Texas Education Agency

NOGA ID		Application stamp-in date and time

TEA will only accept grant application documents by email, including competitive grant applications and amendments. Submit grant applications and amendments as follows:

Competitive grant applications and amendments to competitivegrants@tea.texas.gov

Authorizing legislation: Public Law 114-95, Elementary and Secondary Education Act of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)

Grant period: From **08/01/2023** to **07/31/2024** | **Pre-award costs:** **ARE NOT** permitted for this grant

Required attachments: Refer to the program guidelines for a description of any required attachments.

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds): [ ]

1. Applicant Information

Name of organization: Education Service Center Region 12

Campus name: [ ] CDN 161950 Vendor ID 741586927 ESC 12 UEI 075119917

Address: 2101 W Loop 340 City: Waco ZIP: 76702 Phone: 254-297-1212

Primary Contact: Ashley Cripe Email: acripe@esc12.net Phone: 254-297-2931

Secondary Contact: Sharon Henson Email: shenson@esc12.net Phone: 254-297-1113

2. Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. 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 certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

☒ Grant application, guidelines, and instructions
☒ General Provisions and Assurances
☒ Application-Specific Provisions and Assurances

☒ Debarment and Suspension Certification
☒ Lobbying Certification
☒ ESSA Provisions and Assurances requirements

Authorized Official Name: Terry Marak Title: CFO Email: tmarak@esc12.net

Phone: 254-297-1178 Signature: *Terry M Marak* Date: 01 / 18 / 2023

Grant Writer Name: Ashley Cripe Signature: *Ashley Cripe* Date: 01 / 18 / 2023

◉ Grant writer **is** an employee of the applicant organization. ○ Grant writer is **not** an employee of the applicant organization.

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3. Shared Services Arrangements

Shared services arrangements (SSAs) **are** permitted for this grant.
Check the box below if applying as fiscal agent.

☒ The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing the fiscal agent and SSA member responsibilities. All participants understand that the "Shared Services Arrangement Attachment" must be completed and signed by all SSA members, and submitted to TEA before the NOGA will be released.

4. Identify/Address Needs

Evaluate the community needs and available resources for the community learning center by completing the community needs and community resource tables on the *Grant-Level Strategic Plan (Pre-Award)*. Then provide a narrative response describing the following:

- The multiple data sources used, and stakeholder feedback provided when conducting the need assessment.
- Why the needs assessment indicates the need for afterschool and summer programs.
- How the proposed program will address those needs, including the needs of working families
- How the needs assessment informed the targeted participation numbers for students and adult family members.

Educational Service Center (ESC) Region 12 conducted an ACE needs assessment to identify communities in reasonable proximity to the fiscal agent and has schools that could benefit from ACE resources. ACE staff, educators, and parents worked on analyzing quantitative and qualitative data from District and Campus Improvement Plans, Cycle 10 ACE evaluation reports, and TEA Report Cards for each campus. This group analyzed and reviewed student academic achievement data, attendance rates, behavior incident reports, and other campus data. In addition, parent, teacher, and student survey feedback provided a unique view of the community. Using this information, ESC identified a need to operate ACE in Dawson ISD, Groesbeck ISD, La Vega ISD, Mexia ISD, Moody ISD, Valley Mills ISD, and Whitney ISD, serving students PK-6th grade.

The identified schools are Title 1 campuses and demonstrated a high population of students with academic needs, an increasing population of economically disadvantaged students, and an above-average percentage of at-risk students. Seven centers (Dawson Elementary, Enge Washington Intermediate, La Vega Intermediate, RQ Sims Intermediate, Moody Elementary, Valley Mills Elementary, and Whitney Intermediate) are targeted or comprehensive improvement campuses. These seven campuses will serve 80% of the students served by the ESC 12 ACE Cycle 12 grant. The economically disadvantaged rates for the listed campuses range from 63% to 92%, with an average of 74% of potential program students considered economically disadvantaged. The number of students meeting grade-level standards in math (31%) and reading (35%) was significantly lower than the statewide percent (42%, 45%). All ACE campuses failed to close learning gaps, show expected student academic growth, or provide adequate summer learning programs to prevent learning loss. Considering students in need, who attended Cycle 10 for 45 days or more, and budget capacity, a target number to be served was established to ensure outcome success with the highest programming quality.

To address these needs, ACE will develop a full range of opportunities to bring together school and community resources to help address the learning barriers that impede students' ability to establish a solid academic foundation. In districts with little to no resources for working families, ACE will provide a safe place for afterschool and summer hours to extend learning opportunities for struggling students. These programs will support the needs of students and families by providing accelerated learning opportunities, including homework help, academic skill building, and tutoring based on individual student needs. ACE will provide a rich array of options for social interaction and enrichment activities related to STEAM and student-directed projects that they might not otherwise experience. Clubs like gardening and cooking will embed grade-level academics into a fun, engaging, real-world environment. ACE programs will partner with community agencies to ensure families have access to resources.

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5. Measurable Goals and Progress

Establish a set of performance measures aimed at ensuring the availability and effectiveness of high-quality academic, enrichment, and family engagement opportunities by completing the Grant-Level Summative SMART goals on the *Grant-Level Strategic Plan (Pre-Award)*. Then provide a narrative response describing the benchmarks that will be used to measure progress toward meeting the SMART goals. Include key strategies for recruiting and retaining students, engaging with adult family members, recruiting staff, ensuring strong program operations, aligning with the school-day, and monitoring fidelity of program implementation.

A clear and continuous monitoring process is necessary to meet the grant-level smart goals created in the strategic plan. The project director (PD) and site coordinator (SC) will analyze data on an ongoing basis with formal quarterly progress checks. Quarterly progress checks will occur at the end of October, January, and April to monitor the following milestones:

* 100% of students identified as most in need and recommended for ACE by core day teachers have been invited and received an application. ACE will target the neediest students (those who do not pass STAAR, have chronic absenteeism, or did not meet their expected academic growth). Campus administrators, core day teachers, and the SC will collaborate to select students. All potential students will receive an ACE invitation letter and registration form. The SC will follow up with students who still need to return the enrollment form.

* 75% of students enrolled in ACE will have received the targeted dosage of at least 60 days. Reviewing ACE daily attendance weekly, the SC will create a contact list of students and families who are at risk of not meeting the dosage target for optimal academic success.

* 100% of ACE activities are high quality, intentionally designed, and aligned with the core day. The SC will plan TEKS-based skills-building activities and hands-on enrichment with real-world connections at least three weeks prior for PD review and frontline prep. The SC will meet regularly with school-day teachers, attend grade-level meetings, and monitor student benchmarks to ensure activities supplement the school day.

* Completed student interest survey results will reflect students' voice and choice in the activity schedule. Therefore, ACE will use student interest surveys to drive activity design, as student voice and choice are critical to engagement. During programming, the SC will perform classroom observations to determine student engagement levels and the lesson objectives. In addition, the SC will meet with staff to modify activities that yield low levels of student engagement or low academic impact.

* Family engagement logs will show a percentage of families who have attended an event or were contacted via Facebook, Remind, phone call, or face-to-face. ACE will focus on engaging families in their student's academic careers with a holistic approach to student success. Each site will use family surveys to determine programs that meet family needs. Programs such as Parent Cafes, GED/ESL, family fun nights, and parent workshops will be offered throughout the year.

* The SC will gather up-to-date academic achievement tracking data, attendance, and behavior referrals from the core day. ACE is engaged in processes that will monitor the fidelity of the program, including but not limited to ongoing SC and staff meetings to check in and review program and student progress. In addition, the SC will monitor school day data attendance, discipline reports, and grades every three weeks.

* The SC will gather and review BOY and MOY benchmark data for 100% of students enrolled in ACE. Regularly reviewing school day assessments (i.e., MAPS, Lions, etc.) as available, the SC can change a student's accelerated academic assistance program periodically based on their individual educational needs.

* The SC will provide substantive feedback on staff effectiveness based on stated expectations and personalized professional learning opportunities for 100% of ACE staff. The ACE program staff consists of qualified school-day paras and teachers to help maintain consistency in the school day and help foster stronger student/adult relationships. The SC will conduct weekly walk-through and monthly observations that will direct the content of the monthly professional development series for ACE staff improvement.

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6. Project Evaluation and Modification

If the benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program. Include a description of how the <u>state activities for continuous improvement</u> will be utilized for project evaluation and modification.

The ACE program will have ongoing program observation and regular data analysis processes where the SC will review center-level data for program improvement. The PD will conduct regular site visits to assess program progress and provide oral and written feedback. Feedback from visits and input from various stakeholders, student achievement data, and attendance data will determine whether or not ACE activities are meeting the intended goals and objectives. The PD will be responsible for reviewing quarterly benchmarks, assessing the effectiveness of programming, identifying programs not making adequate progress toward program goals, and developing action plans in response to findings. Action plans will be created for centers needing to make sufficient progress toward program goals, which will identify steps necessary for the centers to ensure they meet their yearly goals. The PD will follow up with the SC biweekly to monitor the progress of the action plan and make any adjustments as needed.

ESC will also utilize comprehensive evaluation data from the state's Quality Assurance Process (QAP) in its continuous improvement efforts to monitor the attainment of the goals and objectives of the grants. The QAP, as described in the Texas ACE Blueprint, will provide feedback throughout the year (fall, winter, and spring). The PD will review input from the QAP to identify areas of improvement. Feedback and suggestions from the QAP will immediately be implemented. Continual monitoring, assessing, and improving the program will allow programs to adapt and refocus throughout the year based on the needs of the students at each center.

7. Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances.

Check each of the following boxes to indicate your compliance.

☒ 1. The applicant provides assurance that they accept and will comply with <u>Every Student Succeeds Act Provisions and Assurances</u> requirements.

☒ 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 proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.

☒ 4. The community has been given notice of an intent to apply and the application and any waiver request will be available for public review after submission of the application.

☒ 5. Complete the Title IV, Part B Affirmation of Consultation form with Private Nonprofit School (PNP) Officials and submit the signed Affirmation to *Every Student Succeeds Act (ESSA) Reports* Application, accessible through TEAL on the same date as this grant application. If awarded, Affirmations are due annually on the same date as the 21st CCLC continuation application.

☒ 6. The applicant provides assurance to adhere to assurances #6-#28, all Statutory Requirements, TEA Program Requirements, and Performance Measures, as noted in the 2023-2024 Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 12, Year 1 Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the grant program.

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8. Statutory/Program Requirements

1. Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. Describe the proposed activities in each of the following areas: targeted academic support, student interest-based enrichment, and family engagement.

In the program planning process, ACE worked to develop programming and budgeting that would address all statutory and TEA requirements and enhance students' academic success. In Cycle 12, the proposed nine ACE centers will provide a safe and engaging learning environment for at least 155 days of afterschool and 25 days of summer programming. The PD will oversee and guide nine centers in program implementation, operational fidelity and excellence, while meeting ACE program objectives and intent. In addition, a full-time Program Specialist will guide the provision of academically focused family activities and identify the use of community resources to support student and family needs. Each center will have a full-time SC and frontline staffing needed to provide activities with a 1:15 adult-to-student ratio.

Programming will consist of an academic block and an enrichment block. Each day, students will participate in a minimum of one academic activity and one enrichment class. Individual activities will vary at each center based on the needs of the school and campus, with all nine centers having some form of:

*Targeted academic support: High-performing campus teachers will develop intentional games and activities that identify student needs and scaffold learning to meet academic expectations, including but not limited to strategic tutoring in core subjects, homework assistance, academic lessons based on high-quality instructional materials (HQIM) curriculum, and skill building games based on math and reading fundamentals. All these programs will directly tie to the school day to supplement and support students' learning. Intentional alignment with school instruction allows struggling students to catch up to their classmates while helping all students hone the skills necessary for success in school. Learning the same content through different and innovative approaches that afterschool can offer is essential in content understanding and retention for struggling students.

*Student interest-based enrichment: Using TEKS-aligned academic enrichment activities based on student interest, students will improve math and science achievement and inspire creativity, imagination, problem-solving, and self-awareness. Students will attend classes in STEAM clubs (coding, design in photography, and sewing) and other enrichment classes (art, dance, and sports). All academic enrichment experiences will use evidence-based best practices in hands-on and minds-on learning to challenge/extend the current state of 'thinking' and allow exposure to experts in the field.

*Family engagement: ACE will provide a holistic approach to student success by focusing on engaging families in their student's academic careers. Family activities will occur throughout the grant year at least monthly for each center. In addition, ACE will provide programs such as Parent Cafes, family fun nights, and parent workshops. These curricula will contain components that strengthen family, school, and community engagement, all of which are consistently linked with improved student academic outcomes.

ACE afterschool programs engage students through diverse activities that time constraints and curricular pressures of busy school-day classes often do not permit. These activities provide an opportunity to learn differently than during the school day, not to duplicate what happens during the school day, but to serve a complementary role and provide additional experiences and purposes for engaging in learning that the students need to succeed in the school day.

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8. Statutory/Program Requirements (Cont.)

2. Demonstrate how the program will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students.

According to Larson & Ngo (2017), afterschool programs are effective, intentional learning environments when they are youth-centered, knowledge-centered, and assessment-centered. Additionally, academics and enrichment are not mutually exclusive. Research and past 21st CCLE experience have shown that instruction and learning are more meaningful when the two elements blend into hands-on, innovative, real-world experiences (Harvard Family Research Project, 2007). Therefore, ESC Region 12 ACE will implement a model of student programming aligned to the school day and features a combination of academic assistance and enrichment. As determined by TEA's evaluation process, high-quality instructional materials will be used as a curriculum guide to ensure TEKS and school day alignment. The SC and faculty will create unit and lesson plans that incorporate these specific TEKS and learning goals into the student-selected activities based on student interest surveys. Each campus team will evaluate the effectiveness of these lessons as a part of continuous quality improvement.

By recruiting qualified campus staff, including teachers, paras, and administrators, as primary front-line staff, ACE can help maintain each student's social and emotional security rooted in the consistency of familiar faces, routines, and procedures similar to that of the school day. Subsequently, healthy relationships between peers and adults will lead to positive outcomes (attendance, behavior, and academics) and can promote the growth of student leaders within the campus community. ACE will provide curricula that support improving students' self-esteem, confidence, healthy behaviors of self-awareness/ management, and social skills needed for healthy peer-to-peer interactions (Harvard Family Research Project 2008).

3. Describe the transportation needs of participating students and how those needs will be addressed. Specifically describe how students participating in the program will travel safely to and from each center and home.

During the planning process of the ACE grant, communities, schools, and parents expressed the need for families to have a safe way for students to get home after programming ended each day. The immense geographical area of the rural districts and campuses these districts serve makes transportation a significant barrier for students and families. Most of these families either commute to bigger cities to earn a livable wage, have limited or unreliable transportation, or may need funds for gasoline. Some students can walk, ride bicycles, or be picked up by a family member or carpool. However, the majority of students in these impoverished areas require transportation assistance to be able to attend the ACE program. Grant funds will remove this barrier and provide transportation to these students and their families. The districts will provide one-way transportation home during the fall and spring semesters and round-trip transportation during the summer programs.

Each student participating in the program will submit a registration form that includes a preferred method(s) of dismissal signed by the parent or legal guardian. Options for dismissal include parent pick-up, bus transportation, and walk/bike ride. The sites follow the preferred dismissal methods of the campus for consistency for families, including physical sign-out procedures. In addition, ACE will follow district policies and add additional safety procedures if needed for bus riders.

Once a parent has selected bus transportation, the SC will develop a bus list to send to the Transportation Department. Any transportation changes must be requested in writing by a parent or legal guardian and sent directly to the SC. The SC will update the list daily and then communicate any changes to transportation. Each day an ACE staff member will escort students to the bus and mark names off as they enter the bus. This safety check will allow the program to ensure all students are safe and accounted for before the bus leaves the campus. In addition, each bus will have all emergency contacts on board during transportation in case of an emergency.

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8. Statutory/Program Requirements (Cont.)

4. If awarded, applicants must disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Describe the applicant's plan to inform the community about the center and participating in the program.

ESC's communication and marketing department currently provides public relations and marketing support for all regional schools. With this long-standing relationship in place, the PD will work with the Communication and Marketing Department to develop and implement a communication plan. All materials and promotions to provide families with information about the nature and characteristics of the statewide program will use the Texas ACE branding guidelines. Texas ACE templates customized to each center will provide a list of activities, the location of the center, hours of operations, and local center staffing. ACE staff will ensure intentional and creative methods are used to disseminate information about the Community Learning Center to students, parents, district, campus staff, partners, and the entire seven communities. Given that the student population is diverse among these seven communities, all communications will be available in English and Spanish.

Upon notice of the grant award, local and regional media will receive a press release about the ACE program. The press release will be shared on ESC Region 12's web page, each campus's web page, all social media channels including, but not limited, to ESC Region 12's Facebook and Twitter, each campus's Facebook and Twitter, on local television channels, and in each communities newspaper. Each campus will send a campus-wide grant notification letter home with students and utilize their campus-wide messenger to send notifications via text and phone. On an ongoing basis, the information will be shared at campus-wide events such as an open house, parent night, and extracurricular events. Students will utilize technology skills acquired in enrichment to create videos and podcasts that can be shared with the media and on social media. National events such as Lights on Afterschool will also be highlighted.

5. If the program plans to use volunteers in activities carried out through the community learning center(s), describe how the program will encourage and use appropriately qualified persons to serve as the volunteers. Explain the policy for screening and placing volunteers. If the entity does not plan to use volunteers, please indicate that in the space provided. (Choosing not to use volunteers will not lower review scores)

Volunteers from the community and local organizations provide services and a strong connection between the school, the neighborhood, and the broader community. Each ACE center plans to engage volunteers in the ACE programs, activities, and events. Volunteer requests appear in communications, press releases, and marketing materials distributed to ACE communities. Additionally, the SC will recruit volunteers during the program registration process and parent meetings. Existing volunteers from Cycle 10 will be invited to participate in the Cycle 12 ACE program.

All volunteers will undergo a criminal background check per state and local guidelines. Each district will use its local procedures to ensure the background checks are conducted promptly and are reviewed before working with students. The SC will work with campus administration to determine the best use of each volunteer based on their qualifications and the center's needs. The SC will provide training in any policies and safety procedures that volunteers need to be aware of and training specific to afterschool programming. Volunteers will have schedules and specific assignments supervised by the SC, much like the paid staff. Volunteers will be encouraged to provide feedback to staff on the program and student needs. Volunteers will be included in the project evaluation through surveys.

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8. Statutory/Program Requirements (Cont.)

6. Demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources at each campus served and ensure an appropriate, safe, and equipped facility. This includes coordination with, but not limited to, food services, security, health services, and special education.

ACE will coordinate with federal, state, and local resources to effectively deliver necessary public resources to those needing assistance to ensure the most effective use of public resources. Historically, these populations have been difficult to reach. However, aligning resources and efforts will maximize all efforts' impact and provide resources to families at the 9 ACE Centers. 21st Century CCLC funds will supplement, not supplant, district efforts to increase academic achievement, attendance, and student engagement in learning. The ACE program will: 1) Utilize free and reduced food services to provide additional snacks/meals to ACE students. 2) Expand current tutorial efforts by providing additional staffing, HQIM, and transportation to reduce barriers and expand capacity. 3) Expand summer programming by extending hours, providing transportation, and increasing staff to allow for more students. 4) Expand parent involvement by creating Parent Resource Centers, providing monthly parent events, and coordinating efforts with schools that have earmarked $1,000 in Title One funds for family events.

All ACE staff will attend all professional development offered by districts that will allow all health and safety resources to be utilized by the programs. Working directly with the campus administration will enable ACE to tie seamlessly with all programs available to students and families and add to the success. As a part of the campus leadership team, the site coordinator will collaborate, integrate and support local initiatives regularly.

7. Describe a preliminary plan for how the community learning center will continue after funding under this grant ends. Include how the resources provided by this grant will assist the program in local sustainability efforts.

Partnerships between the districts and the community are key to long-term program sustainability. ESC Region 12 has a history of forming alliances with the community to enhance and sustain programming. With assistance from ESC 12, local district and community stakeholders will work together to help support and maintain the ACE program. Potential members will include stakeholders from the school (SC, PD, campus administration), community partners (local business leaders, religious organizations, non-profit leaders), and family members. This campus-based committee will provide guidance and planning for the long-term sustainability of ACE. To aid in the sustainability efforts, the PD will attend TEA-sponsored sustainability training and reach out to programs successfully sustained in the past. The PD will then lead each district committee in sustainability planning. Specific sustainability efforts fluctuate by district and campus, so during the first two years of ACE, community members, families, and school staff will be surveyed to determine the specific needs of each community. Once sustainability needs are identified, the PD will share sustainability tools and strategies to develop campus-specific sustainability plans. The following grant-wide sustainability efforts will include: providing a range of professional development activities to program staff to build capacity that will be useful beyond the scope of the grant, strengthening key partnerships within each community, providing sustainability training, and providing curriculum and programs that will outlive the grant cycle. Each of the seven districts partnering with this project has demonstrated unified support and a commitment to continue out if school time programming after the grant period.

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8. Statutory/Program Requirements (Cont.)

8. Describe the proposed partnership(s) between local educational agencies, community-based organizations, and any other public or private entities. Include how the partnership will contribute to achieving stated objectives and sustaining the program over time. To receive priority points, the applicant must provide information that demonstrates the activities proposed in the application are, as of the date of the submission of the application, not accessible to students who would be served; or that it would expand access to high-quality services available in the community. TEA will provide the same priority to an application submitted by a local education agency (LEA) if the LEA demonstrates that it is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements of this grant. Check the box if applying for priority points under this special rule. If this box is checked, provide clear relevant evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements.

◉ This applicant is part of a planned partnership   ○ The applicant is unable to partner

While reviewing the family needs assessment and parent surveys, ACE discovered health/wellness to be a concern for ACE families in our rural communities. The concerns ranged from finding a balance between healthy and convenient snacks and meals to being able to afford and access healthy, nutritious foods. While looking for community resources for families, ACE reached out to Central Texas Food Bank (CTFB). CTFB is a non-profit committed to healthy foods and healthy lives. In addition to providing access to healthy foods, its Nutrition Education Program addresses food insecurity and hunger using an evidence-based curriculum and the USDA materials and guidelines to achieve health-promoting goals.

As food insecurity rates are higher in rural areas than in their urban counterparts, CTFB's major initiative is to reach out to rural communities to provide services (USDA, 2021). It became apparent that collaboration between ACE and CTFB would be mutually beneficial. With limited staff and time, CTFB would have access to the families they want to serve and ACE families would have access to the needed resources. In addition, CTFB will provide nutrition education and parenting groups to ACE families and students most in need of services. As the partnership develops, a summer learning program will be created to dive deeper into health/wellness and combine with ACE-established programs such as cooking, gardening, and science clubs.

Combining each entity's curricula, resources, and expertise will provide lasting benefits to the ACE families and the center communities for years to come. A partnership agreement between ESC 12 ACE and CTFB is attached to show both agencies' commitment to this collaboration. Once funds are secured, a formal MOU will be completed.

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8. Statutory/Program Requirements (Cont.)

9. Describe how the program will coordinate with school-day to ensure that measures of student success align with the regular academic program of the school and the academic needs of participating students.
   a. If applying for Program Priority 1- Program Integration, include a description of how the grant program will integrate with other TEA initiatives designed to accelerate learning and increase specific academic student outcomes.
   b. If applying for Program Priority 2 - Accelerated Learning, include a description of how the grant program will integrate supplemental HQIM and HIT product use.

One of the leading indicators for a successful afterschool program is the coordination and alignment with the school day. The ACE PD and SC have built a strong foundation with campus and district leadership in Cycle 10. Cycle 12 ACE will continue to ensure alignment and coordination with the regular school day in several ways: 1) The SC will be housed on their respective campuses and attend all school day training, professional development, and meetings. 2) The SC will attend grade-level planning meetings to ensure ACE lessons align with the core day TEKS. 3) ACE will employ core-day teachers with first-hand knowledge of students and core-day lessons. 4) The SC will have access to core day lessons and develop program activities to complement and enhance the school day. 5) The SC will communicate with core day teachers regarding student progress and achievement. 6)The SC will review benchmark data for all ACE students. 6) The SC will utilize HQIM activities and lessons to supplement core day lessons. The steps above will ensure the ACE program is 100% aligned with the school day.

Program Priority 1:
Alignment and coordination with the school day will continue as ACE integrates with the following initiatives to help meet the grant SMART goals. In addition, the SC and campus leadership will co-design all program integration to ensure supplemental services align with student needs.

* ADSY Summer Program is proven to reduce learning gaps in SPED populations and decrease the 2.5 months of "summer brain drain." In addition, ACE will provide staff to increase program hours to meet the needs of working families.
* TCLAS 11 HIT afterschool tutoring program- ACE will provide transportation and additional staff to increase program capacity for students to receive high-impact tutoring in needed subject areas and remove barriers to student involvement.
* TCLAS 2 & 3 HQIM- ACE will be able to add supplemental activities and additional practice opportunities for students who utilize these lessons during the school day.

Program Priority 2:
ACE will provide students with accelerated learning opportunities during the academic block offered to all ACE students. ACE will add center rotations to increase each student's foundational math and reading skills. These rotations will integrate high-quality instructional materials seamlessly into this time for extended learning. Students will be in small groups rotating for 20 minutes to the following 3 stations: 1) HQIM computer-based lessons: using ST Math, Amplify, Eureka Math, etc., these lessons will begin based on each student's assessment and progresses based on mastery. 2) Teacher Round Table: teachers will lead groups in discussion about skills taught by HQIM lessons to check for understanding and provide additional instruction. 3) Skill-building Games which are fun, engaging, hands-on activities using various manipulatives to bring HQIM lessons into practice and actual application.

By integrating these HQIMs into the academic time, ACE will provide students with a more robust educational learning experience. In addition, ACE will offer an academic block tied to school day learning, aligned to grade level TEKS, and encourages student learning engagement through hands-on play.

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9. Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

- ⦿ The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- ○ Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

10. PNP Equitable Services

Are any private nonprofit schools located in the public school attendance zones of the campuses and feeders proposed to be served by the centers in the application?

⦿ Yes ○ No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

Are any private nonprofit schools participating in the grant?

○ Yes ⦿ No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

Assurances

- ☐ The applicant assures that it discussed all consultation requirements as listed in Section 1117(b)(1), and/or Section 8501(c)(1), as applicable with all eligible private nonprofit schools.

- ☐ The applicant assures the appropriate Affirmations of Consultation will be provided to the TEA Private Schools Ombudsman in the manner and timeline to be requested.

- ☐ The applicant assures that the total grant award requested includes any funding necessary to serve eligible students from private nonprofit schools within the attendance area of the public schools to be served by the grant.

Equitable Services Calculation

1. Total 21st CCLC program enrollment for all centers	
2. Enrollment in 21st CCLC of students attending participating private schools	
3. Total 21st CCLC program and participating private school students (line 1 plus line 2)	
4. Total year 1 proposed grant budget for serving students in all centers	
5. Applicant reservation for required staff payroll.	
6. Total grant amount for provision of ESSA PNP equitable services (line 4 minus line 5)	
7. Per-pupil grantee amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	
Grantee's total required ESSA PNP equitable services reservation (line 7 times line 2)	

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Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

11. Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

Payroll Costs

1.	1Full Time Project Director (PD)	$78,235
2.	1 Full Time Program Specialist (PS)	$67,316
3.	9 Full Time Site Coordinators (SC)	$534,000
4.	Benefits for PD, PS, SC	$170,000
5.	Salary and benefits for front line staff at each center	$621,449

Professional and Contracted Services

6.	Contract Services with colleges and vendors for center level activities	$90,000
7.	Fixed Cost for PD, PS, and SC at ESC Region 12 (phone, space, Internet access)	$15,000
8.		
9.		
10.		

Supplies and Materials

11.	Supplies for curriculum, consumables and activities	$170,000
12.		
13.		
14.		

Other Operating Costs

15.	Travel for SC, PS and SC to trainings, meetings, and site visits	$25,000
16.	Student Transportation	$65,000
17.		

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs: $15,000

TOTAL GRANT AWARD REQUESTED: $1,836,000

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Appendix I: Negotiation and Amendments

Leave this section blank when completing the initial application for funding.

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the Administering a Grant page of the TEA website and may be emailed to competitivegrants@tea.texas.gov Include all sections pertinent to the amendment (including budget attachments), along with a completed and signed copy of page 1 of the application. More detailed amendment instructions can be found on the
last page of the budget template.

You may duplicate this page.

For amendments, choose the section you wish to amend from the drop down menu on the left. In the text box on the right, describe the changes you are making and the reason for them.

Always work with the most recent negotiated or amended application. If you are requesting a revised budget, please include the budget attachments with your amendment.

Section Being Negotiated or Amended	Negotiated Change or Amendment

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Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.