Texas Education Agency
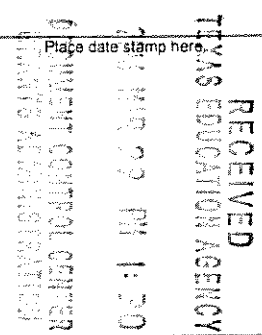## Standard Application System (SAS)

2016–2017 Texas 21st Century Community Learning Centers, Cycle 9, Year 1

Program authority:	Elementary and Secondary Education Act Title IV, Part B as amended by the No Child Left Behind Act	**FOR TEA USE ONLY** Write NOGA ID here:
Grant Period	August 1, 2016, to July 31, 2017	
Application deadline:	5:00 p.m. Central Time, March 29, 2016	Place date stamp here
Submittal information:	**Three** complete copies of the application, at least one with an original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494	
Contact information:	21stCentury@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #		Amendment #
Boys & Girls Clubs of the Austin Area	227-901		

Vendor ID #	ESC Region #		DUNS #
74-6087356	13		826268518

Mailing address		City	State	ZIP Code
5407 North IH 35, Suite 400		Austin	TX	78723-

Primary Contact

First name	M.I.	Last name	Title
Erica	G	Taft	Vice President of Program Services

Telephone #	Email address	FAX #
512.444.7199	Erica.gallardo-taft@bgcaustin.org	512.444.7554

Secondary Contact
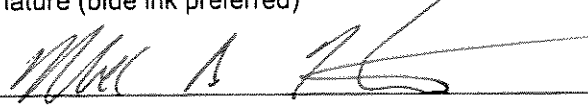
First name	M.I.	Last name	Title
Linelle	C	Brown	Director of Strategic Initiatives & Fund Development

Telephone #	Email address	FAX #
512.444.7199	Linelle.clarkbrown@bgcaustin.org	512.444.7554

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
Mark	A	Kiester	Chief Executive Officer

Telephone #	Email address	FAX #
512.444.7199	Mark.kiester@bgcaustin.org	512.444.7554

Signature (blue ink preferred)   Date signed

3-28-16   701-16-102-137

Only the legally responsible party may sign this application.

Schedule #1—General Information (cont.)	
County-district number or vendor ID: 74-6087356	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	N/A	☐
4	Request for Amendment	N/A	☐
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100)	See Important Note For Competitive Grant*	☐
8	Professional and Contracted Services (6200)		☐
9	Supplies and Materials (6300)		☐
10	Other Operating Costs (6400)		☐
11	Capital Outlay (6600)		☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
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): 01/01	End date (MM/DD): 12/31
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: 74-6087356	Amendment # (for amendments only):

Part 1: Required Attachments

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

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

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Written Agreements	Written agreements or memoranda of understanding are required for partnerships involving school districts, community-based organizations, or other organizations that work on behalf of the contractor to manage the daily operations of the program. Written agreements are also required for partners that are significantly involved in the development and/or implementation of the program. They are not required for providers of single services, such as a physical activity provider or instructional coach. For example, a district may act as the fiscal agent but manage a contract for a provider to operate the program or host programs at school or non-school locations.

Part 2: Acceptance and Compliance

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

X	Acceptance and Compliance
☒	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.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 74-6087356	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 funds awarded under this program will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or non-federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that the program will take place in a safe and accessible facility.
4.	The applicant provides assurance that the proposed program was developed, and will be carried out in active collaboration with the schools that students attend.
5.	The applicant provides assurance that the program will target students who attend schools eligible for schoolwide programs and the families of such students.
6.	The applicant provides assurance that the community has been given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.
7.	The applicant provides assurance that it has selected feeders and centers in a manner designed to serve students that are most in need of the additional services based on a comprehensive systematic assessment of the needs of students and families and the resources of campuses and the community. The applicant also provides assurance that it will annually conduct a needs assessment and an updated program implementation plan based on the results of the annual needs assessment.
8.	The applicant provides assurance that it will comply with all reporting schedules and deadlines including data entry schedules, as required for state and federal reporting.

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Schedule #3—Certification of Shared Services

County-district number or vendor ID: 74-6087356	Amendment # (for amendments only):

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

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

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

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

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

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

Not Applicable

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

County-district number or vendor ID: 74-6087356			Amendment # (for amendments only):	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name			
13.	County-District #			ding amount
	County-District Name			
14.	County-District #			ding amount
	County-District Name			
15.	County-District #			ding amount
	County-District Name			
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
			Grand total:	

Not Applicable

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 74-6087356	Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Be sure to address fundamental issues such as an overview of your community, the need for the program, and a general description of the program to be implemented. Be sure to align your description with the purpose and goals of this Request for Application. Address new and expanded services that will be made available by the program. 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.

Community- Across the U.S., large numbers of young children are affected by one or more risk factors that have been linked to academic failure and poor health; chief among them is family economic hardship (Evans, G. W. (2004). Sixty-One percent of Austin I.S.D. students are classified economically disadvantaged and 53% are identified as at-risk of dropping out of school. Club sites within this grant are located in communities serving large minority populations where over 50% of youth served are both economically disadvantaged and at-risk. Youth who are economically-disadvantaged and designated at-risk have a higher probability of not graduating high school (Children At-Risk, 2014). Lanier H.S. student population is predominately Hispanic (77.7%) and African American (11.5%); *85.8% are economically disadvantaged and 75.3% at-risk.* Burnet M.S. minority population is 83.6% Hispanic and 8.5% African American; *92.8% economically disadvantaged and 73.4% at-risk.* Webb M.S. minority population is 87.8% Hispanic and 8.8% African American; *97% economically disadvantaged and 75.8% at-risk.* Cook Elementary minority population is 84.4% Hispanic and 10.3% African American; *96.4% economically disadvantaged and 12.3% at-risk.* Wooldridge Elementary minority population is 83.9% Hispanic and 5.4% African American; *96.5% economically disadvantaged and 87.2% at-risk.* McBee Elementary minority population is 90.7% Hispanic and 4.7% African American; *96% economically disadvantaged and 85.6% at-risk.* Ann Richards School for Young Women Leaders minority population is 62.3% Hispanic and 7.5% African American; *59% economically disadvantaged and 12.3% at-risk. (Source-TEA,2014-15).*
Need- Minority and low-income youth are often marginalized when it comes to knowledge and access to 21st century college and career readiness opportunities such as STEM careers which may provide an economic pathway to break the cycle of poverty. **Students of color and economically disadvantaged youth are found to perform significantly worse in math in high school** which dramatically affects their entrance to STEM majors and professional fields (Riegle-Crumb, Moor, & Ramos-Wada, 2010). For example, only 32% of Lanier H.S. students in 2014-15 were determined to be sufficiently prepared in math for postsecondary success (Source- TEA, 2014-15). **Literacy-**Children whose family incomes are at or below the poverty level are likely to struggle with reading, a pattern that emerges early and is prominent in the elementary school years (Hemphill, L. & Tivan, T. (2008). For example, only 46% of Wooldridge elementary youth showed reading readiness and as the curriculum advances these children will suffer a negative impact in all areas of learning (math, science, etc.). **Good character and leadership skills are also critical** for young people to succeed in school and in life. Leadership skills such as goal-setting, problem-solving and sound decision-making are not just necessary for leaders, these skills are needed for success in today's world (MacNeil 2000). Young leaders demonstrate higher career aspirations, increased self-esteem, school engagement and improved high school completion rates (Bloomberg, Ganey, Alba, Quintero, & Alcantara, 2003). Another identified need is for struggling learners to have access to **academic case management**. Students at risk of dropping out of school often need wraparound academic and social-emotional support.
Response- BGCAA's priority outcome is to keep youth in school and ensure they graduate high school (H.S.) college and career ready by using data to drive programming decisions. BGCAA goals are to obtain outcomes that align with the PRIME Blueprint for Texas ACE objectives as well as with AISD's goals to ensure that all students perform at or above grade level and graduate H.S. college, career and life ready. **BGCAA Program Focus areas are: Academic Success, Healthy Lifestyles and Character & Leadership. Academic Success Programs** help youth improve their reading, writing, math and technology skills to increase academic performance; grade promotion and graduation rates. Academic success strategies include: **Power Hour (Tutoring/ Homework Help); Graduation Mas** prepares rising 8th and 9th graders for a successful transition into high school and introduces teens of all ages to higher education opportunities and career goals beyond high school; **Brainstormers - Expanded Literacy Intervention Program** for struggling second and third graders. **Academic Case Management** provides an integrated (BGCAA, School, Other Non-Profits, Social Service organizations) intervention approach to address the academic, health, social-emotional and social service needs of youth and families. **Academic Case Management** also includes continuous monitoring of interventions impact and outcomes; making changes to intervention plans as required. **Expanded STEM (Science, Technology, Engineering and Math) program** helps minority and low-income youth attain the knowledge and skills necessary for workforce success in the 21st century; skills crucial for workforce success as a growing number of jobs will be located in the STEM fields. Youth of color are at a disadvantage when compared to their white counterparts regarding access to and participation in STEM.

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Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: 74-6087356	Amendment # (for amendments only):

Provide an 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.

BGCAA is also part of a **STEM Eco-System** that includes a partnership with STEM expert institutions such as the KDK Harman Foundation Summer STEM Collaborative. The collaborative also includes technology focused foundations and corporations, museums, science centers, institutions of higher education, STEM professional associations and community-based organizations.

Expanded Arts Program- Children from low-income families are less likely to be consistently involved in arts activities or instruction than children from high-income families and thus deprived of the benefits. For example, art participation may help reinforce learning in core subjects and teamwork (www.wallacefoundation.org/knowledge-center/arts). Historically BGCAA has relied on vendors and community partnerships to provide arts offerings at our different sites. This model is difficult to sustain financially and lead to a large variance in what arts programs are offered year to year (or even semester to semester). BGCAA's commitment to continuous program improvement resulted in the hiring a Director of Fine Arts to develop an enhanced arts program that aligns with the TEKS. Club members are exposed to photography, theater, art history and expose youth to the arts via field trips.

Healthy Lifestyles Program- This program trives to improve the overall health of members (reduce childhood obesity) through BGCAA Triple Play program by increasing daily physical activity, teaching good nutrition and the development of healthy relationships using a Triple Play approach that addresses the Mind, Body and Soul.

Character & Leadership Development Program -Youth develop skills to make wise decisions, increase self-esteem, increase school & community engagement. Youth are also exposed to career options and career development.
Development of the following skills are incorporated into all BGCAA Teen programs:

1. Communication- public speaking/writing, and engaging the participation of others
2. Teamwork- respecting others, performing roles of both leader and follower, building on strengths, and commitment to free group input and expression
3. Personal Identity- understanding the relationship between oneself and the community, Problem-Solving and Conflict Resolution skills
4. Professionalism- understanding protocols, appropriate dress, delivering quality work, positively presenting oneself to others
5. Project Management-setting goals/developing action steps, meeting facilitation, reflection, distinguishing between one's interests and community needs
6. Money Management- Basic money management skills and how to secure funding for college

Attendance Promotion-To participate in club activities members must attend school for the entire day. Club 105 is a BGCAA strategy used to increase our impact on youth by rewarding youth and staff for achieving daily attendance goals. During the 2013-2014 school year, BGCAA recognized a great improvement in the lives of our members participating in club activities at least 105 days per year. Club 105 participants had a school attendance rate of nearly 97%, and experienced grade promotion at nearly 99%. Participants were 50% less likely to participate in risky behavior than their non-Club attending peers and maintained a positive overall well-being.

Family Engagement-Raising the next generation is a shared responsibility. When families, communities and schools work together, students are more successful and the entire community benefits. BGCAA programming includes: Family Literacy, Financial Planning, Nutrition, Computer Training and Family Night (themes such as college preparation and homework help). BGCAA also leverages community support via the use of volunteers and collaborates with local non-profits (e.g., Austin Voices) to under-gird youth and family programming. BGCAA collaborates with Austin Voices to improve family's access to and use of social service programs; family engagement; job training and career counseling and adult education and literacy services. Feedback from parents & community stakeholders is also a vital part of BGCAA's desire to desire to hear from stakeholders to help inform program needs and our commitment to continuous improvement. **Academic Case Management** provides an integrated (BGCAA, School, Other Non-Profits, Social Service organizations) intervention approach to address the academic, health and social-emotional needs of youth and families. Academic Case Management also includes continuous monitoring of interventions impact, outcomes; making changes to intervention plans as warranted.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 74-6087356	Amendment # (for amendments only):

Program authority: Elementary and Secondary Education Act Title IV, Part B as amended by NCLB

Grant period: August 1, 2016, to July 31, 2017	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	$1,349,596	$28,332	$1,377,928
Schedule #8	Professional and Contracted Services (6200)	6200	$54,323	$21,000	$75,323
Schedule #9	Supplies and Materials (6300)	6300	$66,394	$0	$66,394
Schedule #10	Other Operating Costs (6400)	6400	$14,350	$0	$14,350
Schedule #11	Capital Outlay (6600)	6600	$0	$0	$0
	Consolidate Administrative Funds			☐ Yes ☐ No	
	Total direct costs:		$1,475,576	$49,332	$1,524,908
	Percentage% indirect costs (see note):		N/A	$0	$0
	Grand total of budgeted costs (add all entries in each column):		$1,475,576	$49,332	$1,524,908

Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		$0	$0	$0

Administrative Cost Calculation	
Enter the total grant amount requested:	$1,524,908
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:	$76,245

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

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

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 74-6087356		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			$216,700
2 Educational aide / Education Director			$54,405
3 Tutor / Teachers	12		
Program Management and Administration			
4 Project director (required)	1		$60,000
5 Site coordinator (required)	7		$362,820
6 Family engagement specialist (required)	1		$50,140
7 Secretary/administrative assistant / Grant Adminis. / VPPS		1	$7,000
8 Clerk	1		$16,417
9 Grant accountant/bookkeeper		1	$4,172
10 Evaluator/evaluation specialist			
Auxiliary			
11 Counselor / Outcome Specialist		1	$18,500
12 Social worker / Dir. Academic Success		1	$12,155
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 Enrichment Coach	10		$25,059
20 Youth Development Professional	7		$266,305
21 Social Development Specialist	7		$80,090
22 Subtotal employee costs:			$1,173,763
Substitute, Extra-Duty Pay, Benefits Costs			
23 6112 Substitute pay			$
24 6119 Professional staff extra-duty pay			$
25 6121 Support staff extra-duty pay			$
26 6140 Employee benefits			$204,165
27 61XX Tuition remission (IHEs only)			$
28 Subtotal substitute, extra-duty, benefits costs			$
29 **Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**			$1,377,928

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

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

Schedule #8—Professional and Contracted Services (6200)	
County-district number or vendor ID: 74-6087356	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	$3,500
	Specify purpose: Rent for seven schools for 10 months at $50 per month	
a.	**Subtotal of professional and contracted services (6200) costs requiring specific approval:**	**$3,500**

Professional and Contracted Services

#	Description of Service and Purpose	Grant Amount Budgeted
1	Austin Independent School District: Custodial services ($6k), rent (above), evaluation services ($21k), transportation ($10k)	$37,000
2		$
3		$
4		$
5		$
6		$
7		$
8		$
9		$
10		$
11		$
12		$
13		$
14		$
b.	**Subtotal of professional and contracted services:**	$37,000
c.	**Remaining 6200—Professional and contracted services that do not require specific approval:**	$34,823
	(Sum of lines a, b, and c) Grand total	$75,323

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

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 74-6087356	Amendment number (for amendments only):	
Expense Item Description		**Grant Amount Budgeted**
6300	Total supplies and materials that do not require specific approval:	$57,307
	Grand total:	$57,307

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

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

Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 74-6087356	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 must attach Out-of-State Travel Justification Form.	$
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing.	$
	Specify purpose:	
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines.	$
6413	Stipends for non-employees other than those included in 6419	$
6419	Non-employee costs for conferences. Requires authorization in writing.	$
	Subtotal other operating costs requiring specific approval:	$
	Remaining 6400—Other operating costs that do not require specific approval:	$14,350
	Grand total:	$14,350

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

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

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#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
Schedule #11—Capital Outlay (6600)-N/A			
	County-District Number or Vendor ID: 74-6087356			Amendment number (for amendments only):
**6669—Library Books and Media (capitalized and controlled by library)**			
1		N/A	N/A	$
**66XX—Computing Devices, capitalized**			
2			$	$
3			$	$
4			$	$
5			$	$
6			$	$
7			$	$
8			$	$
9			$	$
10			$	$
11			$	$
**66XX—Software, capitalized**			
12			$	$
13			$	$
14			$	$
15			$	$
16			$	$
17			$	$
18			$	$
**66XX—Equipment, furniture, or vehicles**			
19			$	$
20			$	$
21			$	$
22			$	$
23			$	$
24			$	$
25			$	$
26			$	$
27			$	$
28			$	$
**66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)**			
29				$
				Grand total:	$

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

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Schedule #12—Demographics and Participants to Be Served with Grant Funds	
County-district number or vendor ID: 74-6087356	Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:			5,946	
Category	**Number**	**Percentage**	**Category**	**Percentage**
African American	487	9%	Attendance rate	95%
Hispanic	4900	82%	Annual dropout rate (Gr 9-12)	Less than 1%
White	311	5%	Students taking the ACT and/or SAT	56%
Asian	137	2%	Average SAT score (number value, not a percentage)	1403
Economically disadvantaged	5237	88%	Average ACT score (number value, not a percentage)	19
Limited English proficient (LEP)	2655	45%	Students classified as "at risk" per Texas Education Code §29.081(d)	70%
Disciplinary placements	201	3%		

Comments

Other ethnicities counted
Total # 111=5,946
Total 2% = 100%
Please note Disciplinary placements, attendance rate, annual dropout rate, students taking ACT/SAT, average SAT and average ACT based on sy 13/14 data – school year 14/15 data not available.

***Please note students taking ACT/SAT not available for ARS – only available for Lanier.**

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	**Number**	**Percentage**	**Category**	**Number**	**Percentage**
African American	33.1	8%	No degree	1	0%
Hispanic	129	32%	Bachelor's degree	298.2	74%
White	236.3	58%	Master's degree	104.4	26%
Asian	6.2	2%	Doctorate	2	0%
1-5 years exp.	127.9	32%	Avg. salary, 1-5 years exp.	44,228	N/A
6-10 years exp.	105.7	26%	Avg. salary, 6-10 years exp.	45,487	N/A
11-20 years exp.	83.2	21%	Avg. salary, 11-20 years exp.	48,223	N/A
Over 20 years exp.	49.7	12%	Avg. salary, over 20 years exp.	57,125	N/A

Comments on part 2 -- 1) All numbers given as average/count except salary 2) Other ethnicities add up to missing numbers/ percentage. 3) Years of experience don't add up because TARP reported on less than 1 year of experience.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)															
County-district number or vendor ID: 74-6087356								Amendment # (for amendments only):							
Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.															
School Type	**PK (3-4)**	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**Total**
Public		279	342	295	307	257	259	727	749	772	649	488	441	381	5946
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:		279	342	295	307	257	259	727	749	772	649	488	441	381	5946

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Schedule #13—Needs Assessment

County-district number or vendor ID: 74-6087356	Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs and resources. Needs are defined as the area, or gap, between current performance and the desired result. Describe the process for objectively assessing the needs and resources for this program, including a description of the process for prioritizing multiple needs and aligning proposed activities to meet the needs, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Data Collection Sources include: Vision - a Boys & Girls Clubs of America endorsed data collection and tracking software system that is utilized agency-wide to collect and extrapolate youth attendance, demographics and other pertinent information. **Youth Quality Program Assessment (YQPA)** - a validated instrument used to assess the quality of BGCAA programs which helps inform youth interest and areas in needs of improvement. **Boys & Girls Clubs of America-National Youth Outcomes Initiative (NYOI)** - a system built to measure the impact of Boys & Girls Clubs in a consistent manner using a common set of research informed indicators of our priority outcomes. NYOI's key tool for gathering outcomes data is the National Outcomes Survey, administered to Club members each spring. **Campus Needs Assessment** findings which draws upon multiple data sources (e.g. parent connect, TAPR, stakeholder input, etc.) is used by BGCAA to help determine what programs should be offered, duration and scope. **Stakeholder Surveys, Observations, Focus Groups, Interest Inventories and Literature Reviews** also help define target population and needs. For example, while Austin has been cited as having the best economy in the country with significant job growth, it is the most economically segregated major metro area in the U.S. (Source: One Voice Central Texas). One reason for the economic disparity may be traced back to the impact of poverty on children and families; children living in poverty have been found to have poorer health, higher rates of learning disabilities, lower literacy and math performance, and higher likelihood of dropping out of high school (Enson, P.L. & Saito, R.N. (2000). According to a Community Advancement Network-Austin (CAN), 41% (104,801) of Travis county youth live in poverty.

Identified Needs:

STEM: Science, Technology, Engineering and Math (STEM) skills are crucial for workforce success as a growing number of jobs will be located in the STEM fields. The science and engineering (S&E) workforce has shown sustained grown for more than half a century. The number of workers in S&E occupations grew from about 182,000 in 1950 to 5.4 million in 2009. – Sciencebuddies.org. Youth of color are at a disadvantage when compared to their white counterparts regarding access to and participation in STEM. Students of color are found to perform significantly worse in math in high school, which dramatically affects their entrance to STEM majors of student and professional fields (Riegle-Crumb, Moor, & Ramos-Wada, 2010). Children who have parents working in STEM are more likely to major in STEM areas in college; however, the percentage of Black and Hispanic children with parents working in STEM fields are much lower than Asian and white children (Wang, 2012).

Literacy: Children whose family incomes are at or below the poverty level are likely to struggle with reading, a pattern that emerges early and is prominent in the elementary school years (Hemphill, L. & Tivan, T. (2008). For example, only 46% of Wooldridge elementary youth showed reading readiness and as the curriculum advances these children will have a negative impact on all areas of learning (math, science, etc.).**Arts-**Children from low-income families are less likely to be consistently involved in arts activities or instruction than children from high-income families, thus being deprived of the benefits that arts can bring. Richard J Deasy (2002) found art participation benefits to include: increased reading, language and math skills; resulting in increased high school graduation rates.

Leadership: Developing good character and demonstrating leadership skills are critical for young people to succeed in school and in life. Leadership skills such as goal-setting, problem-solving and sound decision-making, are not just necessary for leaders - these skills are needed for success in today's world (MacNeil 2000).Young leaders demonstrate higher career aspirations, increased self-esteem, and improved high school completion rates (Bloomberg, Ganey, Alba, Quintero, & Alcantara, 2003).

Health: Obese children display lower self-esteem (Davison & Birch, 2001) Childhood obesity may affect self-esteem and school attendance; which in turn impacts academic achievement (Yau et al. 2012).

Family Engagement: Students with involved parents are more likely to earn higher grades and test scores, and enroll in higher-level programs; be promoted; attend school regularly; have better social skills, behavior, graduate and continue to postsecondary education (Henderson, AT & Mapp, KL. 2002).

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 74-6087356	Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List the five highest-priority "Identified Needs", in order of importance with 1 being the highest level of importance that the needs assessment process produced. Describe how this proposal would effectively address the need and attain the desired result, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Increase math, science, technology and literacy skills to under-gird high school graduation, college & career readiness.	BGCAA Academic Success programs help youth improve their reading, writing, arithmetic and technology skills, as well as apply learning to everyday situations. Career planning and goal setting are also objectives of these programs. Examples of our programs include: Power Hour Homework Help; Tutoring; Graduation Mas; Career Launch and Junior Staff; Enhanced STEM and Arts program; and Club 105- Attendance Improvement
2.	Increase Family Engagement	The Family Engagement Specialist (FES) will seek Parent/ Family input regarding strategies to increase parent engagement. The FES will develop culturally relevant communications and engagement programming. The FES will collaborate with other Parent Engagement resources (AISD Parent Support Specialist, Austin Voices, etc.) to obtain and share family engagement best practices.
3.	Elementary Literacy Skills Development	Brainstormers is a reading intervention program targeting second and third graders. The program uses research-based vocabulary games and project-based learning. The curriculum was developed by BGCAA in partnership with the Austin ISD ACE afterschool program.
4.	Character & Leadership Development	Be PROUD- A Bully Prevention program SMART (Skills, Mastery and Resistance Training) Moves uses a team approach involving club staff, peer leaders, parents and community representatives to mentor and work with youth. The program moves beyond the mantra of "Just Say No" by teaching youth how to say no to high –risk behavior by involving them in discussion, role-play to practice resistance and refusal skills; development of assertiveness; strengthen decision-making skills; analyze media and peer influence.
5.	Decrease Childhood Obesity	BGCAA Healthy Lifestyles program strives to improve the overall health of members through BGCAA Triple Play program by increasing daily physical activity, teaching good nutrition and the development of healthy relationships using a Triple Play approach that addresses the Mind, Body and Soul.

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Schedule #14—Management Plan

County-district number or vendor ID: 74-6087356	Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. 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	B.S. in education, youth development or related field. Excellent communication skills; at least 5 years working with youth (preferably in Title 1 settings); supervisor and grant administration including monitoring, data review and fiscal management experience
2.	Site Coordinator(s)	B.S. degree in education or related field or completed military service. Strong communication skills; experience working with youth (preferably Title 1 settings); staff supervisory experience; and knowledge / understanding of the local community and school system.
3.	Family Engagement Specialist	Extensive knowledge and experience in the community, preferable a community member. Preferably member of a community organization. Experience working with diverse cultures and diverse families. Experience with Title 1 school districts.
4.	Director of Academic Success	B.S. degree in education or related field. Experience: excellent writing skills; experience creating curriculum; and experience with TEKS, curriculum road maps and other public school expectations. Certified teacher preferred for this position.
5.	Evaluator	A master's or higher in education or related field. Excellent writing skills. Collaborative approach to evaluation. Experience in qualitative and quantitative evaluation.

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.	Improve graduation / promotion rates	1.	Identify students at risk of dropping out and connect them with the resources they need	09/06/2016	On-going
		2.	Engage students in learning opportunities	09/06/2016	On-going
		3.	Support families to improve academic achievement	09/06/2016	On-going
		4.	Leverage community supports and systems	09/06/2016	On-going
		5.	Recognize members on track for graduation	09/06/2016	On-going
2.	Improve attendance rates	1.	Implement attendance incentives	09/06/2016	On-going
		2.	Identify youth with history of 3 or more SY absences	09/06/2016	On-going
		3.	Conduct outreach to youth with absenteeism history	09/06/2016	On-going
		4.	Track members club attendance	09/06/2016	On-going
		5.	Obtain youth attendance improvement suggestions	09/06/2016	On-going
3.	Improve academic performance of struggling learners	1.	Identify & respond to elementary struggling readers	09/06/2016	On-going
		2.	Offer diverse STEM learning opportunities	09/06/2016	On-going
		3.	Offer Arts & STEM (STEAM) learning opportunities	09/06/2016	On-going
		4.	Make learning relevant(e.g.Workshops/Conference)	09/06/2016	On-going
		5.	Obtain member feedback regarding programming	09/06/2016	On-going
4.	Improve behavior	1.	Provide Positive Role Model /Mentor opportunities	09/06/2016	On-going
		2.	Establish Community Service opportunities	09/06/2016	On-going
		3.	Offer Incentives for good behaviors	09/06/2016	On-going
		4.	Provide staff training on behavior interventions	09/06/2016	On-going
		5.	Increase club membership (e.g. Keystone, Science)	09/06/2016	On-going
5.	Improve family engagement and participation	1.	Identify specific needs of minority families	09/06/2016	On-going
		2.	Identify best practices to engage families	09/06/2016	On-going
		3.	Develop engagement strategies specific to each site	09/06/2016	On-going
		4.	Communicate importance of family engagement	09/06/2016	On-going
		5.	Seek family feedback regarding program outcomes	09/06/2016	On-going

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 #14—Management Plan (cont.)	
County-district number or vendor ID: 74-6087356	Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The BGCAA, TEA, Austin I.S.D. data systems are used by staff to generate weekly reports to help determine if we are on track to meet goals and objectives. Informal assessments are conducted daily by Site Coordinators and Project Director (PD) allowing for immediate staff feedback. The Youth Program Quality Assessment (PQA) ® , a validated instrument is used by sites to perform a self-assessment each semester. In addition, sites receive a minimum of one annual Youth Program Quality External Assessment. BGCAA also utilizes the Boys & Girls Clubs of America research-based Impact Assessment tool which allows Clubs to independently assess and improve the quality of their programming and deepen their impact on the youth they serve. Austin I.S.D. Campus Improvement Plans and Campus Needs Assessment are also used to guide BGCAA program development and delivery.

If an issue arises or reports indicate a site or program is not meeting expectations, the Project Director and Site Coordinator create an action plan to address unmet goals and objectives which is shared with staff; followed up with weekly meetings to access performance. When there is not an immediate problem, there are group supervisory and monthly individual meetings. BGCAA also supports transparency, open communication and collective problem-solving. We use diverse communication methods (monthly family nights, meeting agendas and minutes) to share information with families, youth, administrative staff, teachers and community stakeholders. In the event a parent or other stakeholder has questions and/or issue, staff contact information is posted in visible areas.

Part 4: Sustainability and Commitment. Describe any existing or planned efforts that are similar or related to this proposal. How will the applicant coordinate with these efforts toward maximizing the effectiveness of grant funds and build sustainability over time? How will you build long-term support and commitment from partners in these efforts and other partners over time? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

BGCAA continues to refine and diversify its resource development initiatives to ensure sustainability of current programs and to support program growth. Over the past several years we have expanded both the Board of Directors and Resource Development staff, increasing our ability to secure funding from local businesses, foundations and individuals. In 2009, BGCAA's Foundation established a planned giving program, currently representing an estimated $1 million in estate gifts that will eventually support operations. Also, in recent years BGCAA began operation of an associated enterprise in cooperation with four other local nonprofits, allowing BGCAA to become a beneficiary of 3rd-party events and creating passive sources of income. Innovative partnerships such as these and a concentration on major gifts and individual giving are crucial if we are to continue to meet the needs of our members. BGCAA also cultivates long-term partnerships while continuously seeking new partners. For example, St. David's Foundation, a long-term partner, doubled their prior year giving to over $400k and the Dell Corporation continues to support our STEM program with financial and in-kind support. Over 1,000 volunteers annually support every aspect of Club life, including a non-paid policy – engaging the Board of Directors in our work thus increasing their commitment to the youth we serve. A key role of a BGCAA Board is to assist in raising and contributing money to the Club. Per the Board Handbook, members both collectively and individually, must maintain positive relationships with current funding sources as well as potential donors. BGCAA also takes a leadership position in the state-wide Texas Alliance of Boys & Girls Clubs, the Texas Education Agency (TEA) Expanded Learning Opportunities Council and the Texas Partnership for Out-of-School-Time (TXPOST) to advocate for increased funding for out-of-school-time programs. We also leverage our program bandwidth by partnering with: Boys & Girls Clubs of America for funding, staff trainings, program research and field testing; Austin & Del Valle ISD- for club space; Travis County: funding to support select clubs; United Way Capital Area: Aid for youth in need and funding for Mendez MS Club; Housing Authority of the City of Austin (HACA) and East Austin College Prep Academy (Southwest Key Programs); KDK-Harman Summer STEM Collaborative; GenAustin and others.

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	Schedule #15—Project Evaluation	
County-district number or vendor ID: 74-6087356		Amendment # (for amendments only):

Part 1: Evaluation Design. List the research methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process		Associated Indicator of Accomplishment
1.	Calculate school day attendance rates and mean school day absences. Correlate program attendance with school day attendance	1.	Decreased school day absences
		2.	Increased program attendance (45 days or more) leads to improved school day attendance
		3.	Positive correlation between program attendance and school-day attendance
2.	Calculate percentage of disciplinary referrals during the school year	1.	Decreased disciplinary referrals
		2.	
		3.	
3.	Calculate grade point averages in core subject areas and course completion rates Calculate promotion rates	1.	Improved grades in core subject areas (Reading, Math, Science, and Social Studies)
		2.	All participants will be promoted to the next grade level.
		3.	Improved course completion rates
4.	Conduct surveys and focus groups with program participants and parents	1.	Ascertain program satisfaction
		2.	Determine appropriateness of program offerings
		3.	Ascertain benefits of participation in the program
5.	Collect demographic data	1.	Demonstrate that appropriate population groups are being represented (e.g., ethnicity, at-risk status, SES status).
		2.	
		3.	

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How will findings be used to refine, improve, and strengthen the program? How will findings be made available to the public? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Evaluation staff will collect program level data such as program activities, number of participants, and program participation days from the TX 21st TEASE system. Student level data including demographic data, school day attendance, discipline referrals, course grades, course completion, and STAAR/End of Course data will be pulled and analyzed from AISD's databases. In addition, student and parent surveys and focus groups will be conducted to solicit information on program strengths and areas of improvement.

The aforementioned data will be presented in detail in the end of year evaluation reports. Findings and recommendations will detail areas where program goals were met as well as areas in need of improvement and refinement. Further, findings and recommendations from the evaluation report will be utilized regularly during the year to track program success and to implement programmatic changes when necessary. These reports will be submitted to TEA as well as published on AISD's Department of Research and Evaluation website for public access.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 74-6087356	Amendment # (for amendments only):

Statutory Requirement 1: Describe the activities to be funded. Specifically explain the supplemental nature of the activities. Include a description of how students participating in the program will travel safely to and from the center and home. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Activities to be funded: Academic Case Management and Academic Success programs designed to improve Science, Technology, Engineering, Science, Math (STEM); Arts, Literacy; Character & Leadership, Healthy and Family Engagement will operate during the after school hours; and summers to address summer learning loss. All activities are TEKs aligned to reinforce classroom learning as well as the incorporation of strategies designed to address Texas ACE objectives: improve academic performance, school day attendance, positive behavior, grade promotion rates and graduation rates. The **Academic Case Management** process consists of (1) Identification of at-risk students (2) Assessment completed to identify specific needs (3) Case plan development which includes services prescribed to address student needs and (4) Provision of the services to support the following types of potential needs: Academic; Behavior; Attendance; Social/life skills services; Basic needs/resources; College/career preparation; Enrichment/motivation and/or Family-related services. **Academic Success programs includes**: *Power Hour-Tutoring, Homework Help and Brainstormers*, a literacy intervention program for targeted second and third graders. The primary objective is to teach tier 2 and 3 vocabulary skills to students through reading high interest nonfiction science texts and completing hands-on science projects. **Enhanced Science, Technology, Engineering and Math (STEM)** is a program designed to improve club members: reading, writing, science and math skills; along with knowledge of STEM careers. **Graduation Mas** prepares rising 8th and 9th graders for the transition into high school and for all teens post-secondary planning. **Art education** helps youth develop reading and math skills (Deasy, 2003) along with club engagement and complement STEM learning. The **Healthy Lifestyles** program combats childhood obesity by increasing daily physical activity, teaching good nutrition using a Triple Play approach that addresses the Mind, Body and Soul. **Character and Leadership programs** (e.g. Keystone Clubs) challenge kids to be community-minded, and empower them by demonstrating how they can affect change. Youth develop communication, teamwork, personal identity, professionalism and project management skills. **Family Engagement** activities include: technology, parenting health, nutrition classes and other classes/workshops derived from parent /family feedback.

Travel- BGCAA works with AISD to offer transportation for elementary and middle school youth; high school youth receive free bus passes. During summers the program is 9 hours long, from 8:30 – 5:30 Monday through Thursday to accommodate the needs of working parents so they may drop-off and pick up youth.

Statutory Requirement 2: Describe how the eligible entity will disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Information Dissemination-Each BGCAA club is an integral part of the community it serves, and seeks to make its clubs accessible and welcoming to all of its neighbors. BGCAA has extensive experience in communicating with the communities we serve, and has developed a range of strategies that have proven successful in reaching out to the many low-income, majority-Hispanic or African-American communities served. For example, we always present program information in both English and Spanish. We also ensure that each Club has bilingual staff that is instrumental in reaching out to their targeted communities. When possible, we hire staff from local communities. We mail bilingual announcements about the clubs to student families. Staff also attend events at community sites such as at recreation centers and libraries, as well as local back-to-school and school registration nights. We present information on our program at PTA meetings and local neighborhood meetings – homeowner associations and the like - where families already involved in our program will be engaged to share their experiences with potential families. Flyers will be posted both in schools and in strategic locations in the community. Staff will mail bilingual announcements about BGCAA programs and benefits of their youth becoming a club member. As all the schools we are targeting are located in feeder patterns in which we currently have programs in the middle and/or high schools. We will also disseminate information to families that already attend our high school and middle school programs to make them aware of our new Clubs that could meet the needs of their other children. We strive to inform the broadest possible sector of the local community about our programs and how we can empower families to support their children towards academic success. Other strategies may be developed and incorporated based upon the knowledge of the community provided by the Family Engagement Specialist (FES).

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 74-6087356	Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed activities are expected to improve campus and student academic achievement, as well as overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

BGCAA key elements for positive youth development and academic achievement include: (1) High Yield Activities (2) Targeted Programs and (3) Youth regular school and club attendance. BGCAA uses project based learning, hands-on activities that are engaging and TEKS-aligned curriculum along with Texas ACE lesson and unit plans. BGCAA sites use **Project Learn** which aligns with the PRIME Blueprint and stresses the importance of homework help and tutoring; parental involvement and school collaboration. Project Learn is used by staff to create opportunities throughout all areas of club activities. Project Learn provides high-yield learning activities such as leisure reading, writing, homework help and tutoring and games (such as Scrabble) that develop young people's cognitive skills. Project Learn also emphasizes parent involvement and collaboration between Club and school professionals to facilitate positive youth-adult engagement.

Middle school students who are at risk of grade retention and/or of dropping out of school will be targeted for **Academic Case Management (ACM)**. Students targeted for ACM will be identified by their teachers based on grades and STAAR scores and referred to BGCAA. Each student will be assessed to determine his/her area of weakness. Working with the school day teachers, BCGAA will develop a case plan that will address the specific needs of each student. The result will be increased academic performance, improved behavior, better attendance in school and enhanced SEL skills.

Other activities include: **Basic needs/resources; College/career preparation; Enrichment/motivation and/or Family-related services**. By offering extra support and resources the goal is to empower youth to improve their academic standing by 1-2 letter grades by the end of the school year. The Director of Academic Success will meet regularly with BGCAA Facilitators who are preferably college students interested in a career in education who are responsible for providing interventions 3-4 days per week. The Director of Academic Success will review prior week (success and challenges) to identify additional staff professional development needs prior to training on new lesson plans for the following week. Program Directors work with youth not in need of intensive supports but still needing some academic support, creating curriculum and lesson plans which are reviewed with by the Director of Academic Success and Site Coordinators. BGCAA seeks to improve overall student success by providing wraparound services for all club members.

Statutory Requirement 4: Identify the federal, state, and local programs that will be coordinated with the proposed program and explain how the proposed coordination makes the most effective use of public resources. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

BGCAA has an ongoing commitment to developing and maintaining strategic collaborations and linkages to close gaps in services and maximize results. Participation in the Central Texas Afterschool Network to help ensure BGCAA has broad knowledge of available community resources so we can create a continuum of services in response to youth and family needs. BGCAA partnerships with federal, state and local programs that enhance our program offerings, allowing us to expand enrichment and academic assistance activities. Partnerships include but are not limited to: 4-H (science education); Creative Action (fine arts-based curriculum to enrich academic skills); Keep Austin Beautiful (environmental education); National Girls Collaborative which provides funding and technical assistance to increase female STEM learning; and The Boys & Girls Clubs of America Texas Alliance who provides funding for Texas Academic, Innovation and Mentoring (AIM) services at Wooldridge and Cook elementary schools. Services for parents and families are enhanced by an ongoing partnership with AISD's Parent Support Specialists and our partnership with Austin Voices (Non-Profit) in the implementation of the Lanier Full-Service Community School Project. These partnerships increase parent's access to Adult Basic and Secondary Education, English as a Second Language classes and other supports designed to help families break the cycle of poverty and increase H.S. graduation rates.

All clubs benefit from funding from St. David's Foundation ($420,000 in 2016) that supports intramural sports programs at all clubs. Clubs also benefit from a Dell grant ($250,000 in 2016). The proposal will be submitted this year and will support technology education enabling each club to support a tech tutor. This funding allows BGCAA to leverage ACE Austin funding for academic enrichment. BGCAA regularly pursues grants that support programs across many Clubs, such as our 2012-2013 Impact Austin health education grant that enable us to support a non bullying climate. We partner with numerous OST providers through the Youth Quality Program Assessment (YPQA) process. BGCAA maximizes our resources through inter-agency cooperation to conduct program assessments and staff professional development.

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Statutory Requirement 5: Describe how the activities will meet the measures of effectiveness described in the authorizing statute. Specifically describe: 1) how the proposed activities are based on an objective set of measures designed to increase high--quality academic enrichment opportunities; 2) references to evidence-based research that supports the design of the program or activity; and 3) a summary of the plan to collect local data for continuous assessment and local program evaluation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Measures to increase high-quality academic enrichment opportunities - Afterschool programs can make a difference for youth, including helping to build the prerequisites to learning, in terms of both academic achievement and long-term competence and success (Miller, 2003). BGCAA offers comprehensive evidence-based programs grounded in the Boys & Girls Clubs of America Formula for Impact (FFI) which help us maximize the impact on the youth we serve. FFI states: taking the youth who need us most and give them an outcome-driven club experience with the following key elements (1) a safe and positive club environment, (2) fun and supportive relationships, (3) opportunities, (4) and expectations and recognition of personal accomplishments.

What we know - Poverty affects children's well-being, school readiness, performance in school and high school dropout rates. Per Texas Education Agency data, five of the sites selected for this grant is schools with student economically disadvantage (E.D.) percentages exceed 900%. Lanier H.S. student E.D. rate is 85.8% and Ann Richards's student E.D. rate is 59%. Students, who are chronically absent due to poor attendance, frequent suspensions, or long expulsions, are disengaged from the academic and social life of school is at increased risk of dropping out school. In addition, transition from eighth to ninth grade is one of the most pivotal moments in a student's education, and one of the most treacherous. In fact, a ninth grade student is three to five times more likely to fail a class than students in any other grade (www.summerlearning.org). More than 80 percent of low-income youth in this country are not proficient in reading by the end of third grade, making them more than four times as likely to drop out of high school as their peers who reach this critical benchmark (Annie E. Casey Foundation report, 2008). More than half of the achievement gap between lower- and higher-income youth can be explained by unequal access to summer learning opportunities. As a result, low-income youth are less likely to graduate from high school or enter college (Alexander et al, 2007).

Examples of targeted responses-Tutoring/Mentoring; Club 105 provides incentives for entire school day attendance and Graduation Mas prepares rising 8th and 9th graders for a successful transition into high school. BGCCA strives to increase graduation rates and respond to reading deficiencies and summer learning loss by programming during the summer months. For example, Brainstormers helps 2nd and 3rd graders develop tier 2 and 3 vocabulary skills through reading high interest nonfiction science texts and completing hands-on science projects.

Data Collection & Continuous Assessment- To determine the need for activities at the centers and refine programs based upon objective data the Director of Academic Success (DAS) creates data-aligned ACE unit and lesson plans in response to real-time data from program participants. The DAS uses aggregate student data or real-time parent-level data via the AISD online portal. Annually, standardized test data will be assessed at a site level and by our Evaluator, with programming refined to reflect student needs. Based on established set of performance measures: Activities are developed based upon performance measures established by TEA and AISD as well as real-time student level data. First and foremost, we utilize TEKS requirements as the basis for our Unit Plans to ensure Unit Plans and the resulting activities are aligned with and reinforce the TEKS. We also review each school's test results and student data. We plan to utilize this data as a basis for lesson plans and activities targeting specific areas of academic need. Additional indicators used as performance measures are those tracked by AISD and available to us through our data-share agreement: graduation, attendance and promotion rates, disciplinary referrals, and grades. Evaluation Tools include:Vision, a Boys & Girls Clubs of America endorsed data collection and tracking software system is utilized agency-wide. Staff at individual clubs enter information on their members drawn from enrollment forms and also enter information on program participation. Data may be extrapolated to obtain attendance, demographics and other pertinent information. National Youth Outcomes Initiative (NYOI), a system built to measure the impact of Boys & Girls Clubs in a consistent manner uses a common set of research informed indicators of our priority outcomes. NYOI's key tool for gathering outcomes data is the National Outcomes Survey, administered to Club members each spring. BGCA continues to provide resources and intensive training and technical assistance to enable local Club organizations to use NYOI effectively. NGCAA Surveys (Pre-Post); Observations – Staff Performance and Youth Engagement and Informal conversations with Youth and Families.

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Statutory Requirement 6: Describe the partnership between local educational agencies, community-based organizations, and other public or private entities in carrying out the proposed program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

X- Check this box IF you are applying for priority points for submitting this application jointly with eligible entities consisting of not less than one local education agency receiving funds under Part A of Title I and another eligible entity. **Check this box only IF you did not check the box above AND you are requesting that TEA provide the same priority points** because of the applicant's inability to partner with a CBO within reasonable geographic proximity and of sufficient quality to meet the requirements of the grant.

Partnerships include:

Austin I.S.D.- Provides facility space for club activities; Transportation during the school year for elementary youth; AISD Parent Support Specialist periodically collaborates with BGCAA Family Engagement Specialist in the implementation of programs to increase family – school engagement.

AISD Office of Evaluation staff serve as the external evaluator for BGCAA grant activities
AISD teachers serve as tutors
AISD partners in the provision of afterschool and summer meal program

Austin Voices- Collaborative with BGCAA staff in the implementation of the Lanier Full-Service Community School project working together to provide family's access to Adult Basic and Secondary Education, ESL classes and social services.

Summer STEM Collaborative - Works to increase funding opportunities for high-quality Science, Technology, Engineering and/or Math (STEM) summer programs. The collaborative, comprised of local charitable foundations as well as local high-tech companies, is actively developing a local STEM ecosystem following national best practices to improve opportunities for students from low-income families.

Active Life- Works to decrease childhood obesity by collaborating on activities to increase youth physical activity

CTAN- Dedicated to building an ecosystem of quality Out-of-School Time (O.S.T.) programming in Central Texas. Member organizations believe that community collaboration, partnerships, and coordination are the keys to successfully serving our region's children and youth. Activities are organized around four main issues: accessibility, affordability, equity, and quality in O.S.T. programs for the youth of Travis County.

Boys & Girls Clubs of America for funding, staff trainings, program research and field testing
National Girls Collaborative- Provides technical assistance and best practices resources to increase female STEM participation and career interest.

Creative Action- Creative Action's team of professional Teaching Artists inspires youth to be creative artists, courageous allies, critical thinkers, and confident leaders in their community.

Texas AIM (Academic, Innovation and Mentoring) services- This evidence-based academic intervention and remediation Initiative helps kids, particularly those most at risk of falling behind and those with limited English proficiency, increase grades and standardized test scores, attendance, and good behavior. Certified teachers deliver the program while Club staff served as mentors and provide Club programming.

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Statutory Requirement 7: Based on the community needs assessment in Schedule #13, provide a summary of available resources for each proposed community learning center. Describe how the program proposed to be carried out in the center will address the needs identified through the assessment/evaluation process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Available Resources- BGCAA program focus areas include: Academic Success, Healthy Lifestyles and Character & Leadership; all designed to increase college & career readiness and high school graduation rates. **Program Implementation-** All Clubs start with a Healthy Snack and sit down for Power Hour where students complete homework, seek help from staff tutors, or read silently. BGCAA Academic Success programs help youth improve their reading, writing, arithmetic and technology skills and are offered daily. Examples of types of programs offered include: Ace IT! Remedial tutoring program for youth at-risk of failing a grade; College and Career related activities such as: Goals for Graduation, Career Launch and Junior Staff; Enhanced STEM/ technology Club Tech programming is offered one day a week for 2 – 3 hours per day. Club Tech activities include: Game Tech and Clay Tech with other STEM programs (e.g. Robotics) offered on a club by club basis. Brainstormers is an academic intervention program targeted at students in second and third grade with the primary objective is to teach tier 2 and 3 vocabulary skills to students through reading high interest nonfiction science texts and completing hands-on science projects. Members participate in activities including research-based vocabulary games and project-based learning developed in partnership between the Boys & Girls Clubs of the Austin Area and the Austin ISD ACE afterschool program. Club members are encouraged to utilize learned vocabulary in daily life. New vocabulary words are introduced onto the Word Wall, a device that allows members to be immersed in a print-rich environment, greatly increasing their exposure to the vocabulary words. Members also attend field trips that reinforce the lessons. This interactive approach makes learning fun and relevant.

Arts - All of BGCAA club sites offer some kind of access to the arts, utilizing the I Heart Art curriculum and lessons plans that complement Science, Technology, Engineering and Math (STEAM) learning.

Healthy Lifestyles Strives to improve the overall health of members through BGCAA Triple Play program by increasing daily physical activity, teaching good nutrition and the development of healthy relationships using a Triple Play approach that address the Mind, Body and Soul. **Mind:** Helps young people acquire healthy habits such as making smart food choices, understanding appropriate portion sizes and creating fun, balanced meals. Part of the mind component is our Healthy Habits program. Typically a series of 10 lessons with 3 age levels, the class covers topics including: portion sizes, importance of breakfast, healthy snacking, paying attention to true hunger cues and strategies for eating out. Many Clubs provide healthy cooking classes offered weekly throughout the school year and summer. **Body:** Promotes becoming more physically active through daily fun fitness routines. Program components include: Daily Challenges and Sport Leagues. Daily Challenges is a series of non-competitive, yet challenging activities that encourage youth to increase their physical fitness and to help them develop a wide range of sport specific skills. Sports League is offered to elementary 3-5th grade and in our middle and high school programs. Youth practice at least once a week and then have a game against another club once a week. We have three sports seasons throughout the school year (Soccer, Flag Football and Basketball). During the summer, kickball, dodgeball and other non-traditional sports are offered. Alternate Physical Fitness programs include Personal Fitness program, Hip Hop Dance and Martial Arts. **Soul:** all encompass social recreation activities that are critical to positive youth development. By participating in a comprehensive social recreation program, club youth are able to develop and sustain positive relationships, acquire a healthy self-concept, strong belief in their self-worth and cope well with both positive and adverse situations.

Character & Leadership Development Programs teach youth how to make wise decisions and feel strong in their self-esteem, convictions and importance in giving back to the community. The program goal is to promote abstinence from substance abuse and adolescent sexual involvement through the practice of responsible behavior. Be PROUD - Bully Prevention Program; SMART (Skills, Mastery and Resistance Training) Moves uses a team approach involving club staff, peer leaders, parents and community representatives to mentor and work with youth. The program moves beyond the mantra of "Just Say No" by teaching youth how to say no to high –risk behavior by involving them in discussion, role-play to practice resistance and refusal skills; development of assertiveness; strengthen decision-making skills; analyze media and peer influence.

Family Engagement promotes family educational engagement BGCAA involves families in program planning; provide good customer service; accommodate family work schedules; provide affordable programs and youth transportation needs (when possible) are addressed.

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Statutory Requirement 8: Demonstrate how the applicant will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Children's Defense Fund's Poverty Matters: The Cost of Child Poverty in America also indicates that depressed academic achievement and socioeconomic status often go hand in hand. Lower-income children are far more likely to suffer from poor nutrition, housing problems, stress and depression, and are also more likely to have fewer resources for learning, all of which can have a negative impact on academic achievement. Research also shows that every summer low-income youth lose two to three months in reading achievement, while their higher income peers make slight gains (*National Summer Learning Institute*). **Evidence Based** - In-depth research conducted over a 10-year period by the Harvard Family Research Project suggests that sustained participation in well-structured programs and activities, often provided by O.T.S. time nonprofits, help youth attain the knowledge and array of skills necessary for success in the 21st century. BGCAA is well positioned to offer evidence-based programming with proven results; using The Youth Quality Program Assessment (YQPA), a validated instrument to assess the quality of BGCAA programs. **Framework**- BGCAA offers comprehensive evidence-based programs grounded in the Boys & Girls Clubs of America Formula for Impact (FFI) which states to take youth who need us most and give them an outcome-driven club experience (safe, nurturing, engaging environment that address targeted student needs) will result in youth graduating high school, college and career ready who are engaged citizens and who adopt a healthy lifestyle.

Program Enhancement-Club 105 rewards youth and staff for achieving specific daily attendance goals. Research finds a correlation between attendance and club impact.
Our research shows that attendance of at least 104 days or twice per week results in a significant impact on academics, health, and character. A by-product of this incentive is increased school daily attendance in that, club members must attend school the entire day to qualify. **Outcomes**- BGCAA is one of the largest O.S.T. providers in Central Texas. We address academic, health, character and leadership needs for up to 2,000Travis County youth each day. Our members outperformed their peer groups in attendance, standardized test and grade advancement. BGCAA proven results include: 2014 & 2015 – 100% of high school senior Club members graduated on time compared to 88% of Texas and 86% for AISD high school seniors.; In 2014-BGCAA had an attendance rate of 96.29% while the comparison group had an attendance rate of 93.79%. 88% of our youth members believe they will go to college (higher than national average) and club members reported via surveys, having greater expectations for their futures.

Statutory Requirement 9: If the eligible entity plans to use volunteers in activities carried out through the community learning center, describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Specifically address senior volunteers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not Applicable

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Statutory Requirement 10: Describe the preliminary plan for how the community learning center will continue after funding under this program ends. Include the strategies and resources that will be employed, individuals and organizations involved, and an annual timeline for implementing the sustainability plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

X-Check this box IF you are applying for priority points for local education agency elected board of education written support for sustainability. Letters must represent a majority of the locally elected board and 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, including those that did not sign or submit a letter, must be attached to this application.

Current Response - BGCAA recently expanded both the Board of Directors and Resource Development staff, increasing our ability to secure funding from local businesses, foundations and individuals. In 2009, BGCAA's Foundation established a planned giving program, currently representing an estimated $1 million in estate gifts that will eventually support operations. BGCAA began operation of an associated enterprise in cooperation with four other local nonprofits, allowing BGCAA to become a beneficiary of 3rd-party events and creating passive sources of income. BGCAA also cultivates long-term partnerships while continuously seeking new partners. For example, St. David's Foundation a long-term partner doubled their prior year giving to over $400k and the Dell Corporation continues to support our STEM program with financial and in-kind support. In addition, over 1,000 volunteers annually support every aspect of Club life. BGCAA non-paid board is actively engaged in resource development and fundraising and BGCAA takes a leadership position in the state-wide Texas Alliance of Boys & Girls Clubs and the Texas Partnership for Out-of-School-Time (TXPOST) to advocate for increased funding for out-of-school-time programs. BGCAA also leverages our program bandwidth by partnering with Boys & Girls Clubs of America for funding, staff trainings, program research and field testing; Austin & Del Valle ISD's for club space; Travis County: funding to support select clubs; United Way Capital Area: Aid for youth in need and funding for Mendez MS Club and others local non-profits.

Future Response- From day one when Cycle 9 begins, BGCAA Board of Directors and staff will launch its sustainability plan to ensure continuation of the programs and services to youth when the grant cycle ends in 2019. Securing the necessary funds to maintain Clubs in the school sites will be an imperative priority post Cycle 9 funding. We are acutely aware of the impact that losing a 21st Century grant would have on our organization and we must have a viably sustainability plan that mitigates any significant loss for our youth. Through a combination of the following "options" BGCAA will sustain funding for the 7 sites which will operate at a cost of approximately $150,000 per club annually; serving over 1,000 youth daily.

Option #1: Fee Based Clubs - Charge a fee for the elementary school programs. While the fee will not cover 100% of the costs of the Clubs we will be left approximately $40,000 monthly.

Option #2: Gap Funding Campaign - An individual, annual campaign that will center on the need to maintain and continue services to the sites operated with Cycle 9 funds. The goal for this campaign would be $250,000 per year to partially cover the remaining funds required in addition to the Fee Based Clubs.

Option #3: Adopt a Club Campaign - This campaign will allow specific interest groups to help fund and support the operations of a Club. Targeted funders will be solicited to provide support for example; Ann Richards School would be a good candidate for female specific corporations and empowerment foundations to fund such as Mary Kay Foundation, The Dove Foundation, etc.

Option #4: Highly Engaged School District and City - Enhance and improve the relationship between BGCAA, AISD, the City of Austin and Travis County in an effort to leverage funding The request will be for a combined challenge grant of $750,000 or approx. $250,000 per year for three years so that $750,000 is banked for year 4, the first year after the grant ends.

Requested Amount	Funder
$250,000	AISD
$250,000	City of Austin
$250,000	Travis County

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 74-6087356	Amendment # (for amendments only):

TEA Program Requirement 1: Community Involvement
Describe your plans to seek continuous feedback and involvement from community stakeholders, including the process for creating and engaging a community advisory council in order to increase program awareness, evaluate program effectiveness, and develop annual program and sustainability plans. A description of the planned membership and participating organizations must be provided. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Continuous Feedback Plan - Engagement from our community stakeholders is vital to the success of our programs. BGCAA has a well-developed plan to continually seek feedback from community stakeholders by working closely with AISD - teachers, principals, parents, youth, Parent-Teacher Associations, Parent Support Specialists and other Out-of-School Time Service providers (e.g., Austin Voices) serving youth and families within the same community. Program staff actively encourages stakeholder feedback using diverse methods that range from informal and formal conversations, surveys and the use of a suggestion box.

Stakeholders Involvement- BGCAA Family Engagement Specialists, Club Directors and staff play an important role in our commitment to continuous improvement using diverse and creative methods to engage stakeholders (families, youth, school staff, funders and others) hosting fun and interactive events such as regularly held Family Nights that provide families an opportunity to participate in educational games with their children. During Family Nights information events such as parent education classes that promote youth academic success (e.g., how to advocate for their child (Ren) within the local school district, how to use school tools to monitor youth school attendance and performance; exercise and health & nutrition classes. Staff attends events at community sites such as at recreation centers and libraries, as well as local back-to-school and school registration nights. We present information on our program at PTA meetings and local neighborhood meetings where families already involved in our program will be engaged to share their experiences with potential families. BGCAA also regularly exchanges ideas and information through membership in Central Texas Afterschool Network which includes a plethora of O.S.T. providers. CTAN membership provides an organized venue for OST providers to meet on a regular basis to discuss a common framework for outcome goal; sharing of best practices; identification of needs; funding opportunities and possible collaborations. BGCAA also works with Austin Voices to leverage resources to strengthen Parent Engagement within the Lanier vertical. Another shared resource is the on-line Youth Services Mapping (YSM) project, established by Ready by 21 Coalition and the Austin ISD that allows us to view services already offered in particular locations so we may reduce duplication of services; identify possible ways to partner and leverage services with other non-profits; identify and respond to gaps in services.

Program Evaluation & Effectiveness - BGCAA uses The Youth Program Quality Assessment (PQA) ® a validated instrument designed to measure the quality of youth programs and identify staff training needs process under-girds our commitment to continuous improvement. Youth and School-Age PQA self-assessment process is a great way to see what is really happening in their programs and to build professional competencies by assessing for a Safe and Supportive environment; Interaction & Engagement; Youth centered policies and practices; High expectations for youth and staff and access. Vision, a Boys & Girls Clubs of America endorsed data collection and tracking software system is utilized agency-wide to collect membership information that helps us extrapolate attendance, demographics and other pertinent information to measure programs effectiveness. BGCAA shares outcome results with community stakeholders to obtain feedback and suggestions. BGCAA also develops an Annual report that is shared with community stakeholders. The annual report details information about the organization, population served, needs and accomplishments; all of which help facilitate conversation and data consideration in the continuous improvement of our sustainability plan.

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TEA Program Requirement 2: Grant Management. Describe your plan to manage the various components of the grant while adhering to all grant requirements and providing high-quality programming for all participants. Specifically describe communication among project staff and the provision of ongoing training and support for all staff. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Management of this grant is based upon a multi-level, fully-developed communication plan to coordinate program components and ensure high-quality services. The Project Director (PD), Family Engagement Specialist (FES), Director Academic Success (DAS) and BGCAA's grant administrator (Vice President of Program Services) will work closely together multiple times each week to ensure appropriate and effective systems are created and implemented to meet grant requirements. The BGCAA's PD, FES and Site Coordinators exchange weekly e-mails that include a report on program activities, upcoming events or deadlines, and other pertinent information needed to ensure that the program runs smoothly. Regular meetings are set between the PD and each Site Coordinator, at minimum, monthly. Education Directors for secondary school sites meet daily with Site Coordinators and at a minimum weekly, with teachers, families and the DAS to review progress, challenges and make adjustments to the program based upon data and observations.

At the elementary level, Facilitators who teach the targeted intervention programs will meet regularly with the Site Coordinator. We plan to offer 30 hours of training for the Facilitators on lesson plan facilitation, unit plan, youth developmental assets and other pertinent topics. PDs will receive an initial training from the DAS on how to develop TEKs-aligned ACE Unit and lesson plans; which will be regularly reviewed by the DAS.

The DAS will share data trends with Site Coordinators to further inform ongoing program refinement. A data specialist will regularly monitor TEA and BGCAA data collections systems and send updates to the PD, Site Coordinators, FES and DAS. To ensure effective communication and to address different learning styles, we will host individual and group staff meetings. We will create meeting agendas and document email notes with an opportunity for staff to confirm details and sharing of different understandings.

Stakeholders are involved in our community needs assessment. Regular updates will be given as requested, at family councils and to all staff. Feedback and results are supplied in a monthly newsletter on the centers' activities and posted at the schools for staff and parents to review. A copy of program reporting will be provided to each center and to stakeholders upon request; notice of the report is posted at the center and in the newsletter. We have found it rewarding to provide families with an annual showcase of student work/achievement and student-produced videos and magazines for distribution to students, their families, principals, and TEA.

Our approach to training and professional development is comprehensive and based upon input from evaluations, Site Coordinators and the DAS. In planning trainings, we also consider campus needs, requests from staff, input from stakeholders, and new youth development research, and utilize a variety of training styles to meet the needs of diverse learning styles. We also take pride in providing trainings that incorporate increased knowledge and understanding of how to effectively engage culturally diverse student populations and families.

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TEA Program Requirement 3: Center Operation Requirements
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 1	Center Name: Lanier High School		
9 digit campus ID#	227901004	**Distance to Fiscal Agent (Miles)**	4.3 miles
Grade Levels to be served (PK-12)	9 - 12		

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	80
Number of Adults (parent/ legal guardians only) to be served:	40

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 2	Center Name: Ann Richards Young Women Leadership Academy		
9 digit campus ID#	227901028	**Distance to Fiscal Agent (Miles)**	11.3 miles
Grade Levels to be served (PK-12)	6- 12		

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	100
Number of Adults (parent/ legal guardians only) to be served:	40

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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

County-district number or vendor ID: 74-6087356	Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 3	Center Name: Webb Middle School		
9 digit campus ID#	227901053	**Distance to Fiscal Agent (Miles)**	1.5 miles
Grade Levels to be served (PK-12)	6 - 8		

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	85
Number of Adults (parent/ legal guardians only) to be served:	40

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 4	Center Name: Burnet Middle School		
9 digit campus ID#	227901046	**Distance to Fiscal Agent (Miles)**	4.7 miles
Grade Levels to be served (PK-12)	6 - 8		

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	87
Number of Adults (parent/ legal guardians only) to be served:	40

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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County-district number or vendor ID: 74-6087356	Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 5	Center Name: Cook Elementary School		
9 digit campus ID#	227901161	**Distance to Fiscal Agent (Miles)**	5.4 miles
Grade Levels to be served (PK-12)	1 - 5		

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	150
Number of Adults (parent/ legal guardians only) to be served:	40

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 6	Center Name: McBee Elementary School		
9 digit campus ID#	227901165	**Distance to Fiscal Agent (Miles)**	6 miles
Grade Levels to be served (PK-12)	1 - 5		

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	150
Number of Adults (parent/ legal guardians only) to be served:	40

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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TEA Program Requirement 3: Center Operation Requirements
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 7	Center Name: Wooldridge		
9 digit campus ID#	227901152	**Distance to Fiscal Agent (Miles)**	6 miles
Grade Levels to be served (PK-12)	1 - 5		

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	150
Number of Adults (parent/ legal guardians only) to be served:	40

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 8	Center Name:		
9 digit campus ID#		**Distance to Fiscal Agent (Miles)**	
Grade Levels to be served (PK-12)			

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	
Number of Adults (parent/ legal guardians only) to be served:	

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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TEA Program Requirement 3: Center Operation Requirements
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 9	Center Name:		
9 digit campus ID#		**Distance to Fiscal Agent (Miles)**	
Grade Levels to be served (PK-12)			

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	
Number of Adults (parent/ legal guardians only) to be served:	

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 10	Center Name:		
9 digit campus ID#		**Distance to Fiscal Agent (Miles)**	
Grade Levels to be served (PK-12)			

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	
Number of Adults (parent/ legal guardians only) to be served:	

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)	
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TEA Program Requirement 3a: Center Operations, Program Coordination. Describe how the program will coordinate with schoolwide programs under ESEA Section 1114 and state compensatory education programs under Texas Education Code, §29.081. Explain how the program will coordinate to identify and recruit students who are most in need of academic assistance and the plan for retaining those students in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Recruitment - Club staff will attend back-to-school nights at the individual schools as well as registration nights for the middle and high schools in order to provide information about the centers to both students and parents who attend these events. Information will also be provided at community open houses and local recreation centers. Flyers will be posted in schools and information regarding the benefits of youth club participation will be mailed to families. BGCAA staff will also canvas applicable neighborhoods to distribute BCAA club information and answer questions. **Student Identification** - BGCAA uses diverse methods to identify and recruit youth who could benefit from one or more of our programs. Education Directors' use real-time data and grades to identify youth in need of academic and other services. Youth may self-identify, parents/guardians may make a referral and teachers may refer a student. **Targeted Needs** - To identify targeted student needs, BGCAA staff will analyze Campus Improvement Plans and Campus Needs Assessment. Staff will also meet with Principals to discuss how BGCAA programming may provide added-value in meeting campus and district goals. To increase continuous improvement, Education Directors who provide academic case management for targeted youth regularly analyze outcome data and collaborates with the Director of Academic Success to address curriculum needs.

Strategies to retain students – All clubs start with a Healthy Snack and Power Hour where students complete homework, seek help from staff tutors or read silently and providing services to improve an academic success. BGCAA then provides additional programs to help youth improve their reading, writing, math, art, technology, health, and character and leadership skills. Youth participants and families will receive regular communication from our site staff or ED. In addition, many children, teens especially, need a mentor in their life to help them make decisions. Research shows most students will do their best when they feel adults have an interest in them or care about their future. Positive adult relationships have resulted in improved academics, prevention of risk behaviors and enhanced social and mental development (ACT, 2015). BGCAA programming encourages creative learning opportunities that promotes opportunities for youth to show-case their work product in magazines, videos and other mediums.

BGCAA is very selective in hiring Club staff that serve as role models and have the skills and qualities that resonate with young people. Sometimes, students also need a little push and that little push can be in the form of an incentive. BGCAA implements Club 105 which provides a reward for regular school and club attendance. Students who attend our programs for a minimum of 45 days are provided with incentives, such as t-shirts and field trips (paid for by non-21st CCLC funds). Students also want and need work that enables them to demonstrate and improve their sense of themselves as competent and successful human beings (Schlocky, P., 1994).

Program Coordination- All sites will have an Education Director (ED) who will work with families and school staff to identify those in need of academic case management which consist of an integrated (BGCAA, School, Other Non-Profits, Social Service organizations) intervention approach to address the academics, health, social-emotional and social service needs of youth and families. Academic Case Management will also include continuous monitoring of interventions impact and outcomes; making changes to intervention plans as required. ED's will have real-time access to the student's data through AISD's online Parent Connection program and can monitor absenteeism, grades and behavior issues. ED's will send aggregate trend information to the Curriculum Specialist for support with lesson and activity planning for the targeted youth. The role of the position is to offer tutoring or steer the youth towards activities that will strengthen the individual weaknesses. The ED can offer the youth other resources if more in-depth interventions are needed such as referrals to mentoring and truancy prevention programs hosted at other partner organizations.

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

TEA Program Requirement 3b: Center Operations, Staffing and Schedule. Describe and explain the planned operating and staffing schedule for each center. Include total number of weeks and hours per week per center for the regular school year as well as the required six-week minimum summer programming. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All of our sites provide 39 weeks of programming, exceeding the 35-week minimum requirement set by TEA for this grant. We will also provide meals to our youth through partnerships within the community. For the programs that are running 9 hours per day, we will provide more than one meal and some snacks. Feedback from our schools, family and youth has stressed the importance of providing meals for all of our programs particularly those lasting 9 hours per day.

Regular School Year - Elementary school sites provide 15 hours of services each week; programming beginning when the school day ends at 2:45 and continues until 5:45, allowing extended time for parents/caregivers to pick up children. Middle School, programming begins when school ends at 3:30 pm and continues until 6 pm; offering a total of 12.5 hours each week. LBJ High School club will open at 4:00 and close at 7 pm, offering a total of 15 hours each week. LBJ club is open later in response to research findings unsupervised and/or unengaged teens are at increased risk of participating in risky behaviors. For example, compared to those who reported spending 1-4 hours per week in extracurricular activities, students who reported spending no time in school-sponsored activities were 57 percent more likely to have dropped out by the time they would have been seniors; 49 percent more likely to have used drugs; 37 percent more likely to have become teen parents; 35 percent more likely to have smoked cigarettes; and 27 percent more likely to have been arrested (U.S. Dept. of Health & Human Services). **Summer programming-** Operates 6-weeks Monday-Thursday; we utilize ACE unit and lesson plans; the DAS will use year-end data to create lesson plans that will support academic success and lessen summer learning loss. We will offer activities encompassed by the Four-Component Activity Guide for academic assistance, enrichment, family and parental support services and college and workforce readiness. As each campus has different needs, some of the summer programs will last through mid-July while others will have a summer program that take place in June and/or August to support transition and school camp needs. We will offer programming from 8:30 am to 5:30 pm, 9 hours per day. Our elementary school grades targeted are grades 1st – 5th. For middle school we are targeting all grades, 6 through 8. Our high school programs based on feedback from youth and families indicate a desire for afternoon classes. The informal feedback from youth was clear: they liked to sleep in! We will therefore offer programming from 12:00 – 5:00 pm. We are targeting youth in grades 9 through12. High school youth also have an opportunity to serve as mentors for elementary youth to help develop reading skills.

TEA Program Requirement 3c: Center Operations, Safety. Describe the plan for ensuring the safety of all program participants and staff in the program at all times. Include the procedures for sign-in and sign-out for all students at each center and adjunct site. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

We believe the best response to crisis is to practice preventative exercises to ensure safety in all aspects of programming. **Parent/Caregiver responsibilities** include completion of a membership form to participate, a photo release, data access permission, and emergency and regular contact information. Each parent/caregiver also receives a family handbook which outlines our policies and practices including when youth will not be allowed to participate due to specific illnesses and other factors that could potentially lend to an unsafe environment. We have incorporated PRIME Blueprint information in our handbook. Our goal is to have orientations attended by each parent/caregiver involved in the program where staff would review the handbook and provide a forum for questions and suggestions as well as another method to engage and empower families. **Staff** - Our Employee Handbook (which must be read upon hire) requires regular safety drills and reports are submitted regularly and kept on file at administration. The handbook also addresses crisis management and dangerous visitors and situations. All sites will have a first aid kit containing ACE Safety Assessment suggested materials available in all main activity and/or program areas An ACE Safety Self-Assessment will be completed annually and as needed (determined by Project Director and/or Site Supervisor) to ensure our programs are meeting standards. Project Director (PD) will review the ACE Safety Self-Assessment. We will offer CPR and First Aid training twice a year; with a goal of having all staff CPR and First Aid certified. An emergency response plan will be in place for each site. This plan will be developed by Site Coordinators, Education Director or PD and approved by the PD. Each site staff member will be trained on this response plan. We will also highlight this plan at our monthly family events and with our family counsel. We will educate our youth about this program as well. The practice of having youth sign in and out of clubs and programs is fully-incorporated into Club operations All youth sign in and out of each program and each activity. We utilize TEASE-generated rosters for 21st CCLC sites.we also take part in school day safety drills. Staff and Site Coordinators participate in school-day safety training to ensure that we support the safety systems implemented at the school level.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
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TEA Program Requirement 4a: Activity Planning, Alignment and Quality. Describe how the program will align all activities with the school day curriculum, expose students to meaningful academic content that supports mastery of the Texas Essential Knowledge and Skills (TEKS), and provide opportunities for youth to practice skills through engaging and interactive activities. Describe the plan for using evidence-based practices and local data to meet student needs and achieve the desired campus and student outcomes. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

School Day Curriculum Alignment-BGCAA utilizes student level data, which is accessed and analyzed by Education Directors to inform development of curriculum and lesson plans. Campus data, using TAPR Reports, STAAR reports, attendance and discipline reports, campus needs assessment data and campus improvement plans (if applicable) help guide BGCAA and School staff on-going conversation regarding our programs and how we can provide added-value as well as continuously improvement. Use of campus needs assessment and on-going input from school administration and staff is crucial to ensuring our programs are meeting the needs at each campus. In order to motivate youth to attend activities, there must also be youth voice in programming design; we assess this data set utilizing the results of focus groups, data from The Youth Quality Program Assessment (YQPA) is a validated instrument used to assess the quality of BGCAA programs and Boys & Girls Clubs of America- National Youth Outcomes Initiatives survey; interest surveys and informal conversations with students. BGCAA will look for alignment of need across data sets to inform each campus' selection of enrichment activities for targeted youth and the lesson plans for targeted interventions. A final piece of information needed to ensure our program is fully aligned with school needs is information from families. We undertake the same approach to garnering information from families as we do from youth: informal conversations, need and interest surveys, focus groups, PTA participation and feedback from Parent Support Specialist and other non-profits (e.g. Austin Voices) that provide services to families at BGCAA centers. Again, we will assess this data, look for alignment with other data sources and plan activities in response to data. **TEKS Alignment**- BGCAA uses evidence-based curriculum such as **SMART Moves (Skills, Mastery and Resistance Training)** a comprehensive delinquency prevention program successfully used by BGCAA for at least 10 years. SMART Moves prevention/education program addresses problems such as drug and alcohol use and premature sexual activity. SMART Moves uses a team approach involving club staff, peer leaders, parents and community representatives to mentor and work with youth. The program moves beyond the mantra of "Just Say No" by teaching youth how to say no to high –risk behavior by involving them in discussion, role-play to practice resistance and refusal skills; development of assertiveness; strengthen decision-making skills; analyze media and peer influence. **Brainstormers** a literacy development program for struggling 2nd and 3rd graders. The objective is to teach tier 2 and 3 vocabulary skills using high interest nonfiction science texts, completion of hands-on science projects, research-based vocabulary games and project-based learning developed in partnership between BGCAA and the Austin I.S.D. ACE program. Club members are encouraged to utilize learned vocabulary in daily life. New vocabulary words are introduced onto the Word Wall, a device that allows members to be immersed in a print-rich, fun learning environment, greatly increasing their exposure to the vocabulary words. **STEM Learning- Clay Tech:** a fun, hands-on introduction to animation for members which promotes the importance of teamwork while providing an educational and engaging experience. Members work in groups to create clay characters and storyboards, and then they film and edit their own movies over the course of eight "missions". Clay Tech exposes Club members to the art and science involved in creating animation and introduces them to a variety of career options. **Game Tech I:** Game Tech provides members with the opportunity to explore the field of video game development and principles of design, animation, mechanics, and software. Working both digitally and non-digitally, members learn to animate a character and begin the process of designing their own video game using the Scratch program. **Game Tech II:** Foundational skills of Game Tech I am built upon in Game Tech II. In this program, members get to create their own computer game or animate a movie using a self-paced curriculum guide. **Minecraft:** Through intentionally developed TEKS- (Texas Essential Knowledge and Skills) aligned unit / lesson plans, members learn Engineering skills related to electrical, civil, and mechanical Engineering. Utilizing Minecraft EDU, members alternate between completing Engineering challenges within Minecraft EDU, and completing real-world Engineering challenges in the classroom. **Minecraft II:** Through intentionally developed TEKS- (Texas Essential Knowledge and Skills) aligned unit / lesson plans and challenge-based curriculum utilizing MinecraftEDU, members learn Science (ecology, biology, geology, chemistry, astronomy, physics), and Technology (programming and computer science) skills and concepts through self-guided, self-paced prompts. **Robotics:** Utilizing NXT Robotics Kits members are introduced to the fun and excitement of science and technology through robotics. Additional robotics programming is offered using Robotic Tech curriculum provided by BGCAA, as well as in-house curriculum.

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TEA Program Requirement 4b: Activity Planning, Meeting Student Needs. Describe how the program will ensure that instruction is adaptable to the academic and developmental needs of students, particularly the individual or small-group instruction needs of students, especially focusing on those students who are at risk of academic failure or dropping out of school. Describe the planned staff to student ratios for the proposed sites and activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

BGCAA programs to promote Academic Success, Healthy Lifestyles and Character & Leadership align with the U.S. Dept. of Education & Afterschool Alliance requirements that 21st Century Learning Centers provide academic enrichment activities that help students meet state and local achievement standards; along with the provision of a broad array of additional services designed to reinforce and complement the regular academic program as well as literacy and related educational development services to the families of children who are served in the program. BGCAA uses data-driven decision making such as STARR postsecondary readiness scores along with campus assessment results to help identify academic support needs. For example, 2014-15 TEA STARR assessment results for Lanier H.S. indicated an 18 percentage difference in campus (34%) and district (52%) reading postsecondary readiness; Webb M.S. had similar disparity in campus reading readiness (59%) compared to district (79%). Elementary sites to be served under this grant also scored lower in reading readiness in comparison to district peers. With the exception of Ann Richards, all sites STARR science readiness was lower than district peers, with McBee having the greatest gap (19%) compared to district (51%). BGCAA Academic Success programs are developed to help youth improve their reading, writing, arithmetic and technology skills. Staff to student ratio is 1:20 and programming is delivered in individual and small group settings. For secondary youth in need of more intensive interventions (e.g. grade retention, at-risk of dropping out) BGCAA staff use Academic Case Management as an intervention which includes development and monitoring of an Individual Plan designed to address specific challenges impeding the youths' academic success. BGCAA staff also receives training in Youth Program Quality Initiative a research evidence based methodology that support skill in providing differentiated instruction to meet the needs of diverse learners. In addition, BGCAA curriculum is developed using TEKs to meet the developmental needs of students. **Examples of strategies to prevent academic failure**: Daily academic support during **Power Hour** where students receive 1on1 homework and/or tutoring assistance. **STEM** is offered 2 – 3 hours one day per week in small groups through Club Tech. **Club Tech** program activities include Game Tech and Clay Tech. **Clay Tech** is a fun, hands-on introduction to animation for members which promotes the importance of teamwork while providing an educational and engaging experience. Members work in groups to create clay characters and storyboards, and then they film and edit their own movies over the course of eight "missions". Clay Tech exposes Club members to the art and science involved in creating animation and introduces them to a variety of career options. **Game Tech** provides members with the opportunity to explore the field of video game development and principles of design, animation, mechanics, and software. Working both digitally and non-digitally, members learn to animate a character and begin the process of designing their own video game using the Scratch program. Youth at-risk of grade level retention and/or dropping out of school receive

Academic Case Management which consist of the development of an individualized plan to address academic, health and/or social-emotional needs of high risk youth.

Character & Leadership programs are used to strengthening: (1) Communication- public speaking/writing, and engaging the participation of others (2)Teamwork- respecting others, performing roles of both leader and follower, building on strengths, and commitment to free group input and expression (3) Personal Identity - understanding the relationship between oneself and the community, pride in being a member of a larger group, awareness of areas for self-improvement, taking responsibility for one's actions and the resulting consequences (4) Professionalism-demonstrating tactfulness, understanding protocols, appropriate dress and action given appraisal of context, delivering quality work, positively presenting oneself to others and (5) Project Management-setting goals/developing action steps, meeting facilitation, reflection, distinguishing between one's interests and community needs.

Keystone Clubs provide leadership development experience for young people ages 14 to 18; activities in three focus areas: academic success, career preparation, career and entrepreneurship exploration and community service. With the guidance of an adult Advisor, Keystone Clubs aim to have a positive impact on members, the Club and community. Youth Employment @ Lanier H.S. seniors receives employment skills training with an opportunity of paid employment as a Teacher Assistant at an elementary school.

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

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TEA Program Requirement 5a: Family Engagement, Family Engagement Specialist. Describe the role of the required family engagement specialist position in providing families with active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The role of the Family Engagement Specialist (FES) is to provide a welcoming environment for parents and to meet regularly with the Project Director and the BGCAA grant administrator to address successes, challenges and progress in engaging parents. The FES will conduct regular surveys, focus groups, and use other available data to ensure the needs of the parents are being met. FES will identify and offer parent education and skills development trainings (e.g. How to navigate Austin I.S.D. Parent Cloud system to check their child's grades; Technology, ESL, Literacy, Nutrition and Physical Fitness classes). FES will also offer opportunities to engage parents in Volunteer and Community Service opportunities.

Diverse Support- The FES will seek and obtain parental engagement ideas from diverse stakeholders by attending the following types of meetings: parent/teacher associations, neighborhood meetings and non-profits serving families with similar demographics. When feasible, the FES will create a family council which incorporates representatives from all sites. The FES will manage, host and facilitate these meetings. Input from Site Coordinators is an important perspective for the FES, who will communicate with Site Coordinators regularly. Business Community Support- For example, BGCAA has been successful in the past to address family's economic hardships through an award from the Austin American Statesman Season of Caring Holiday award program.

Identification and Response to Engagement Barriers-The FES will seek to identify and respond (when possible) to barriers to parent engagement. For example, providing childcare during family education (literacy) classes; accommodating family schedules; how to obtain answers to questions regarding school requirements and/or answers to concerns regarding their child's academic performance.

TEA Program Requirement 5b: Family Engagement, Program Coordination. Describe how the family engagement specialist will coordinate with the project director and site coordinator(s) to recruit participant families and assist in the coordination of family engagement strategies across all centers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Program Coordination- The FES and Project Director will work closely together to ensure successful implementation of the grant requirements for family engagement. The FES also will communicate regularly with Site Coordinators with the goal of recruiting families and youth to the program. BGCAA has many years of experience and success in recruiting family participation in Club programs and will bring this expertise to bear upon recruitment of the potential families at the proposed centers. Family engagement will be expedited by communication strategies including, but not limited to, the following: (1) club staff will attend back-to-school nights at individual schools as well as registration nights for middle and high schools, in order to provide information about the centers to attending students and families(2) Information will be provided at community open houses at local recreation centers(3) Flyers will be posted in schools and in community organizations located in the targeted area (4) FES and Site Coordinators will survey the neighborhood to determine most advantageous placement. Our goal is to canvas the neighborhood in order to ensure that the entire community is aware of the centers to gain community buy-in and (5) Information will be mailed to families of students attending the targeted schools.

One of our goals for family engagement for this grant is the creation of a feeder-pattern family advisory group. The function of this group is to: create support for the grant-funded centers; provide feedback on programs, particularly family education; and to instill family voice and choice into the activity schedule. This group would have regular meetings hosted and facilitated by the FES. Feedback from meetings will be disseminated to all staff and stakeholders through newsletters, emails, meeting presentations, individual communications and strategic postings of information. Together, FES, Project Directors and Site Coordinators will assess the feedback given and plan for implementation into the program where appropriate. Indirectly we are hopeful that this entity will create multi-school family events that will support families helping their youth be successful in school. Overall, a major goal for the FES is to ensure that families are provided with the skills and knowledge they need to assist their children in achieving academic success.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 74-6087356	Amendment # (for amendments only):

TEA Program Requirement 5c: Family Engagement, Activities. Describe the types of family engagement activities planned, when/where they will be offered, and the identified student and family needs that the activities address. Describe how the planned activities address the needs of working families; provide parents with opportunities for active and meaningful engagement in their children's education; and provide families with opportunities for literacy and related educational development. Describe additional resources that will be used to provide family engagement activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Family Engagement activities will be offered at school sites. Family/ Caregiver needs are obtained via various methods ranging from surveys, focus groups, formal and informal conversations. In preparation for this grant, we gathered survey information, informal feedback from the families we currently serve, as well as input from families who would potentially be affected by a Cycle 9 grant and data collected from Austin Voices Lanier Full-Service Community School program. Data from these resources will help determine desired services; for example, the most requested service continues to be English as a Second Language (ESL) and technology education classes. In addition, information from some school sites may reflect only the need for ESL classes while others reflect a greater need for technology education.

FES will also work with parents providing strategies to increase good two-way communication between families and schools, which is necessary for students' success. FES will help parents become knowledgeable different ways to obtain the following:

- Updates on their child's progress or insight on how they may improve
- Timely notice when performance is slipping
- Information on what their child is expected to learn during this year
- Homework and grading policies
- Ways to communicate with their child's teacher(s)

All sites will offer parent /guardian classes on how to navigate and understand AISD's Parent Cloud system that allows parents to track student attendance, grades and other information impacting academic success. BGCAA will also offer workshops for joint participation by families and youth to provide understanding of and communication about graduation requirements; parent/guardian expectations regarding youth academic achievement; along with the sharing of information about school and community resources.

Nutrition and Fitness classes such as Zumba are also offered to help combat high obesity rates; as well as, parent education enrichment classes (e.g., the importance of reading with and to youth); communicating with teens and the importance of and strategies to stay engaged with older (middle and high school).

BGCAA Family Engagement activities also include our proactive efforts to obtain and distribute tickets for sporting, art, music and other types of social engagement events to increase parent/guardian and youth bonding opportunities.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 74-6087356	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: 74-6087356		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 GED 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: 74-6087356		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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Schedule #18—Equitable Access and Participation (cont.)	
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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.)

County-District Number or Vendor ID: 74-6087356	Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

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

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	☐	☐	☐
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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	Schedule #18—Equitable Access and Participation (cont.)			
County-District Number or Vendor ID: 74-6087356		Amendment number (for amendments only):		

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	☐	☐	☐
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 GED 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: 74-6087356		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: 74-6087356	Amendment number (for amendments only):

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

Total Nonprofit Schools within Boundary

Enter total number of private nonprofit schools within applicant's boundary (enter "0" if none): **2**

Initial Phase Contact Methods

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

☐ Certified letter	☒ Documented phone calls	☐ Meetings
☐ Fax	☐ Email	☐ Other method (specify):

Total Eligible Nonprofit Students within Boundary

Enter total number of eligible private nonprofit students within applicant's boundary (enter "0" if none):

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

Total Nonprofit Participants

Total nonprofit schools participating:	Total nonprofit students participating:	Total nonprofit teachers participating:
No nonprofit schools participating: ☒	No nonprofit students participating: ☒	No nonprofit teachers participating: ☒

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

Participant Consultation: Development and Design Phase Consultation Methods

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

☐ Certified letter	☐ Documented phone calls	☐ Meetings
☐ Fax	☐ Email	☐ Other (specify):

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

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

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

County-District Number or Vendor ID: 74-6087356	Amendment number (for amendments only):

Part 3: Services and Benefits Delivery

Designated Places/Sites

☐ Public school	☐ Private nonprofit school	☐ Neutral site

☐ Other (specify):

Designated Times

☐ Regular school day	☐ Before school day	☐ After school day

☐ Summer vacation	☐ Other (specify):	

Part 4: Selection Criteria/Activity Timeline

#	Private Nonprofit School Name/ Number of Students and Teachers		Selection Criteria	Major Activities	Activity Begin/ End Date
1	School name:		Activity #1 selection criteria	Activity #1 major activities	Activity #1 begin date
	# of students:	# of teachers:			Activity #1 end date
2	School name:			Activity #2 major activities	Activity #2 begin date
	# of students:	# of teachers:			Activity #2 end date
3	School name:		Activity #3 selection criteria	Activity #3 major activities	Activity #3 begin date
	# of students:	# of teachers:			Activity #3 end date
4	School name:		Activity #4 selection criteria	Activity #4 major activities	Activity #4 begin date
	# of students:	# of teachers:			Activity #4 end date
5	School name:		Activity #5 selection criteria	Activity #5 major activities	Activity #5 begin date
	# of students:	# of teachers:			Activity #5 end date

Part 5: Differences in Program Benefits Provided to Public and Private Schools

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

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

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