunity to complete homework assignments with help from school personnel, have access to the computer lab to finish assignments, use skill building programs, and have a nutritious breakfast through the school free breakfast program. **After school**, students will have transition time, including a nutritious snack from the USDA funds. Then, the first hour will focus on academics, which includes tutorials, homework assistance or academic enrichment activities to reinforce school day curricular learning. After a short transition time, students will have a range of activities to choose from, including arts, physical fitness, service-learning, technology skill building, and career-oriented enrichment. Including high interest activities on the schedule based on voice and choice surveys, students will be motivated to participate and attend helping them attain and surpass the 45 day attendance minimum. **The Summer Program** classes will focus on academic acceleration and enrichment through Project Based Learning, hands-on experiences, and TEKS-related skill building to ensure that students are performing at or above grade level in the core areas. It will include high-interest enrichment activities, including fine arts, physical fitness/wellness, in-depth service-learning programs, technology training, and social/emotional learning opportunities. All activities will be TEKS aligned and reflected in program lesson plans. Activities will include: academic acceleration, reinforcement, and enhancement; STEAM; character education and leadership; college and career readiness; fine arts; health and wellness; parent and family enrichment and awareness; first aid and life skills; and staff professional development. **Adult programs** such as parenting skills, computer literacy, job skills, and interpersonal communication will be offered. Additional opportunities will be provided based on adult needs assessments and other information available to the schools. Family Engagement Specialist will work closely with area parent organizations to market the program especially targeting parents of children enrolled in the ACE-BCC program.

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

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County-district number or vendor ID: 027904

Amendment # (for amendments only):

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

The overall goals of evaluation will be to produce quantitative data about ACE-BCC participants and to assess the impact between program participation and proposed outcomes such as attendance, academic achievement and behavior in order to improve program quality and identifying/correcting problems quickly. The evaluation committee will meet **periodically** to **ensure that ongoing feedback is provided** to program decision-makers and ACE-BCC Community Task Force (CTF) on program progress in order to improve the program. ACE-BCC will contract with an experienced 21st CCLC program evaluation firm. The external evaluator will utilize formal and informal observations to assess program effectiveness, including pre/post-test surveys containing both open/closed questions; Likert-type scales directed at students, parents, teachers, and project staff; and records including course grades, internal behavioral and disciplinary actions, and attendance. Using a "tiered-approach," quantitative and qualitative outcome components will be used along with baseline assessments, benchmarks, and other markers **to improve program operation and quality.** The evaluator will meet monthly with program staff to provide ongoing feedback so necessary program adjustments can be made as needed to enhance program outcomes. In collaboration with the external evaluator and the Evaluation Committee, the ACE-BCC Director will be responsible for **on-going** supervision of data collection. **The methods of evaluation include use of objective performance measures that are clearly related to the intended outcome of the project.** The district currently collects data on a wide array of student statistics, including enrollment, attendance, discipline, grades, course history, testing scores, and demographic information (school-wide and disaggregated by population categories). **Quantitative** data will include statistics and information regarding student achievement, academic rigor, student retention, and school climate. The external evaluator will use various **qualitative** data collection methodologies, such as observation by different evaluators, focus groups, parent-teacher-student surveys, and Likert-type surveys to assess program progress. Written feedback will be provided regularly to the grant Coordinators. Quarterly reports will be presented to the CTF. Annual Reports required by TEA and more in-depth annual analyses will be prepared by the external evaluator for review by the CTF and will be made available to the public upon request. TX 21st TEAL System (the Texas ACE web-based Tracking Tool) data will be collected by four primary methods as summarized below according to the schedule listed:

Collection Methods	Sources and Description of Data Collection	Collection Schedules
Interviews. Focus Groups	Interview project personnel, students, and family and community members to assess: a) needs of individuals, b) how project met needs; c) project strengths and weaknesses; d) project benefits; e) changes needed to better meet identified needs.	Beginning, middle & end of project activities.
Observation	Evaluator observes site activities using standard protocol. Director will conduct site observations on a regular basis.	8 times a year using observation protocols
Surveys	Survey will follow up on issues from interviews and focus groups	Semi annual
Extant & Project Data	Attendance records, school grades, state test scores, discipline records, Safe School data, STAAR and other data as needed.	Beginning, middle, and end of project.

Formative Evaluation: Will examine the conduct of the project, including determination of the effectiveness of the planning, design, implementation of the project. Evaluation information will be obtained from the appropriate program administrators and participants. The process evaluation will focus on: **1) Implementation of Services; 2) Planning and Management; and 3) Project Strategies.** The project benchmarks and indicators for **Implementation of Services** include: activities; involvement of principals and district staff, teachers, parents and students; and alignment to project goals and objectives. The collection instruments will include a project exit survey; on-site observations; project products; and document tracking. The evaluation for this focus will be ongoing. The project benchmarks and indicators for **Planning and Management** include coordination with the existing program advisory council and management team; and overall project communications. The collection instruments will include on-site observations; formal/informal interviews; and document tracking. The project benchmarks and indicators for **Project Strategies** include the expanded credit retrieval system; professional development activities; activities and services; modification and improvement of the program; and interpretation of the effect of parental involvement. The collection instruments will include formal/informal interviews; instruction (classroom strategies); on-site observations; project exit survey; and document tracking. Evaluation reports will be posted on program website.

Schedule #18—Equitable Access and Participation

For TEA Use Only

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

County-District Number or Vendor ID: 027904	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	☐	☐	☐

Barrier: Gender-Specific Bias

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

Barrier: Cultural, Linguistic, or Economic Diversity

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

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

County-District Number or Vendor ID: 027904	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	☐	☐	☐
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	☐	☐	☐
B16	Offer computer literacy courses for parents and other program beneficiaries	☐	☐	☐
B17	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
B18	Coordinate with community centers/programs	☐	☐	☐
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	☐	☐	☐
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	☐	☐	☐
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	☐	☐	☐
B99	Other (specify)	☐	☐	☐

Barrier: Gang-Related Activities

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

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

County-District Number or Vendor ID: 027904	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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Barrier: Visual Impairments

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

Barrier: Hearing Impairments

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

Barrier: Learning Disabilities

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

Barrier: Other Physical Disabilities or Constraints

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

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Schedule #18—Equitable Access and Participation (cont.)				
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Barrier: Inaccessible Physical Structures

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

Barrier: Absenteeism/Truancy

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

Barrier: High Mobility Rates

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

Barrier: Lack of Support from Parents

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

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Barrier: Lack of Support from Parents (cont.)

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

Barrier: Shortage of Qualified Personnel

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

Barrier: Lack of Knowledge Regarding Program Benefits

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

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

County-District Number or Vendor ID: 027904	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	☐	☐	☐
P99	Other (specify)	☐	☐	☐

Barrier: Lack of Transportation to Program Activities

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

Barrier: Other Barriers

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

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Schedule #19—Private Nonprofit School Participation

County-District Number or Vendor ID: 027904	Amendment number (for amendments only):

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

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?	☒ 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	☒ 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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