Texas Education Agency

Standard Application System (SAS)

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

		FOR TEA USE ONLY
Program authority:	Elementary and Secondary Education Act Title IV, Part B as amended by the No Child Left Behind Act	Write NOGA ID here:
Grant Period	August 1, 2016, to July 31, 2017	
Application deadline:	5:00 p.m. Central Time, March 29, 2016	
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 #
Round Rock Independent School District	246909		

Vendor ID #	ESC Region #		DUNS #
1746002018	13		095101986

Mailing address	City	State	ZIP Code
1311 Round Rock Ave	Round Rock	TX	78681

Primary Contact

First name	M.I.	Last name	Title
Amy	L	Grosso	Discretionary Grant Coordinator

Telephone #	Email address	FAX #
512-464-5976	Amy_Grosso@roundrockisd.org	512-464-5090

Secondary Contact

First name	M.I.	Last name	Title
Hope	E	Scallan	Enrichment Coordinator

Telephone #	Email address	FAX #
51-464-5081	Hope_Scallan@roundrockisd.org	512-464-5445

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
Steve		Flores	Superintendent

Telephone #	Email address	FAX #
512-464-5022	Superintendent_RRISD@roundrockisd.org	512-464-5055

Signature (blue ink preferred)   Date signed

3-29-16

701-16-102-061

Only the legally responsible party may sign this application.

Schedule #1—General Information (cont.)	
County-district number or vendor ID: 246909	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

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

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

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
3	Certification of Shared Services	☐	☐
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100)	See Important Note For Competitive 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):	End date (MM/DD):

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: 246909	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: 246909	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: 246909	Amendment # (for amendments only):

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

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

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

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

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

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

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#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount

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

County-district number or vendor ID: 246909 | Amendment # (for amendments only):

Member Districts

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

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Schedule #4—Request for Amendment	
County-district number or vendor ID: 246909	Amendment # (for amendments only):

Part 1: Submitting an Amendment

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

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

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

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

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

Part 2: When an Amendment Is Required

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

Part 3: Revised Budget

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

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	Schedule #4—Request for Amendment (cont.)		
County-district number or vendor ID: 246909		Amendment # (for amendments only):	

Part 4: Amendment Justification

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

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Schedule #5—Program Executive Summary	
County-district number or vendor ID: 246909	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.

Round Rock Independent School District is applying for the 21st Century Community Learning Centers grant to offer Round Rock ACE at three elementary schools and two middle schools. Round Rock ACE will offer quality opportunities for students around **academic assistance, enrichment opportunities, college and career readiness,** and **family support.** The five campuses chosen have a high level of economically disadvantaged students, at-risk students, and English Language Learners. The five campuses also lack after-school and summer enrichment opportunities that are affordable to families.

Need of the Program: A needs assessment was conducted to determine the most critical needs of the campuses by using surveys and focus groups. The biggest need identified was the need to close the achievement gap by accelerating learning. At the start of the 2015-16 school year, the Department of Research and Evaluation did a study to compare the rate of growth at campuses with the most and least number of students economically disadvantaged. It was observed that regardless of the campus, the rate of the growth was the same. It was concluded if a student comes into the school system behind peers, he or she will never catch up. In order to offer the students a chance to **accelerate growth** and achieve the same level of success as peers, a program is needed to offer students new opportunities. Without accelerating growth, the students will not have the same opportunities as peers in regards to **college and career readiness.**

In addition to the achievement gap, students at the five campuses are not exposed to the same **enrichment activities** as other students. The cost of the enrichment activities and transportation prohibit the students from the opportunities. The lack of enrichment opportunities also impacts the students' ability to be college and career ready.

Although the district has a significant Title I Parent Program, the program is limited to the school campuses. Often families are not able to come to the campuses for the programs because of the times or transportation issues. For **families** to be involved at a high level, family support must be rethought and offered in ways that are more conducive to working families' schedules.

Program Plan: In order to address the needs mentioned, a compressive after-school and summer program will be offered through Round Rock ACE. Students will experience a program based on three different components: **Academic Assistance, Art Enrichment Activities, and Academics through the Arts.** The first component of academic assistance will be facilitated through a blended learning process utilizing technology and direct interaction with teachers and interns. The process will allow lessons to be tailored to the student's individual needs. For the art enrichment time, students will have many choices of quality activities. Examples of offerings will be guitar lessons, video production, dance lessons, and theatre. The last component is academic through the arts. In an effort to meld the other two aspects of the program, students will gain quality instruction time through art activities. For example, a student might work on math skills through a detailed grid drawing. Also programming will include speakers to assist in early college and career readiness for all participants.

To enhance what is happening during the program and allow **community** involvement, a showcase will be planned every nine weeks. It will be an opportunity for students to present their work from all three areas of the program. Families, school staff, administrators and community members will be invited to see the work of the students. By inviting the community, critical partnerships that will assist in sustaining the program will be formed.

Family involvement through the program is also an important part of Round Rock ACE. As mentioned above, the Family Engagement Specialist will work to expand the current programs for parents, but making them more accessible. Also a mobile resource center will be created along with partnering with the Department of Library Services to offer a mobile literacy unit.

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Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: 246909	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.

Research to Support the Program: It is important that all parts of the program are grounded in sound research. The What Works Clearinghouse publication *Structuring Out-of-School Time to Improve Academic Achievement* details five components for success in boosting academic performance. The five components will be followed by Round Rock ACE: 1) alignment with the school day 2) maximizing participation and attendance 3) meeting individual and small group needs 4) providing engaging experiences 5) assessing performance and improving program quality. In addition, arts enrichment was chosen for the program because of the research that supports art integration. A comprehensive report conducted by the President's Committee on the Arts and the Humanities "found that arts provided a reason, and sometimes the only reason, for being engaged with school or other organizations."

Budget: In creating the budget, the needs were assessed to determine the best use of funds. The budget includes critical and required personnel: Program Director, Site Coordinator (5), and Family Engagement Specialist. It was determined a key to program success is quality instructors for all aspects of the program. Teachers from campuses will be hired to facilitate the program along with recruiting education students from local colleges and universities. Other budget expenses include contract services for art enrichment, supplies, family programming supplies, and travel for required conference attendance for program staff. The budget was created with the idea of meeting the needs of students and families and providing a budget that could be **sustainable into the future**.

Evaluation: Quality evaluation is critical for the success of the program. A formal evaluation will be conducted by an independent evaluator. The evaluation will contain a qualitative and quantitative element. The program itself will be evaluated along with evaluating students in areas such as academic performance, attendance, and school behavior. Family participation in activities will also be considered. The Program Director will routinely do informal evaluations by visiting all Round Rock ACE program sites and meeting monthly with staff. A satisfaction survey will be given to all students, families, and staff. All evaluation results will be discussed with program staff, campus administrators, and the Community Advisory Board.

Community Partnerships: A strong **Community Advisory Council** is important not only for the success of the program, but also when building **sustainability** plans to continue Round Rock ACE into the future. The council will involve many different individuals from the community including students, parents, teachers, program staff, administrators, community partners, and local officials. The Program Director will routinely update the council on successes of the program and will ensure the council meets quarterly to evaluate programming and make program decisions. The council will also be encouraged to attend all showcases.

In addition to the Community Advisory Council, key partnerships will assist in the success of the program. The Round Rock Chamber of Commerce has developed an entrepreneurial program which includes an education component. The program will assist students in Round Rock ACE with college and career readiness. The Round Rock Area Art Council also will contribute in bridging the gap between the community art scene and art within the program.

Through the Round Rock ACE program, students will have the opportunity to increase **academic performance, school day attendance, positive behavior,** and **grade promotion rates**. By achieving these four goals, there will be an increase in **graduation rates** as the student progresses through school. The comprehensive program will not only benefit the students, but also the families of the students along with the community of Round Rock. Round Rock ACE is aligned with Round Rock Independent School District's strategic plan and is situated in becoming a program to benefit students for many years.

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Schedule #6—Program Budget Summary				
County-district number or vendor ID: 246909			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	$636,753.60	$17,562.60	$654,316.20
Schedule #8	Professional and Contracted Services (6200)	6200	$51,000	$12,500	$63,500
Schedule #9	Supplies and Materials (6300)	6300	$71,658	$1,900	$73,558
Schedule #10	Other Operating Costs (6400)	6400	$118,300	$0	$118,300
Schedule #11	Capital Outlay (6600)	6600	$0	$0	$0
	Consolidate Administrative Funds			☐ Yes ☒ No	
Total direct costs:			$877,711.60	$31,962.60	$909,674.20
Percentage% indirect costs (see note):			N/A	$0	$0
Grand total of budgeted costs (add all entries in each column):			**$877,711.60**	**$31,962.60**	**$909,674.20**

Shared Services Arrangement

6493	Payments to member districts of shared services arrangements	$0	$0	$0

Administrative Cost Calculation

Enter the total grant amount requested:	$909,674.20
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:	$45,483

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

Schedule #7—Payroll Costs (6100)			
County-district number or vendor ID: 246909		Amendment # (for amendments only):	
Employee Position Title	**Estimated # of Positions 100% Grant Funded**	**Estimated # of Positions <100% Grant Funded**	**Grant Amount Budgeted**
Academic/Instructional			
1 Teacher			$
2 Educational aide			$
3 Tutor			$
Program Management and Administration			
4 Project director (required)	1		$60,276
5 Site coordinator (required)	5		$261,950
6 Family engagement specialist (required)	1		$33,502
7 Secretary/administrative assistant	.5		$14,635.50
8 Data entry clerk			$
9 Grant accountant/bookkeeper			$
10 Evaluator/evaluation specialist			$
Auxiliary			
11 Counselor			$
12 Social worker			$
Education Service Center (to be completed by ESC only when ESC is the applicant)			
13 ESC specialist/consultant			$
14 ESC coordinator/manager/supervisor			$
15 ESC support staff			$
16 ESC other			$
17 ESC other			$
18 ESC other			$
Other Employee Positions			
19 Intern	15		$95,400
20 Title			$
21 Title			$
22		Subtotal employee costs:	$465,763.50
Substitute, Extra-Duty Pay, Benefits Costs			
23 6112 Substitute pay			$
24 6119 Professional staff extra-duty pay			$79,500
25 6121 Support staff extra-duty pay			$
26 6140 Employee benefits			$109,052.70
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):**		$654,316.20

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

For TEA Use Only	
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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: 246909	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	$0
	Specify purpose:	
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	$0

Professional and Contracted Services

#	Description of Service and Purpose	Grant Amount Budgeted
1	Program Evaluation	$12,500
2	Dance Lessons	$10,000
3	String Lessons	$9,000
4	Guitar Lessons	$6,000
5	Video Production Courses	$6,000
6	Theatre Classes	$20,000
7		$
8		$
9		$
10		$
11		$
12		$
13		$
14		$
b.	Subtotal of professional and contracted services:	$63,500
c.	Remaining 6200—Professional and contracted services that do not require specific approval:	$
	(Sum of lines a, b, and c) Grand total	$63,500

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: 246909	Amendment number (for amendments only):	
Expense Item Description		**Grant Amount Budgeted**
6300	Total supplies and materials that do not require specific approval:	$73,558
	Grand total:	**$73,558**

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

Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 246909	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.	$10,500
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing.	$0
	Specify purpose:	
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines.	$10,000
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:	$20,500
	Remaining 6400—Other operating costs that do not require specific approval:	$97,800
	Grand total:	**$118,300**

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)				
County-District Number or Vendor ID: 246909		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:	$0

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: 246909	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:				

Category	Number	Percentage	Category	Percentage
African American	480	14.0%	Attendance rate	96.1%
Hispanic	1993	58.1%	Annual dropout rate (Gr 9-12)	n/a
White	700	20.4%	Students taking the ACT and/or SAT	n/a
Asian	103	3.0%	Average SAT score (number value, not a percentage)	n/a
Economically disadvantaged	2,354	68.6%	Average ACT score (number value, not a percentage)	n/a
Limited English proficient (LEP)	930	27.1%	Students classified as "at risk" per Texas Education Code §29.081(d)	58.3%
Disciplinary placements	51	1.48%		

Comments

Additional data to include is that the five sites all have mobile populations, as well as students that are part of Families in Transition, which is the district's homeless program, and foster children. Two of the five sites include students from the Texas Children's Baptist Home. One site, Wells Branch Elementary, will be losing about half of its student population with the opening of a new elementary campus to handle overcrowding and growth in the feeder neighborhoods.

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

Category	Number	Percentage	Category	Number	Percentage
African American	22	6.4%	No degree	0	0%
Hispanic	95	27.6%	Bachelor's degree	265	76.6%
White	217	62.8%	Master's degree	79	22.7%
Asian	7	2.0%	Doctorate	2	0.7%
1-5 years exp.	142	41.0%	Avg. salary, 1-5 years exp.	$45,521	N/A
6-10 years exp.	101	29.2%	Avg. salary, 6-10 years exp.	$48,597	N/A
11-20 years exp.	82	23.8%	Avg. salary, 11-20 years exp.	$51,596	N/A
Over 20 years exp.	19	5.5%	Avg. salary, over 20 years exp.	$57,413	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 246909		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		40	40	40	40	40	40	54	53	53					400
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:		40	40	40	40	40	40	54	53	43					400

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Schedule #13—Needs Assessment	
County-district number or vendor ID: 246909	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.

In order to determine the needs of the district and which campuses would benefit most from Texas ACE, a needs assessment was conducted utilizing **surveys** and **focus groups**. A survey was completed in November 2015, by the Community Education Department and the Enrichment Department. The survey was to assess after-school opportunities for students in elementary schools. Individuals included in focus groups were: principals, Executive Director of Educational Support, Director of Elementary Education, Director of Library Services, Title I Director, ELL Coordinator, Executive Director of Assessment and Evaluation, Executive Director of Communications and Community Relations, Director of Community Education, Director of Fine Arts, and the Coordinator of Title I Parent Programs. From the surveys and focus groups the following needs were highlighted.

Campuses with the most **economically disadvantaged children** were considered. Round Rock ISD has a total of 25% of economically disadvantaged children across the district. When picking schools, schools with a minimum of 50% of economically disadvantaged children were considered. Those schools with a high level of economically disadvantaged students had a high number of students considered at risk and characterized as English Language Learners.

At the start of the school year, the Research and Evaluation Department at Round Rock ISD compared student growth between campuses with the highest and lowest percentage of economically disadvantaged students. It was observed that it did not matter which campus was observed, the rate of growth was the same for all students. So if a student starts off behind, in the current system the student will never catch up to peers resulting in fewer opportunities for the students. Students in these schools are in need of services to **accelerate growth** to give students opportunities and prepare them for college and career.

Along with considering the academic achievement of campuses, types of enrichment activities needed on these campuses was an area of concern and need. Information on the types of enrichment classes offered by campuses was evaluated by considering the success of previous enrichment programs offered on the campuses. The Director of Community Education expressed concern for lack of participation on these campuses in **afterschool and summer enrichment** because of the cost associated with the programs. Transportation was also an area of concern since most of the students had no way of getting home after activities were offered. It was determined programs at the five campuses were not successful in offering the program because of cost and transportation issues.

In meeting with the Coordinator of Title I Parent Programs, many needs were identified under the theme of family and parent support. Although the district currently offers some parenting programs and a resource center, the services offered are only allowed to take place on a school campus. It was identified that many parents have transportation issues and are not always able to come to school for the resources. The Coordinator of Title I Parent Programs mentioned if support actually went out into the community and met family at community centers and apartment buildings, many more families could learn ways in which to support their child while also gaining valuable literacy and educational skills themselves. The Director of Library Services also voiced the same concerns and desires to provide more of the library resources in a mobile fashion to families of Round Rock ISD Students.

Although the district has significant partnerships with the community of Round Rock, it was found many volunteers and partners are not as involved with our most in-need campuses. The five campuses picked for Round Rock ACE do not benefit financially and support wise from the many partnerships in the area.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 246909	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.	Closing the achievement gap through accelerated learning	Through offering blended learning opportunities during academic time, students will have the opportunity to accelerate learning and make strides in overcoming barriers to learning. Also the time designated Arts through Academics will allow students a way to learn important information in a new and stimulating way.
2.	Enrichment opportunities for all students	All students will have the opportunity to choose from a variety of art enrichment activities on a weekly basis. These activities include string and guitar lessons, theatre, dance, and general art such as drawing and painting for elementary students. Middle school students will have dance, theatre, DJing, video production, and general art such as painting and drawing.
3.	Increased family engagement and support	The Family Engagement Specialist will work at delivering programs and resources directly to families in places and times convenient for working families. These resources will include a mobile resource center, Parent University outside of campuses, and a mobile resource center. Also the Family Engagement Specialist will regularly communicate with families.
4.	Career and college readiness	In order to assist students in being college and career ready starting in elementary school, a partnership with the Round Rock Chamber of Commerce will bring their new entrepreneurial program to the students. Also guest speakers invited to the program will allow students to have a firsthand view of different careers and opportunities.
5.	Community partnerships	The showcases planned for each nine weeks is the main avenue for connecting the community to the five schools offering the Round Rock ACE program. Key community members will be invited to the showcases to start the relationship for longer-term partners to support the important program. Also the Community Advisory Council will be a critical factor in engaging the community.

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Schedule #14—Management Plan	
County-district number or vendor ID: 246909	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	TBD; three or more years experience with out-of-school programming, or similar experience in organization planning and supervision of education/youth development for at-risk youth. Strong organization, communication, and interpersonal skills required. Grant management experience preferred. Bachelor's degree required.
2.	Site Coordinator(s)	TBD; experience in youth development, staff supervision and project design and implementation in school-based or out-of-school programming. Strong communication skills required. Bachelor's in Education or related field preferred.
3.	Family Engagement Specialist	TBD; experience in education or social services; knowledge of Round Rock/Williamson County/Travis County social services; familiarity with principles of child development and effective parenting techniques; experience dealing with diverse families. Bachelor's degree and ability to communicate in native language(s) of program recipients preferred.
4.	Part-time Administrative Assistant	TBD; Required: High School degree or equivalent; two years' work experience in clerical field; skill in standard PC software (word processing, spreadsheets); good oral and written communication skills; detail-oriented

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.	Improved academic performance	1.	Increase in STAAR Scores (for 3rd-8th grades)	08/29/2016	07/28/2017
		2.	Teacher Survey at beginning, middle and end of program	08/29/2016	07/28/2017
2.	Engagement in quality programming	1.	80 students at each site have 45+ days of attendance in program	08/29/2016	07/28/2017
		2.	During site visits, at least 75% of students are engaged	08/29/2016	07/28/2017
3.	Improved behavior	1.	Teacher Survey at Beginning, Middle and End of Program	08/29/2016	07/28/2017
		2.	Discipline referral rate is reduced for students with issues	08/29/2016	07/28/2017
4.	Improved family participation	1.	75% family participation during on and off site events	08/29/2016	07/28/2017
		2.	75% of families complete parent surveys	08/29/2016	07/28/2017
5.	Increased career and college readiness	1.	Student pre- and post-survey on career and college readiness	08/29/2016	07/28/2017

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: 246909	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.

Round Rock ISD utilizes formative reports created by the Department of Assessment and Evaluation, who provide not only quantitative data (attendance, STAAR/EOC scores) but qualitative data as well (results of focus groups, answers to open-ended survey questions) in evaluation of program goals and objectives. For our other TEA grants, the grant's project director conducts monthly site observations, looking for progress towards accomplishing TEA milestones for students, parents, and staff. Each site observation concentrates on compliance, and monthly reports are created. Continuous improvement supported by evaluation and feedback is paramount to the grant's success.

Any changes are documented and shared with campus administration; teachers; site coordinators; site staff, vendors, and partners; and families. Major changes are shared through e-mail blasts and newsletters sent to families, staff, vendors, partners, community, and administration.

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.

Round Rock ISD Department of Fine Arts in collaboration with RRISD Partners in Education Foundation piloted the **Dare to Dance** Program for the 2015-26 school year at two Title I campuses, Anderson Mill and Berkman. Up to 30 students participated in a free once-per-week dance class led by a trained dance instructor. Funds were raised to pay for the instructor and student dance attire. Students participated in a district dance showcase in March 2016. Funding limits the expansion and continuation of the program. To continue the program elements will be incorporated into Round Rock ACE.

A proposal for a **Beyond the School Day Enrichment Program** was submitted to the **Round Rock ISD Executive Leadership Team** for consideration for the 2016-17 school year. In the plan, up to 80 students would meet two days per week for 2 hours and 30 minutes for one hour of focused academic assistance; one hour of an enrichment activity, such as chess, Rubik's Cube Club, Math Pentathlon games, robotics, and coding; and 30 minutes of leadership development. Programming would take place at up to 5 campuses for 30 weeks during the school year. If approved, the program would be evaluated for best practices in programming and staff development as well as student performance to apply in conjunction with the 21st CCLC. The plan would be to partner with local colleges and universities to utilize pre-service teachers as interns, as well as to partner with local companies to utilize their employees as volunteers, specifically in regards to areas of specialty, such as robotics and coding. The **Round Rock Chamber of Commerce** has committed to helping to solicit and secure volunteers and speakers. Over time, the target goal would be to create a **Round Rock ISD Beyond the School Day Enrichment Ecosystem** that involves robust after-school and summer enrichment programming with student voice and choice, as well as active community partnerships.

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Schedule #15—Project Evaluation	
County-district number or vendor ID: 246909	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.	Formative Interviews	1.	Site Coordinators are responsive to issues addressed in interviews
2.	Student and Family Surveys	1.	Site Coordinators are responsive to student and family feedback
		2.	75% of students and families are satisfied with the program
3.	Site Observations	1.	75% of students are actively engaged in programming
		2.	At least 50% of programming is academic and at least 25% is enrichment
		3.	Programming supports college and career readiness
4.	Analysis of Attendance and Achievement Scores	1.	For students that met attendance goal, show increased academic motivation during Round Rock ACE programming
		2.	For students that met attendance goal, show increased in-class performance
		3.	Program attendance goals are met
5.	Community Advisory Council Focus Group	1.	Community partners make some type of commitment for next school year
		2.	Program Director is responsive to successes and challenges identified by Community Advisory Council

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.

Continuous quality management and improvement will be a high priority for the Round Rock ACE program. The Project Director will take the lead in monitoring monthly and quarterly data reports from Site Coordinators, who will enter data regarding program activities and the number of participants served into the TX21st system. Site Coordinators will enter attendance data weekly for all students; the Program Director will monitor this data reporting, in order to be certain it is completed in a timely and accurate manner. This data will allow for on-going project monitoring – are centers meeting their required numbers of participants? Are activities well attended? Are students' grades at school improving? Is student attendance at school remaining strong? If the answers to these questions are not satisfactory, the Project Director and the Site Coordinator will re-evaluate the Center Service Delivery Plan and its implementation, ensuring that all performance goals are met. Further, the data will be presented to and evaluated by the Community Advisory Council for input on refining, improving, and strengthening the program.

The Project Director will also work with the independent evaluator, who will provide both formative and summative reports to the Project Director. **The independent evaluator will conduct student, parent, and staff surveys; track enrollment; monitor student participation in activities; and follow student academic performance.** She will also conduct structured observations of the program. The qualitative data will track students' engagement and behavior both at Round Rock ACE and at school. In addition, it will track students' interest in college and career readiness and students' interest in program offerings. Evaluation will be critical to Round Rock ACE in identifying successful elements that can be replicated across centers and to improve programming elements as needed.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 246909	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.

All activities that Round Rock ACE will implement will be based on best practices and will be intentionally designed, hands-on, and tailored to meet student, campus, family, and community needs. Key components of programming will be fine arts and student choice.

For the after-school programming, time will be broken into three main areas, Academic Assistance, Art Enrichment, and Academics through the Arts. During the Academic Assistance block, children will be immersed in a research-based blended learning environment where software programs identified through the **Department of Instructional Technology** will be utilized in conjunction with more traditional academic assistance opportunities as an extension of the school day. The Art Enrichment block will allow students time for movement and creativity through targeted programming. Each day, students will be able to select a different fine arts activity to participate in, such as dance, theatre and music lessons. In the third block, Academics through the Arts, children will apply academic topics through the arts, such as through creative writing, technology, mathematics, and literacy. Experts from the community will come to speak and mentor throughout, and students will take educational field trips for a more comprehensive perspective. At the end of each nine weeks period, each of the five sites will hold a showcase whereby students will present what they have learned. School, district, family, and community will be invited to attend and celebrate student accomplishments in an authentic environment. During summer programming, students will have the opportunity to participate in extended versions of the after-school programming that will immerse them in fine arts through academics, such as a theater production. Summer programming will involve academics through projects with opportunities to apply skills in meaningful ways.

The site coordinator for each of the five sites will develop and supervise a student transition plan to ensure that all students transition safely from the classroom to the Round Rock ACE programming and back home. At the end of each day of programming, students will have the opportunity to travel home by bus. During the summer, transportation options will be provided to and from the summer program sites.

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.

Round Rock ACE will work collaboratively with the district's **Department of Communications and Community Relations** to create and disseminate information regarding the community learning centers. Information will be sent out through a variety of mediums, such as print, web, email and social media, to ensure that it is accessible by all stakeholders. **All print materials targeted to parents will be made available in their home language.** Further, Round Rock ACE will prioritize hiring bilingual staff.

When a student is nominated to participate in the program, his or her parents/guardians will be sent a **welcome packet including the location of the center, operating hours, program information, parent handbook, and permission forms.** Parent Orientation sessions will be held to assist parents/guardians with all paperwork and introduce them to the goals of the program and inform them of the program's requirements and expectations.

Round Rock ACE will work with each campus to ensure that multiple means of communicating with families are employed. Site Coordinators will be available for one-on-one meetings with families to discuss their child's progress. Program brochures will be made available in each school's main office, in the center during program hours, and for distribution to community partners. Communication will be ongoing: newsletters will go home on a monthly basis. Each campus will maintain a link to the district main page for program updates, news, and information. Site Coordinators will maintain a personal relationship with families through one-on-one e-mails, phone calls, and home visits.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 246909	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.

The What Works Clearinghouse publication *Structuring Out-of-School Time to Improve Academic Achievement* details five components of OST programs that succeed in boosting participants' academic performance and Round Rock ACE will carefully follow them in the design and implementation of its programming. (1) **Alignment with the School Day**: all activities are aligned with the TEKS. The District Strategic Plan and each school's Campus Improvement Plan will also be taken into account in designing and implementing service delivery. The Texas ACE Unit Plan and Lesson Plan templates will help guide staff in developing highly-aligned activities that benefit students. (2) **Maximizing Participation and Attendance**: all activities will be engaging and hands-on, making students want to attend and participate. The Family Engagement Specialist and Site Coordinators will work with families in creative ways to encourage regular attendance and participation. (3) **Meeting Individual and Small Group Needs**: Round Rock ACE will utilize student interest surveys in helping to determine its programming. Students will be given choice in their daily programming selections. The teacher-to-student ratio will not exceed 1:20. Facilitators will be trained in differentiating instruction, and blended learning will be utilized so that student's individual academic needs are met. (4) **Providing Engaging Experiences**: all Round Rock ACE activities will be engaging and hands-on, with an arts focus. (5) **Assessing Performance and Improving Program Quality**: Round Rock ACE will have constant quality control and adjustment. The Project Director will conduct monthly site observations, receive monthly reports from the FES and Site Coordinators, and receive ongoing formative feedback from the independent evaluator, who in turn relies upon site observations, focus groups, and surveys as qualitative data. The Project Director regularly consults quantitative data such as attendance (both in school and out of school), grades, disciplinary referrals, curriculum-based assessment results, and STAAR/EOC results. The Round Rock ACE Community Advisory Council will be presented with this information in order to make determinations for adjustments to the program.

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.

Round Rock ACE will take all measures necessary to make sure grant funds are used to **supplement** and **not supplant** existing programs. To do this, coordination between many departments is critical. Through planning and monthly coordination with the **Department of Federal and State Programs**, alignment between Title I, ESL Parent Programs, and the five schools will ensure the success of Round Rock ACE. All five schools are deemed school-wide **Title I programs** and have large populations of ELLs. Parent Programs are active in a part-time capacity on all Title I campuses and offer programs at schools and the resource center at the administration building. The Parent Program does not have funding to offer resources off the campuses. By coordinating services and providing services in locations more convenient for families, Round Rock ACE is supplementing the current programs on campuses to increase family involvement.

Also coordination with the **Fine Arts Department** is important since enrichment activities will be focused on arts programming. With two of the proposed elementary schools (Berkman and Wells Branch) becoming Arts-Integrated Academies this year and one middle school (CD Fulkes) becoming a School of Arts and Academics next year, there are many opportunities for collaboration with the schools and curriculum teams as curriculum is developed to teach core subjects through the arts. The schools are currently investigating and choosing the best research-based practices for students to effectively learn core subjects through things such as theatre, music, dance, and even Shakespeare. Through coordination, after-school programming will be a continuation of what happens during the school day. In order to accelerate student growth, research-based blended learning practices will be coordinated with the **Department of Instructional Technology**. One other department critical for success is **Library Services**. Coordinated efforts with Library Services will ensure we are maximizing resources to bring a greater awareness of literacy into the homes of the students. The **Department of Assessment and Evaluation** is also an important partner to ensure quality evaluation.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 246909	Amendment # (for amendments only):

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.
☒ **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.

In order to best serve the students of Round Rock ISD, partnerships are critical. Not only are partnerships important for the students, but it is important for the community of Round Rock. The Round Rock ACE program will be successful because of partnerships with a variety of businesses and organizations.

The Round Rock Chamber of Commerce recently launched an entrepreneurial program and wants to partner with the school district to help students gain an entrepreneurial mind. Students will gain important career and college readiness skills during Round Rock ACE through this partnership and working with local entrepreneurs to expose students to new ways of thinking and dreaming of the future.

Another critical partnership is with the **Round Rock Area Arts Council**. The mission of Round Rock Area Arts Council "is to encourage, support and enhance arts and cultural activities in the Round Rock area to transform the city into a thriving arts and culture scene." Through partnering with the Round Rock Area Arts Council, students will have the opportunity to learn from and with local artists and benefit from being exposed to a part of the community not often accessible to the students. Local events such as the annual Chalk Walk will be a great opportunity for students to participate in the local art community.

Round Rock ISD is surrounded by numerous local **colleges** and **universities** offering education degrees. To best serve the students in Round Rock ACE, partnerships will be formed with the educational institutions. Through the partnerships, education students will be recruited to serve as paid interns for the program. Students will benefit from having quality educational students as facilitators, and education students will benefit from gaining practical experiences. Principals from the five schools also will benefit from having education students directly on their campuses to recruit as future teachers. The five campuses often have difficulty staffing, so a new recruiting tool would greatly benefit students for many years.

A main partnership that is critical to all aspects of Round Rock ISD is the partnership with **Round Rock ISD Partners in Education Foundation**. The partnership serves as a main avenue to connect the district to the community. The foundation is supportive of the endeavors of the school district and is aware of the need of quality after-school and summer activities for the most disadvantaged students. This partnership will be imperative as we host showcases for the community every nine weeks along with looking at sustainability plans into the future.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 246909	Amendment # (for amendments only):

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.

The Needs Assessment in Schedule #13 identifies five high-priority needs for the five sites served through the Round Rock ACE program: (1) closing the achievement gap through accelerated learning, (2) enrichment opportunities for all students, (3) increased family engagement and support, (4) career and college readiness, and (5) community partnerships. Looking at the five sites, Berkman Elementary, CD Fulkes Middle School, Hernandez Middle School, Voigt Elementary and Wells Branch Elementary, there are available resources to help meet these targeted needs.

First, the facilities themselves are a resource. Round Rock ACE will be able to utilize space in and out of each campus on a regular schedule without additional cost to the program. Each of these five sites has technology that will be available for use for blended learning and technology integration into academics and enrichment. The technology can also be utilized for implementation of career and college readiness programs as well as family training and support.

Two of the proposed sites, Berkman and Wells Branch, will become Arts-Integrated Academies next year. The site will be able to utilize the skilled staff in coordinating efforts. Similarly, the Round Rock ACE program can expand on the Dare to Dance program that was piloted during the 2015-16 school year.

Each of the five sites will employ one staff member to serve as the lead facilitator. The staff member and Site Coordinator will be a part of each of the campuses and will understand, appreciate, and integrate the campus culture during the after-school and summer programming. Each site will have interns from area colleges and universities that will work as Round Rock ISD employees, learning the district systems and procedures. This experience could lead to future full-time employment as educators at the five campuses. In addition, there are a wealth of community businesses, organizations, and leaders to tap as volunteers, adult mentors, speakers, and donors, helping to develop community partnerships at these five schools that have historically had less community engagement. These community resources are also potential field trip options.

As stated previously, the Round Rock ACE program will use a variety of qualitative and quantitative measures to evaluate the success of the program and whether the five identified needs have been met. Measures include student, teacher, and family surveys; site observations; Community Advisory Council survey and focus group; data collection and reporting of student attendance, grades, and behavior during the school day and during the program; Site Coordinator observations; and analysis of formative and standardized assessment data.

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

As mentioned previously, the Round Rock ACE program has been developed using research-based best practices and procedures. The primary goal for the program will be to complement and enhance what is happening during the school day in an engaging and effective way. This is an opportunity for a targeted group of at-risk youth to have access to resources that might not otherwise be provided, such as blended learning to promote academics, fine arts enrichment, academics through the arts, community volunteers and speakers, educational field trips, and summer learning. The strong support system, comprised of program facilitators, community members, adult mentors, and family support services, will make a positive impact on students' lives, moving them toward graduation and a workforce or college path.

The mark of any good program is evaluation and reflection. As such, throughout the program, informed decisions will be made based on qualitative and quantitative data to make adjustments in programming. It is the goal that the Community Advisory Council will play an integral role in providing feedback and making program decisions. **The Round Rock ACE program is not about one individual, but rather a collaborative network with the goal of student success.**

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.

Volunteers will be recruited to enhance programming for all five centers. While volunteers will not serve as the main instructional leaders for the program, they are seen as an important component of the program. In order to effectively recruit and train volunteers, the services of the **Department of Community Partnerships** at Round Rock ISD will be utilized. As of March 2016, the district approved over 10,000 volunteers that have given over 166,000 hours of service for the 2015-2016 school year. While the district has a considerable amount of volunteers, often volunteers are not present at the campuses most in need including the five campuses part of Round Rock ACE. Through Round Rock ACE an effort will be made to find volunteers for the campuses most in need. The Department of Community Partnerships is in the process of piloting a new system to better match volunteers with needs of individual campuses. This new system will be utilized in placing the most qualified volunteers at the five Round Rock ACE centers.

The number of volunteers reported does not reflect volunteers recruited and trained to serve as mentors through the district's **STARS Mentor Program**. The program serves about 300 students through matching each student with a mentor from the community. The program is partially supported through the **United Way of Williamson County**. In order to assist students part of Round Rock ACE, the STARS Mentor Program will be extended to after-school and summer to better meet the needs of students and allow mentors the opportunity to support students at times outside of the normal school day.

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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.

☒ **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.**

The mission and goals of Round Rock ACE directly aligns with the **Round Rock Independent School District Strategic Plan** adopted in the spring of 2015. Specifically, the plan addresses the need of identifying and eliminating all factors that impact the achievement gap between students. The plan also mentions the need in involving parents in the academic success of students. Within the strategic plan a focus on exposing elementary and middle school students to college and career readiness is explained as a critical factor in making sure all students reach their highest potential. Round Rock ISD recognizes the need for students to learn in new ways especially by the use of flexible learning spaces. The district also notes the need for enhanced community partnerships through things such as bringing community members into the school and to extend mentoring opportunities. By the Round Rock ACE program being completely aligned with the Round Rock ISD strategic plan, the program is situated to be sustained past the time of the grant.

The first part of sustaining Round Rock ACE is quality **evaluation** of all programs. Without a comprehensive evaluation plan, the district will not be able to make an informed decision based on research on how the program is helping students and parents. From making an informed decision the district can better know the impact and the best ways in which to allocate resources to sustain the Round Rock ACE program. Also with the success of the program, opportunities for expansion are possible.

After quality evaluation, the next step in sustainability is **strong community partnerships** for Round Rock ACE. As mentioned previously, while the district does have valuable partnerships, the schools part of Round Rock ACE do not currently have these partnerships and lack the support gained from such a resource. By hosting showcases every nine weeks at all five centers, community members will be invited to come and see the impact of the program first-hand. Not only is it important for the community to know about Round Rock ACE, but they need to see the impact it has on students by witnessing the students in action. Local and state government officials will also be invited to the showcases.

Sustainability is also based on **parent support**. Through parents becoming involved in their child's education, they will better be equipped to advocate and voice their needs.

Considering school finances are often limited, it will be important to be creative and strategic in searching **for funding sources** to continue support for the Round Rock ACE program. The Round Rock ACE Community Advisory Council will be instrumental in facilitating the discussions and planning for the ways in which funding can be secured in areas such as donors, grants, and community partners. The Community Advisory Council will be the face and voice of the program showing a unified partnership between the community of Round Rock with Round Rock ACE.

Round Rock ISD School Board supports efforts in creating a sustainability plan to continue the aspects of the program that are found to be successful at meeting the student, parent, and staff members' needs.

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Schedule #17—Responses to TEA Program Requirements	
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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.

The **Round Rock ACE Community Advisory Council** will be the backbone for the program and will be critical in the success of Round Rock ACE. The council will be made up of a group of individuals to represent the community, school, and students. It is critical to have representation on the council from students and parents participating in the Round Rock ACE program. Also partner organizations will have members on the council. These partners include **Round Rock Chamber of Council, Round Rock Area Art Council, Round Rock Independent School Partners in Education Foundation**, and **local universities and colleges**. It is also important to have representation from local government. From Round Rock Independent School District, select teacher and interns from the program, principals from select campuses, Program Director, Site Coordinators, Family Engagement Specialist, Enrichment Coordinator, Grant Coordinator, Grant Accountant, Executive Director of Educational Support, Chief of Teaching and Learning, and representatives from the Round Rock Independent School Board will be critical members.

This council will meet **quarterly** to ensure that the Round Rock ACE program is **living up to its potential, operating within the terms of the grant and Annual Operation Plan, and engaging in continuous improvement** based on formative feedback. The council itself will be a major source of feedback through its representatives from outside the Round Rock ACE staff. It will supplement the feedback solicited by the independent evaluator from campus staff, parents, and students. The Round Rock ACE staff will share the annual evaluation with the council as well as less formal feedback given throughout the year.

A major focus of the Round Rock ACE Community Advisory Council will be developing a **sustainability plan** for the grant moving forward. The council will be encouraged to think strategically and creatively in finding ways to assist the program to move into the future with the potential of expanding to more campuses.

Besides the Round Rock ACE Community Advisory Council, it is critical to get input from other community members. The best avenue for this is through the showcases happening each nine weeks. When community members attend the showcases, they will have an opportunity to not only see what is happening, but also give input on what they see.

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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.

The Project Director is ultimately responsible for program management, including all communication, training, tracking and data collection, and evaluation. The Project Director will work in concert with the Family Engagement Specialist, Administrative Assistant, Community Advisory Council, and Site Coordinators to ensure that all aspects of the management plan are implemented correctly, evaluated consistently, and revised accordingly.

Communication: The Project Director will be available for consultation with all staff, able to address problems and recognize strengths as they arise. Monthly meetings will be held with all Site Coordinators and the Family Engagement Specialist to ensure that Round Rock ACE is providing the highest quality service possible to students and families. The Program Director will meet quarterly with the Community Advisory Council to provide them with updates on the program's operations and to solicit their feedback and assistance in problem-shooting. The Administrative Assistant will be invited to all meetings so that s/he will fully understand the workings of the program. Staff will be encouraged to communicate laterally as well as vertically. The Project Director will also communicate with TEA, ensuring constant updates for state-level officials and the dissemination of policies and training materials to all staff.

Training: Funds have been set aside for the Project Director, Family Engagement Specialist, and all Site Coordinators to attend required TEA and national trainings and workshops. Participation in these activities will be required of all staff. All staff will participate in any needs assessment activities required by TEA. Site visits will allow the Project Director to determine areas of need for those trainings, be it sign-in/sign-out procedures or methods of encouraging student participation. The Project Director will draw on the resources of Round Rock ISD and Texas ACE to provide on-going professional development.

Tracking and Data Collection: All data will be input into TX21st accurately and in a timely manner. All personnel will be thoroughly trained in compliance with FERPA and encrypted data collection and reporting, so as to ensure student and family privacy. Program attendance and activity participation for students and adult family members will be recorded on a daily basis by the Site Coordinator. This information will be gathered through sign-in sheets and attendance rosters, but will be maintained in a secure spreadsheet for inclusion in reports. All Round Rock ISD students are coded in the MIS student database, allowing MIS to easily produce reports. MIS produces individual student data (demographics, grades, attendance, discipline, etc.) which the Program Director incorporates into semi-annual reports to the TEA. All student data is held in strictest confidentiality and is accessible only to appropriate program and district personnel. Partnerships, staffing, and other program-level data will be collected and maintained by the Program Director with input from the Site Coordinators.

Evaluation: As required, Round Rock ACE will hire an independent evaluator to monitor and report on the quality of programming offered. It will also participate in all required state-wide evaluative activities. The Project Director will communicate the results of these evaluations with all stakeholders. The Project Director will also institute less formal evaluation procedures. The Project Director will conduct monthly site observations of all centers, looking for progress towards accomplishing TEA milestones for students, parents, and staff. Each site observation will concentrate on compliance in regards to scheduling activities at each site that relate to the four content components of academics, enrichment, career and college readiness, and family support. Site observations will ascertain that centers are adequately staffed, are keeping accurate records of attendance and participation in activities, and are following up-to-date versions of the center service delivery plan. Standardization of practices across centers (for example, tracking student participation in activities through a standardized form) allows for easier evaluation of compliance with the center service delivery plan and programmatic milestones. Part of the evaluation will be a survey for parents, students and staff on an annual basis regarding their satisfaction with the program.

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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: Round Rock ACE at Berkman Elementary		
9 digit campus ID#	246909101	Distance to Fiscal Agent (Miles)	0
Grade Levels to be served (PK-12)	K-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:	80
Number of Adults (parent/ legal guardians only) to be served:	80

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	n/a			
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: Round Rock ACE at Wells Branch		
9 digit campus ID#	246909115	Distance to Fiscal Agent (Miles)	0
Grade Levels to be served (PK-12)	K-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:	80
Number of Adults (parent/ legal guardians only) to be served:	80

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	n/a			
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: 3	Center Name: Round Rock ACE at Voigt Elementary		
9 digit campus ID#	246909106	Distance to Fiscal Agent (Miles)	0
Grade Levels to be served (PK-12)	K-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:	80
Number of Adults (parent/ legal guardians only) to be served:	80

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	n/a			
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: Round Rock ACE at CD Fulkes Middle School		
9 digit campus ID#	246909041	Distance to Fiscal Agent (Miles)	0
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:	80
Number of Adults (parent/ legal guardians only) to be served:	80

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	n/a			
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: 5	Center Name: Round Rock ACE at Hernandez			
9 digit campus ID#	246909053	Distance to Fiscal Agent (Miles)		0
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:	80
Number of Adults (parent/ legal guardians only) to be served:	80

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	n/a			
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: n/a			
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: 7	Center Name: n/a

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: 8	Center Name: n/a

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: n/a		
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: n/a		
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 3a: Center Operations, Program Coordination. Describe how the program will coordinate with school wide 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.

Round Rock ACE will have a three-step process for identification, nomination, and recruitment of students. Students will first be **identified** by campus personnel (teachers, counselors, and administrators) at all five campuses to ensure that students with the greatest need are targeted. Campus personnel can utilize academic performance indicators such as STAAR/EOC results and Curriculum-Based Assessments, as well as other indicators deemed a critical target by the campus, such as behavior issues, low school attendance, foster child, etc. Once identified, students are **nominated** to the program. Nomination forms allow teachers to tell Round Rock ACE staff specific information for each child. These forms will include both checklists of student areas of need, as well as narrative portions in which the nominating teacher can be highly specific about the student's areas of need and areas of strength. A child is finally **recruited** to the program after his or her parent/guardian has been contacted, has attended an orientation session, and has given permission for the child to participate. The Site Coordinator and Family Engagement Specialist will work collaboratively with parents during the recruitment process to ensure parents understand the program and have all questions answered.

Once students have been successfully identified and recruited, **retention** of those students will be critical. Round Rock ACE's primary goal will be to create a safe, positive, and engaging environment for participating students. In doing so, participating students will be encouraged and excited to attend on a regular basis. Blended learning during the Academic Assistance block will allow for more individualized intervention and acceleration through the use of intelligent software. As a result, students will be more successful and excited about their own learning. Michael Horn and Heather Staker (2015) give detailed models and research on the use of blended learning to foster student achievement through accelerating growth in the book, *Blended.* Further, the integration of the arts into programming will play a key role in student engagement and retention. Winner and Hetland (2000) concluded that there is increased student engagement, motivation, and self-esteem when practicing the arts. *Champions of Change* researchers "found that the arts provided a reason, and sometimes the only reason, for being engaged with school or other organizations. These young people would otherwise be left without access to any community of learners."

The Project Director, Site Coordinator and Family Engagement Specialist will coordinate efforts to ensure that families are reached in creative ways, both in and out of school, to be kept abreast of activities occurring at Round Rock ACE, as well as opportunities for them to learn literacy skills to apply at home. In doing so, the bridge between school and home will be built and families themselves will encourage child participation. Further, the **Round Rock ACE Community Advisory Council** will consist of a variety of stakeholders, including students and family members, assuring that students and families will have voice and choice in programming options and evaluation.

Fiske, Edward B. (1999). *Champions of change: the impact of the arts on learning.* Washington, DC: Arts Education Partnership President's Committee on the Arts and the Humanities.
Horn, M., & Staker, H. (2015). Blended, Using disruptive innovation to improve schools. San Francisco: Jossey-Bass.
Winner, E., & Hetland, L. (2000). *The arts in education: Evaluating the evidence for a causal link.* Journal of Aesthetic Education, 34, 3–10.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 246909	Amendment # (for amendments only):

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.

At all centers, academic-year programming will occur after school. The choice of programming schedule will be determined by each campus' Campus Service Delivery Plan (CSDP) in keeping with the needs of students, families, and staff. Programming will be offered 12-14 hours per week, 5 days per week, at all centers for 29 weeks during the academic year. Elementary sites will begin their transition to out of school between 2:45pm and 3:00pm, and programming will begin at 3:00pm and run until 5:30pm. Middle school sites will run from 3:30pm to 6:00pm daily. Although the daily schedule for each center will vary depending on the needs of the campus, each center will offer at least one academic learning activity and one enrichment activity daily.

Each site will have one staff member and 3 interns working daily for three hours. The elementary and middle school Site Coordinators will be housed full-time at each campus site and will work adjusted schedules to be able to stay for supervision of dismissal and clean up at the end of the day.

Summer programming will be consolidated at a single elementary and middle school for 6 weeks in the summer weeks. The Round Rock ACE Summer Program will run 4 days per week from 8:00pm to 12:00pm, a total of 16 hours per week. The same staffing will apply as during the school year with a full-time Site Coordinator, as well as one staff member and 3 interns working four hours daily.

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.

Round Rock ACE will ensure the safety of students, their families, and program staff during programming hours by working closely with the district's **Safety and Risk Management Department**. Program, campus, and district staff will be responsible for completing a Center Safety Plan based on best practices which will include the following components:

1. A written policy for emergency closings that is aligned with "make-up days"
2. A policy in place for fire related emergencies including who will contact the fire department
3. Periodic evacuation drills
4. A policy that outlines injury/illness procedures
5. A written policy regarding the administration and use of medications (prescription and non-prescription)
6. A policy that defines hand washing for staff and students
7. Adoption of the Standard Precautions which should be used to handle potential exposure to blood and other potentially infectious fluids
8. A training plan that includes pre-service training for new employees on requirements to safely care for students
9. A discipline policy that protects the wellbeing of the students
10. Policy and procedures in place to ensure a daily safe sign–in and sign-out of students and parents at regular programming and special events
11. A process for verifying that children are picked up by authorized persons or are placed on the right bus if that is how they are being transported home

The Safety Self-Assessment form in the Blueprint for Texas ACE will be reviewed and used as a basis in conjunction with the district's safety policy and procedures for ensuring that all participants and staff are secure during program hours.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 246909	Amendment # (for amendments only):

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.

All Round Rock ACE activities will be developed using a Center Service Delivery plan (CSDP), a roadmap unique to each center which ensures that activities are intentionally based on identified student, family, and campus needs. Round Rock ACE will take into account (1) disaggregated **STAAR** scores, (2) **Campus Improvement Plans** (CIPs), (3) **surveys of students, parents, and staff** conducted by the district, and (4) results of **focus groups** involving **students, parents, staff, and community**, among others sources of data, in developing a CSDP. The CSDP will be created by Round Rock ACE program staff in conjunction with campus administration and will aim to develop and coordinate a comprehensive program that spans the **Texas ACE Four Component Activity Guide**, grant requirements, and ACE objective. All instructional strategies will be designed to encourage non-traditional and more engaging learning activities. These activities will be aligned with the TEKS and will encourage 21ʷ-Century thinking skills.

Pre- and post- assessments will be given to students to inform academic assistance activities. Activity design will encompass various instructional strategies including the **Modified 5E Learning Process** and **the new Bloom's Taxonomy**. Intentional activities will guide students to understand, apply, analyze, evaluate, and create, thereby preparing students for lifelong learning and success. In addition, learning objectives will be written following the **SMART outline. The Blueprint for Texas ACE** will serve as a template and will be the adopted guideline by which the program is implemented. On-going program assessment, taking into account performance measures such as STAAR/EOC results, grades, attendance, and behavioral referrals, will provide data for reinforcement and adjustment of activities offered, both overall and on a student-by-student basis.

Activities to improve math and literacy skills will be detailed in the Activity Plan and corresponding Lesson Plans that will be tailored to meet state standards. Students at all schools will have the opportunity to receive academic support by way of small group academic assistance and one-on-one intervention or acceleration through technology. Fine Arts will be woven into all enrichment programming, providing for engaging and interactive learning.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 246909	Amendment # (for amendments only):

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.

Students are identified and nominated by teachers, counselors, and administrators based on academic and/or behavioral needs. These needs are relayed to the Site Coordinator through the nomination form, which allows for very specific identification of each student's areas of need and strength through a comments section. Report cards will provide for continuous assessment throughout the school year, providing valuable information about students' on-going academic and behavioral performance. Even more critical will be the Site Coordinator's communication with classroom teachers on the campus. The Site Coordinator will have regular input from each student's classroom teacher, and since the Site Coordinator will be on site, he or she can also be a part of student ARD, 504, and RtI committee meetings, as well as parent conferences, as applies. This will give the Site Coordinator very specific information to further identify specific areas of need on a continuous basis.

Site Coordinators will consult weekly lists of failing students and send students for academic assistance in the subjects in which they are underperforming. Site Coordinators will also consult the STAAR watch lists – lists of students whose district curriculum-based assessments indicate that they are at risk of failing STAAR – to determine placement in appropriate interventions. Students who are on the cusp of achieving Advanced Academic Performance are also placed in interventions in the appropriate subject matter. It is the intention that the use of blended learning during the Academic Assistance block of Round Rock ACE will provide a two-fold intervention – one-on-one intervention through intelligent software that will move students along at a successful pace for each student and small-group academic intervention in particular areas of need.

Round Rock ACE facilitators will be trained on best practices in intervention, as well as social and emotional curriculum. Facilitators will be able to apply these best practices in order to meet the needs of the diverse, at-risk student population. Instrumental to the program will be each facilitator's ability to make connections and have positive relationships with the students and to be able to adapt instruction to meet students' needs and learning styles.

Enrichment activities will be determined based on a survey of student interest, matched with teacher interest and vendor availability. In each case, the enrichment activities must serve at least one of the five objectives identified for all Texas ACE programs – improve academic performance, improve attendance, improve behavior, improve promotion rates, and improve graduation rates.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 246909	Amendment # (for amendments only):

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 Family Engagement Specialist has a critical role in connecting the after-school and summer activates to the home. It is important for the Family Engagement Specialist to find ways to engage families in non-traditional ways. Often the families of the students the program is targeting are not able to make it to school activities for a variety of reason. To reach these families, programming needs to consider the lack of transportation and/or need of child care. In addition, in hiring the Family Engagement Specialist, it is imperative an individual with the ability to speak Spanish is sought so that non-English speakers will be supported in their native language.

Also the Family Engagement Specialist has the opportunity to align and expand the services offered through the Parent Program through the Title I Department. Another key opportunity is to work with Library Services to expand literacy opportunities for outside the traditional school day and into the home.

The showcases on each campus every nine weeks are a great opportunity for the Family Engagement Specialist to work with families to find ways for them to come to campuses to see the work of their student. From the Family Engagement Specialist working with families in a setting outside of the school building, it might be easier to encourage families to attend.

By the Family Engagement Specialist connecting with families, the families will be better informed of what is happening in the child's schools. It will also assist in the families knowing the best ways to support their student in their work during their time at school and the after-hours programming.

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.

As mentioned previously, the Project Director will meet regularly with the Site Coordinators and the Family Engagement Specialist. By meeting regularly, all individuals will be able to coordinate efforts to reach the most families. Also the Family Engagement Specialist will routinely go to visit all campuses to coordinate the program for families with the work the students are experiencing during the time at Round Rock ACE.

Along with program staff, it is imperative the Family Engagement Specialist coordinate and work with both the Title I Parent Programs at each campus and Library Services. Both offer support to parents, but do so in a limited fashion. By coordinating efforts, more families can be assisted and services will not be duplicated. To make sure this happens, the Family Engagement Specialist will set up routine meetings with the Title I Parent Program Coordinator and the Director of Library Services.

By working with all individuals mentioned, the Family Engagement Specialist will create a plan to best recruit and meet families. Much of the work will happen off campus and with offering support and services in location that are best for families. This also includes thinking strategically about the times that work best for families.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 246909	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.

In order for the Family Engagement Specialist to best serve families, the following activities will be implemented.

- Set up a **mobile family resource center**. Currently Title I Parent Programs offer a resource center for families, but the resources are only offered at one location within the district. While some parents are served through the resource center, many families do not have the opportunity to travel to the resource center. To better meet the needs of working families, the Family Engagement Specialist will create a mobile resource center that can go to the families. The resources will be available at all campuses, but more importantly the resource will travel to locations more convenient for families.

- Provide services offered by Title I Parent Programs in locations convenient to families. Currently Title I Parent Programs has a **Parent University** offering English courses, a book club, reading times for parents and their young children (age 0-4), computer courses, and a course on creating a college culture at home. The Family Engagement Specialist will work to find which courses would be most beneficial to offer at community centers or apartment common spaces. By offering Parent University outside of school campuses, more parents will have the ability to attend.

- The Family Engagement Specialist will work with the Director of Library Services to create a **mobile literacy center**. Much like the mobile resource center, it is critical to offer families literacy resources at a location more convenient for them. The Family Engagement Specialist with librarians will go to community centers and apartment common spaces to set up a mobile library offering books for families. Also the librarians will have literacy resources for parents. Part of the object will also be to educate the families on the resources available on campuses such as all family members can have a library card and check out books for the entire family.

- The Family Engagement Specialist will work with program staff to ensure families have the best opportunity to attend the **showcases** every nine weeks. As much as families need services in times and places best available for their busy, working schedules, it is critical to assist families in coming to the campus to see their student in action. Also by families coming to the school for the showcases, the students are able to see the support from their families.

- A key for the Family Engagement Specialist is keeping in communication with all families. The Family Engagement Specialist will need to determine the best way in which to communicate important information with families. This might be through a newsletter along with directly communicating with the families.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 246909	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: 246909		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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County-District Number or Vendor ID: 246909		Amendment number (for amendments only):		

Barrier: Gang-Related Activities (cont.)

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

Barrier: Drug-Related Activities

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

Barrier: Visual Impairments

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

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Barrier: Visual Impairments

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

Barrier: Hearing Impairments

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

Barrier: Learning Disabilities

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

Barrier: Other Physical Disabilities or Constraints

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

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

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

Barrier: Absenteeism/Truancy

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

Barrier: High Mobility Rates

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

Barrier: Lack of Support from Parents

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

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 246909		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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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: 246909	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): **4**

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): **0**

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

Total Nonprofit Participants

Total nonprofit schools participating: **0**	Total nonprofit students participating: **0**	Total nonprofit teachers participating: **0**
No nonprofit schools participating: ☒	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: 246909	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 selection criteria	Activity #2 major activities	Activity #2 begin date
	# of students:	# of teachers:			Activity #2 end date
3	School name:		Activity #3 selection criteria	Activity #3 major activities	Activity #3 begin date
	# of students:	# of teachers:			Activity #3 end date
4	School name:		Activity #4 selection criteria	Activity #4 major activities	Activity #4 begin date
	# of students:	# of teachers:			Activity #4 end date
5	School name:		Activity #5 selection criteria	Activity #5 major activities	Activity #5 begin date
	# of students:	# of teachers:			Activity #5 end date

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

Select the one appropriate box below.
☐ 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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