



**2021-2022 Nita M. Lowey 21st Century Community Learning Centers (CCLC),
Cycle 11, Year 1**

Competitive Grant Application: Due 11:59 p.m. CT, January 21, 2021

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:

Grant period: **Pre-award costs:**

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

Campus name CDN Vendor ID ESC DUNS

Address City ZIP Phone

Primary Contact Email Phone

Secondary Contact Email Phone

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
- Debarment and Suspension Certification
- General Provisions and Assurances
- Lobbying Certification
- Application-Specific Provisions and Assurances
- ESSA Provisions and Assurances requirements

Authorized Official Name Title Email

Phone Signature Date

Grant Writer Name Signature Date

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 80% reserve on the NOGA is lifted.

4. Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

| Quantifiable Need | Plan for Addressing Need |
|---|--|
| The percentage of students reaching the STAAR Meets level of performance in Reading/ELA and Math is below state and regional averages: Reading/ELA: APISD 39%, State 48%, Region 44% Math: APISD 45%, State 52%, Region 48% | Provide personalized blended learning instruction in reading and math through engaging center activities. Site directors and staff will collaborate with campus personnel utilizing data-driven methodology to design instruction for students. Student goal setting, choice, tracking of learning and technology will be integrated to increase student engagement and ownership of learning. |
| The percentage of students graduation with College, Career or Military Readiness is below state and regional averages: APISD 57%, State 72%, Region 69% | Provide a variety of enrichment opportunities that allow students to develop skills related to individual interests. This will include opportunities for students to practice jobs in the areas of skilled trades using virtual reality technology and to experience other areas of interest not offered during the regular school day. |
| | |

5. SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

By 2024, the percentage of APISD ACE students achieving Meets level of performance on STAAR will increase from 39% to 55% in Reading/ELA and from 45% to 55% in Math and the percentage of APISD ACE students graduating with College, Career, or Military readiness will meet or exceed state averages.

6. Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

- Target students are identified and contacted at least 2 weeks prior to program start date.
- Qualified instructors are successfully recruited at least 4 weeks prior to start date.
- 100% of instructors are trained prior to program start date.
- 100% of instructor lesson plans follow the Panther Pathway and ACE guidelines and are TEKS aligned.
- 90% of target students attend at least 80% of program days.
- Beginning of year data is gathered for 100% of target students.
- 100% of target student regular attendees set personal learning goals based on data.
- A family engagement activity is advertised and held and attendance is tracked.

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6. Measurable Progress (Cont.)

Second-Quarter Benchmark

90% of target students show academic growth from beginning of year to middle of year benchmarks.
90% of students surveyed will express satisfaction with ACE programming.
90% of target students attend at least 80% of program days.
Regular school day attendance will increase by at least 2%.
The number of referrals during the regular school day for target students will decrease by at least 5%.
The percentage of target student families' attendance at second quarter family engagement activities will increase.

Third-Quarter Benchmark

90% of ACE program students will demonstrate growth in student math and reading on STAAR or end of year assessments by the end of the school year. At least 55% of ACE program students will achieve Meets level of performance on STAAR reading and math or end of year assessments by the end of the school year.
90% of ACE program students regular attendees will demonstrate decreases in school absences and school discipline incidents.
90% of ACE program students will report an increase in satisfaction with regular school activities by the end of the school year.
90% of ACE program students will demonstrate increases in student SEL and college/career competencies by the e

7. Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

The APISD staff will ensure that all TEA-required data is collected, reported, and analyzed appropriately for proper program evaluation per Texas ACE guidelines and schedules. APISD will contract with a highly qualified external evaluator to evaluate the APISD ACE program formatively and summatively. Project evaluation data, both quantitative and qualitative, will be used on an ongoing basis to determine the success of the program. Progress will be formally evaluated at least once per quarter but program changes will be made as needed if the data shows that current programming is not producing the desired results prior to the quarterly evaluation. Specific areas evaluated will include internal program data and regular school day data such as academic benchmark progress, regular school day attendance for ACE students, in-school suspension rates for ACE students, ACE program student, parent and staff satisfaction rates, ACE program activity logs and lesson plan content, percentage of ACE students meeting personalized goals and ACE program walkthrough data including student engagement rates. After each quarterly evaluation, the APISD ACE committee for each site will develop an action plan to celebrate success of the program and to improve any areas that were identified in need of improvement through the evaluation. The evaluation and action plans will be presented and discussed at quarterly APISD administrative meetings and at the quarterly AP Community ACE meetings. Attendees at these APISD administrative meetings include the superintendent, the assistant superintendent, the curriculum director, the director of special programs, the APISD ACE program director, the APISD ACE family engagement specialist, the APISD site coordinators, and the campus principals. The summative evaluation of the program will be presented to the APISD school board. Through ongoing and intentional evaluation of the program involving all stakeholders, APISD ACE will implement a continuous improvement process, making it an essential part of the lives of APISD students and families. The evaluation of the program will demonstrate that APISD ACE meets the needs of our students and families, ensuring that all stakeholders will desire the sustaining of this important program.

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8. 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 program will take place in a safe facility that is properly equipped and easily accessible.
2. 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.
3. The program will target students who primarily attend schools eligible for schoolwide programs under ESEA as amended, Section 1114 and the families of such students.
4. Applicants that receive priority points for serving: 1) students in schools implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA as amended, Section 1111(d) and other schools determined by the local education agency to be in need of intervention and support and 2) students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities or who lack strong positive role models assure that they will target these students.
5. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy. Funds 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.
6. 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.
7. 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.
8. The applicant provides assurance to adhere to all Statutory Requirements, TEA Program Requirements, and Performance Measures, as noted in the 2021-2022 Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 11, 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.
9. The applicant agrees to all applicable program-specific assurances as described in the 2021-2022 Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 11, Year 1 Program Guidelines.

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9. Statutory/Program Requirements

1. Applicants are required to evaluate community needs and resources and describe the results, including the resources available in the community, and how the program strategies and activities proposed to be carried out in the center(s) will address the identified needs of students and their families. In alignment with the information provided in the application, *Part I: Identify Address Needs*, please provide the following information related to needs assessment.

- a. Describe the needs assessment process, center-level needs assessment process, multiple sources of data used, and stakeholder feedback that occurred for this grant application.
- b. Describe the results including the student population deemed "most in need" for each campus proposed to be served and provide the estimated number of students that meet the need-based criteria, including the percent of eligible students at the campus that the program plans to serve.
- c. Describe the plan for how the center will continually assess and recruit the students most in need and how the plan addresses the needs of working families.

APISD conducted a 21st CCLC needs assessment process to identify priorities for the community, for schools and for students. Surveys were distributed to families, school staff at each campus and students to extract information about the resources, needs and wants of each group. Following the survey collection of information, the DEIC met to analyze the results of the surveys and provide direction to the district administration on programming, logistics and target student population. Additionally STAAR data, attendance data, RTI data, COVID-19 educational impact data and discipline data was analyzed and considered. A current resources and programs inventory was developed for each campus. The DEIC identified needs based on all of the data and generated possible strategies.

| ESF Lever | Needs | Strategies Based on Identified Needs |
|-------------------------|--|--|
| High Quality Curriculum | Additional learning time to reduce gaps caused by COVID-19, Harvey, and limited family resources | Targeted social emotional curriculum to improve behavior and self-efficacy. Engaging career readiness/enrichment activities |
| Positive School Culture | A safe place for working families' children to be after school, Family engagement activities geared toward literacy/numeracy/workforce development | Family literacy programming and workforce development programming Expand CIS family services in the district. |
| Effective Instruction | Career and workforce ready students upon graduation | Highly personalized homework and academic support and teacher training in curriculum programs to increase student achievement. |

The DEIC members used information collected from surveys and student data and developed these criteria for target students: 1) Need additional learning time to catch up to their peers, 2) Score below level on benchmarks and/or state assessments, 3) Are failing coursework or are in danger of losing credit, 4) Do not have a safe place to stay after school, 5) Lack college/career readiness skills. After the DEIC meeting, the APISD leadership team, consisting of the superintendent, assistant superintendent of student services, curriculum director, director of special programs, and campus principals, met to analyze the work of the DEIC, and determine percentages of students in the district who meet the target population criteria and evaluate the district's staffing needs. Campus characteristics and target student information are included in the chart:

| Campus | State Intervention | % Eco. Dis. | %At Risk | # of St. Meet | % St. to be Served |
|-----------------------|-------------------------|-------------|----------|---------------|--------------------|
| ACB Middle (6-8) | Targeted Support* | 74% | 60%* | 169 | 40% |
| CM Elementary (3-5) | Targeted Support* | 70% | 53%* | 198 | 50% |
| HTF Elementary (PK-2) | Feeder to CM Elementary | 78% | 71%* | 252 | 50% |

**Priority Points Criteria Met*

Campus student data such as grades, benchmark assessments, attendance and discipline will be evaluated each six weeks to determine possible recruitment needs. Additionally, parents and guardians will be surveyed once per semester to identify new needs in programming and identify new student participants in the program. The plan for the program addresses the needs of working families by providing students with transportation in order to participate in the program, assistance with student academic needs including personalized tutoring, homework assistance and enrichments, social-emotional programming, college and career enrichment programming, family engagement activities and workforce development programs, addressing the whole child and provide families support they desperately need.

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9. Statutory/Program Requirements (Cont.)

2. Programs must help students meet academic standards as defined by the measures of effectiveness (i.e., growth in state assessment, improved GPA, increased school day attendance, improved school day behavior, and increased student engagement in learning) listed in the Purpose of Program section of this RFA. (See Program Guidelines) Describe how the proposed program design will positively impact this set of measures at the grant and center levels. Provide data and SMART goals describing the expected estimated impact over time on one or more measure.

The design for the APISD ACE program is guided by the APISD Call to Action: All APISD students excel in an ever-changing tomorrow and is rooted in the APISD Belief Statements: Students deserve a safe environment where they are excited about learning and will achieve personal growth, Students thrive in a supportive community, and Students receive an education that prepares them for the 21st Century. The APISD ACE program logic model is based on these stakeholder identified youth, family, and community needs:

- ★ APISD students scored below state and regional averages in Meets level performance on STAAR Math (APISD 45%, State 52%, Region 48%) and STAAR ELA assessments (APISD 39%, State 48%, Region 44%). Additional learning time for target students is needed in order to reduce learning gaps caused by various factors including COVID-19 disruptions in learning, Hurricane Harvey lasting impacts and family resource needs.
- ★ A safe place for working families' children to stay after school is needed to support working families.
- ★ Family engagement activities geared towards literacy, numeracy and workforce development are needed to support students and their families.
- ★ APISD students scored below state and regional averages in CCMR indicators (APISD 57%, State 72%, Region 69%). Additional enrichment programming is needed to support students with college and career readiness.

| Inputs | Program & Center Activities | Outputs | SMART Outcomes |
|---|---|---|---|
| <p>People: Program staff, volunteers, APISD leadership team, DEIC</p> <p>Partners: Communities in Schools, Coastal Bend College, ESC2,</p> <p>Resources: funding, time, talents, curriculum, materials, technology, training</p> | <p>*Personalized Academic Support including tutoring and homework assistance utilizing a blended learning model that incorporates student choice and is integrated with regular school day instructional needs</p> <p>*Engaging enrichment programs based on stakeholder input and self-selection by students such as STEM opportunities, fine arts, and outdoor education.</p> <p>*Career Exploration opportunities based on student choice</p> <p>*Social-emotional learning curriculum embedded into program activities</p> <p>*Family Engagement activities based on community selected priorities</p> | <p>*Number of students participating in program</p> <p>*Number of days/hours program is offered</p> <p>*Student attendance percentages</p> <p>*Number and percentage of participating students who are economically disadvantaged and at-risk</p> <p>*Number of program tutors, teachers and volunteers recruited</p> <p>*Frequency and duration of professional development offered</p> <p>*Curriculum selected</p> <p>*Lesson plans developed</p> | <p>*90% of ACE program students will demonstrate growth in student math and reading on STAAR by the end of the school year.</p> <p>*At least 55% of ACE program students will achieve Meets level of performance on STAAR reading and math by the end of the school year.</p> <p>*90% of ACE program students regular attendees will demonstrate decreases in school absences and school discipline incidents.</p> <p>*90% of ACE program students will report an increase in satisfaction with regular school activities by the end of the school year.</p> <p>*90% of ACE program students will demonstrate increases in student SEL competencies by the end of the school year.</p> <p>*By the end of the school year, program centers will increase parent engagement participation by 50%.</p> |

The proposed program design addresses the whole child by making strategic investments in time, resources, talent and partner assets while incorporating all of the Texas ACE program components. Implementation of this design and monitoring progress towards program outcomes will positively impact student engagement in learning, academic achievement, behavior, social-emotional skills, college and career readiness and family engagement.

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9. Statutory/Program Requirements (Cont.)

3. Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. Include a plan for how the center-level programs will coordinate with the regular school day to address student needs and integrate program activities with the curricular program of the campus. Address activity oversight and how the program will ensure that activities are engaging for students.

Because the design of the APISD ACE program is informed by both relevant supporting research and local context, it will positively impact student academic measures in state assessments, grades, attendance, behavior and student engagement. The APISD ACE program design integrates 5 main components known to positively impact areas of student academic performance: personalized academic support utilizing a blended learning approach, active-learning enrichment offerings that afford student choice, engaging self-directed career exploration programming, SAFE social-emotional learning curriculum, and family engagement opportunities addressing the areas of student support and workforce development.

Participation in ACE programming produces positive gains in student achievement on state assessments and in promotion rates (AIR, 2016; Naftzger et al, 2013; Lauer, 2006). **Personalized academic support** utilizing a **blended learning** approach is also correlated with positive student achievement outcomes (USDOE, 2010; Pane, Stiener, Baird & Hamilton, 2015; Ceylan & Kesici, 2017). The APISD ACE program will incorporate a personalized blended learning model by coordinating with the campus' staff to identify student needs based on data and developing personalized instructional plans for students. Students will take ownership of their learning by setting goals and tracking progress of those goals using either digital or paper-based methods. Program staff will embed student choice into instructional plans using tools such as playlists and choice boards as an additional motivational component. Whenever possible, academic programming will be provided by certified teachers. Engaging out of school **enrichment programs** can mitigate the learning gaps of under-resourced students (Hodges, McIntosh, Gentry, 2017). The APISD ACE enrichment program will consist of activities identified through community, student and teacher surveys as most desirable by students, parents and teachers such as STEM, Fine Arts, and outdoor environmental opportunities and will utilize **active learning strategies** shown to improve student achievement in STEM and other areas (Freeman et al, 2014). **Career exploration and navigation education** increases students' motivation to learn and achieve, their achievement levels and their future education and career opportunities (Vitale, 2016). Through a partnership with Coastal Bend College, middle school students will use virtual reality technology, known to increase student understanding, motivation, and test scores (Lund and Wang, 2019), to virtually experience careers of their choice. Students will have the ability to explore multiple careers at a surface level or experience fewer careers at a deeper level. Students who complete full modules at this deeper level will be able to earn certificates leading to potential job shadowing opportunities. **Social-emotional learning interventions** positively impact student behavior, motivation and school performance (Durlak et al., 2009). The APISD ACE program will incorporate Second Step, a SAFE (Sequence, Active, Focused and Explicit) research-based social-emotional learning curriculum shown to improve social emotional competence and student behavior (Low, Cook, Smolkowski, Buntain-Ricklefs, 2015). Time will be devoted to the curriculum daily and skills learned in the curriculum will be embedded in all ACE activities. **Family engagement** programs focused on literacy and numeracy can help improve intergenerational literacy (Kim & Byington, 2016) and reading and math achievement (Epstein, J.L., 2018). The APISD Community Survey revealed that families were most interested in supporting their students with academic skills. APISD, in partnership with ESC2, will offer family math and literacy academies during the school year as a part of the APISD ACE program. Workforce development classes will also be offered as a part of the APISD ACE program. This combination of planned program activities will engage students by addressing the whole child. APISD ACE staff will regularly collaborate with school-day staff to identify, plan for, and monitor program students' needs. Each Site Coordinator will meet regularly with campus personnel to evaluate student progress and adjust plans accordingly. Some school-day software programs, such as Reading Plus and Imagine Math will be available to ACE program students as an aligned TEKS-based vehicle allowing teachers to personalize instruction for students based on their performance data. Each campus improvement team will assist the Site Coordinator in developing appropriate programming based on campus needs and evaluating program progress to make periodic improvements. The Family Engagement Specialist will collaborate with the Site Coordinator and Project Director to plan and implement family engagement activities. The Program Director will meet regularly with the Site Coordinators and Family Engagement specialist to evaluate the APISD ACE program components using program output metrics such as program attendance and survey feedback and make adjustments to the program as needed. The ACE program will be addressed monthly at APISD leadership meetings including the superintendent, directors and campus principals and will include the ACE program Project Director.

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9. Statutory/Program Requirements (Cont.)

4. Describe the planned partnership between the applicant and the proposed eligible partner organization. Include how the partnership will contribute to achieving stated objectives and sustaining the program over time. Check the box if applying for priority points for such a partnership. 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

Aransas Pass ISD will partner with several community organizations to implement the various components of the APISD ACE program in order to achieve stated objectives.
Communities in Schools (CIS): CIS is a non-profit drop-out prevention agency with a mission to surround students with a community of support, empowering them to stay in school and achieve in life. APISD has an established relationship with CIS. This partnership will expand the services that CIS provides in the district allowing them to reach students and their families sooner in their students' academic careers. CIS will hire, train and manage the family engagement specialist for APISD. CIS provides services that will improve student academic performance, attendance, behavior, and college/career readiness by monitoring student progress in these areas and providing intervention services for students and their families. Additionally, the family engagement specialist will develop and implement family engagement activities each semester.
Education Service Center, Region 2: ESC2's adult education program helps adult students set goals that lead to personal improvement, growth and success and equips students with the basic academic skills necessary for creating positive impacts on their own lives, the lives of their families, and their communities. ESC2 will provide family engagement programming for the APISD ACE program such as literacy and math academies for parents that assist them in helping their children to achieve academic success and work-force development classes that assist them in the skills they need to be college and career ready.
Coastal Bend College (CBC): Coastal Bend College seeks to partner with districts to give students exposure to various careers in the region. For the purposes of this grant, CBC will partner with APISD to provide a college and career readiness curriculum, and the virtual reality equipment and training needed for teachers to implement the curriculum. By partnering with the district, CBC hopes to gain student interest and future enrollment in their programs. APISD students will receive experiential exposure to various careers not available during the regular school day, enhancing their college/career readiness.
Be A Champion (BAC): This organization's mission is: "to use sports, education, and community service to enhance the development of our youth regardless of age, race, gender, religion, or creed. We hope that by doing so, our program will improve society as a whole, giving young people a chance at a better future." BAC will provide students with healthy snacks and meals. When students receive nutritious food at school, families who struggle financially or work long hours have the comfort of knowing that their students are being fed, relieving them of stress and and student success increases.
Each partner organization will participate in the AP Community ACE Team in quarterly meetings to monitor program progress and provide invaluable input for the program. By keeping these partners involved in the program, sustainability will increase. Through the implementation of the APISD ACE program, APISD will expand services to students and their families and build additional sustainable relationships increasing opportunities for future funding and support. Successful implementation of the APISD ACE program will further attract support.

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9. Statutory/Program Requirements (Cont.)

5. Explain how the program will apply 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.

The APISD ACE program will utilize research-based best practices to provide activities aligned to the APISD Learning Framework, Panther Pathway, which develop the APISD Learner Profile attributes of work ethic, forward thinking, communication, and collaboration. The best practices are expected to enhance the performance of students in academic achievement, postsecondary and workforce preparation, and positive youth development. Academic Performance and Achievement- All activities will be TEKS-based. Student learning activities will be personalized based on student choice and TEKS-based data. Students will set goals and track their progress towards these goals. Teachers will monitor student progress and incorporate active learning strategies into all instruction. The following researched based practices known to enhance achievement will be integral parts of this program: Blended Learning, Personalized Learning, Student Choice, Goal-setting and Tracking of Learning, Active Learning Strategies and Family Engagement literacy and math activities.

Postsecondary and Workforce Preparation- Hands-on and engaging learning will highlight the postsecondary and workforce preparation experiences of APISD ACE students. Students will not only learn about career opportunities, they will experience them through virtual reality technology and other activities. These researched based practices will help students to visualize their futures: Virtual Reality Technology, Goal-Setting and Tracking of Learning, Active Learning Strategies and Family engagement workforce activities.

Positive Youth Development- APISD ACE will implement the SAFE Social Emotional Learning curriculum. This curriculum is based on research that shows when students experience Sequenced, Active, Focused and Explicit social emotional learning activities, their social-emotional competence and behavior will improve. Additional research based practices will include: Goal-Setting and Tracking of Learning, Family Engagement child social emotional development activities.

6. 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.

APISD currently provides transportation for a large number of its students. The community survey revealed that the majority of families needed this service in order for their children to attend the program after school and during the summer. APISD intends to provide transportation for all students to and from the APISD ACE after school and summer programs. Funds have been allocated in the budget to support the additional services needed for student participation in the ACE program. Additionally, some planned enrichment activities such as educational field trips, career site visits, and college visits will necessitate travel and funds have been allocated for these expenses as well. APISD prioritizes student safety above all else and the transportation department is vigilant in following all federal, state and local requirements. Current practices such as not dropping off a child without a parent visible, will continue. APISD bus drivers and bus monitors are well trained and provide safe transportation to our students daily. The APISD ACE program will utilize current APISD bus drivers to support this program. ACE program site coordinators will communicate regularly with transportation staff to manage student needs such as transportation changes or behavioral issues. The APISD ACE program will utilize current student arrival and dismissal practices for students who walk home or get picked up to ensure student safety and smooth transitions and the signing out of students by adults using the School Check-In system during program hours.

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9. Statutory/Program Requirements (Cont.)

7. 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. Please describe the applicant's plan to inform the community about the center and participating in the program.

APISD will utilize various avenues to disseminate information, including location, about the community learning centers. Currently, APISD uses a messaging system that sends important information to district families via phone, text and email. Additionally, important information is posted to the APISD website and the APISD Facebook and Twitter social media sites and APISD frequently utilizes the local newspaper and networking to get the word out about activities occurring in the district. APISD will continue to use these current communication methods and use additional methods to communicate to families and the community. All communications are provided to families in English and in Spanish. APISD also has the benefit of sharing a communications specialist with the AP Alliance organization. APISD will utilize the specialist to highlight activities and events happening at the centers quarterly. During the recruitment period, APISD staff including teachers, site directors, the family engagement specialist and the program manager will strategically make personal phone calls and home visits to families of target students to inform them of the program. Personal phone calls and home visits will continue as needed throughout the program. APISD will utilize the DEIC and the AP Community ACE Team, teams that include business, parent and community members, to plan and make decisions about the program. These community members will help to inform others in the community about the program. APISD site directors will meet with campus administration and teachers weekly to discuss program activities and communicate important information. Teachers will help keep the communication to families ongoing through messages sent home and pick-up line conversations.

8. 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. If applying for Program Priority 1- Program Integration, include a description of how the grant program will integrate with other TEA or local initiatives designed to increase specific academic student outcomes. Use data to explain how the program will realistically impact short- and long-term goals for student academic achievement.

APISD ACE will meet the Program Priority 1- Program Integration criteria with the planned program. APISD is a Texas Education Agency blended learning grant program Math Innovation Zone (MIZ) and non-MIZ district. The APISD ACE program will incorporate blended learning as the instructional model for the academic program. Within the blended learning model, instructional staff, including site coordinators, will work with school day staff using data-driven instructional practices to identify and plan for student needs. Students will set goals based on data, work toward meeting those goals and track their own progress toward meeting their goals during the APISD ACE program. Student learning will be personalized to meet the needs of each student. Technology will be strategically utilized to monitor student progress, plan for instruction, and engage students. As a part of the blended learning grant, APISD plans to participate in the optional sustainability technical assistance provided. Additionally, APISD will use components of the Texas Home Learning curriculum, specifically the math components, within the academic program. All activities will be aligned with our local instructional framework, Panther Pathway and the Texas Essential Knowledge and Skills. All program elements are designed to supplement and not supplant current federal and state initiatives. This program is designed to meet individual student needs so that each student achieves accelerated academic growth. We expect that as each student makes significant progress each year, the overall achievement for the district will improve markedly over the next 5 years. For example, currently the percentage of students reaching the STAAR Meets level of performance in Reading/ELA and Math is below state and regional averages in Reading/ELA: APISD 39%, State 48%, Region 44% and in Math: APISD 45%, State 52%, Region 48%. By making gains each year, APISD expects to reach the following performance levels by 2024, in Reading/ELA 55% of students will reach Meets level of performance and in Math 55% of students will reach Meets level of performance.

For TEA Use Only:

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

9. Statutory/Program Requirements (Cont.)

9. 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.

Research into the sustainability of 21st Century Learning Centers shows that 100% of centers were able to sustain programming of the same scope and quality with more limited funds. APISD and its partners believe that we too can achieve sustainability after grant funding ends and are committed to ensuring our students of most need continue to receive this important programming. In meetings with partners, preliminary plans for sustainability after grant funding ends were developed. A suggested timeline was then created.

- Spring/Fall of 2021- Participate in Sustainability Technical Assistance through the Blended Learning Grant
- Fall of 2021-Spring 2022- Hold quarterly meetings with AP Community ACE Team to track progress toward program goals including sustainability
- Fall of 2021- Promote APISD ACE through various media outlets
- Fall of 2021-Spring of 2022- Research and apply for additional grant funding opportunities
- Fall of 2021- Develop a roster of potential new partners and create a communication/marketing plan
- Fall of 2021-Spring of 2022- Recruit potential partners
- Fall of 2021-Spring of 2022- At least quarterly, celebrate successes of the APISD ACE program and advertise
- Spring of 2022- Evaluate the program and develop plans for improvement including needs of the program
- Years 2022-2024- Continue the above strategies and:
 - Determine return on investment for funds to create business plan
 - Coordinate and leverage use of all funds
 - Fundraising events
 - Investigate strategies such as sliding scale fees for services after grant funding ends

The resources provided through the grant such as high quality training, program materials, equipment purchased and technical assistance will assist APISD ACE in achieving sustainability.

10. 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)

APISD ACE plans to utilize volunteers for certain Family Engagement, College/Career and SEL activities. These volunteers will be recruited through our ACE partners, through advertisement and through personal contact. APISD has strict practices for its volunteer program in place that comply with Texas Education Code 22.053 and board policy GKG legal for the safety of its students. Volunteers must submit a volunteer application including a criminal history release form. A criminal history will be obtained on all volunteers. Fingerprinting will be obtained when necessitated by policy. Volunteers must also provide evidence of identity with a copy of their valid identification (unexpired Texas driver's license, state issued ID, U.S. Passport, U.S. military card/draft record, or alien registration card). Volunteers are then approved when criteria are met and campus administration receives notice that the volunteer has permission to provide volunteer services. Volunteers must renew each year. Volunteers will utilize the School Check-in System to check in and out of the program site for each day they volunteer. APISD ACE staff will train volunteers for each of the program activity types that they will assist with.

For TEA Use Only:

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9. Statutory/Program Requirements (Cont.)

11. The level of attendance in the program (i.e., dosage) is correlated with certain positive student outcomes. Describe the program's strategies for recruiting and retaining students in the program over time. Provide SMART goals specifically related to student attendance targets and dosage for a typical school year (fall, spring) and separately for summer.

APISD ACE is committed to ensuring that our students most in need regularly attend ACE programming. We know that if students are not in attendance, they will not receive the necessary support they need to achieve accelerated growth. APISD ACE will recruit students through district phone and text messaging systems, fliers, the district website and social media. Additionally, APISD teachers will personally reach out to the ACE target students in their classrooms through their classroom messaging systems and the Family Engagement Specialist will make personal phone calls and home visits to recruit students and communicate with parents. Building relationships by communicating positively and regularly with families will be key in the retention of students. APISD ACE will focus on relationship building as an important component of its staff training programs. APISD ACE staff will communicate regularly with families as a part of this relationship building process. The Family Engagement specialist will examine program attendance weekly and communicate to families of students who have shown a decrease in attendance. APISD ACE will make program activities engaging for students by incorporating personalized learning, technology, well-designed enrichments and student choice. Engaging instruction will increase student desire to attend the program and will increase attendance. Family Engagement programs will keep families involved in their students' learning which will also work to increase attendance. Program goals for attendance are as follows:

Fall and Spring: 100% of ACE program target students will attend the after school program 50% or more of program days.

Summer: 80% of target students will attend summer programming 50% or more of program days.

12. Describe how the center-level needs assessments informed the proposed center operations schedule and corresponding staffing and budget plans. Describe how the plan will help meet the measures of effectiveness and student service targets while maintaining center-level quality.

The APISD ACE center-level needs assessment process included gathering information about the needs and wants of all stakeholders through a community-wide survey and through meetings with community members. The community survey revealed that 80% of families who responded were very interested in a tuition-free after school and summer program for their children. The survey also revealed that the majority of families were interested in utilizing these services 5 days a week for 3 hours per day during the school year and every day for at least 6 hours for 6 weeks during the summer. Program partners revealed a desire to provide families with summer programming for at least 6 weeks including a full day, possibly extending to an 9 hour day, to support working families. Combining this information with the target student population numbers, the 15:1 student to staff program requirement and required program staff led to the development of the staffing budget for this program. The proposed center schedule was created with these needs and wants in mind. The APISD ACE plan will help meet the measures of effectiveness by having ample staff to meet the needs of families and students and by giving students the time needed to achieve academic growth. Each position is integral in carrying out the components of the program and designed to address the specific needs of each component, including attendance, academic achievement, college/career readiness, social-emotional learning and family engagement. This intentional design contributes to the overall center-level quality.

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10. 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 | <input type="text"/> | Barrier | <input type="text"/> |
| Group | <input type="text"/> | Barrier | <input type="text"/> |
| Group | <input type="text"/> | Barrier | <input type="text"/> |
| Group | <input type="text"/> | Barrier | <input type="text"/> |

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

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12. 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. | Program Manager | \$60,000 |
| 2. | Site Managers- 2 @ \$45000 | \$90,000 |
| 3. | Teacher extra duty pay | \$224,000 |
| 4. | Program aides and bus drivers | \$70,000 |
| 5. | Benefits | \$85,500 |

Professional and Contracted Services

| | | |
|-----|---|----------|
| 6. | Independent Evaluation of Sites | \$6,000 |
| 7. | Family Engagement Specialist, 2/3 time FES, 1/3 time SEL specialist | \$50,000 |
| 8. | | |
| 9. | | |
| 10. | | |

Supplies and Materials

| | | |
|-----|--|----------|
| 11. | Admin supplies PM, site coordinators, family engagement specialist | \$3,000 |
| 12. | Instructional and curricular supplies- will decrease years 2-5 | \$20,000 |
| 13. | Office equipment- Year 1 only- laptops for PM, SCs and FES | \$4,000 |
| 14. | | |

Other Operating Costs

| | | |
|-----|--|----------|
| 15. | Mileage for bussing and field trip fees | \$9,000 |
| 16. | National and state conference meals, mileage, air, hotel for FES, SCs and PD | \$15,000 |
| 17. | Family Engagement activities~ | \$1,500 |

Capital Outlay

| | | |
|-----|--|--|
| 18. | | |
| 19. | | |
| 20. | | |

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED: \$638,000

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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 mailed OR faxed (not both). **To fax:** one copy of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to either (512) 463-9811 or (512) 463-9564. **To mail:** three copies of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to the address on page 1. 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 _____.

Center Operations Schedule

County-district number or vendor ID:

Part 2: Center Overview Table

In the chart below, applicants must enter information on each of the proposed centers. Applicants must ensure that the center number entered in the chart below is the same as that used in the Center Operation charts that follows (Part 3).

| Center # | 9 Digit campus ID # | Name of Center/Host Site, Physical Address, City, ZIP, Program Contact Phone | # of Feeder Schools | Grade Levels Served (PK to 12) | Proposed "Regular" Student target to be served 30 or 45 days or more annually | Proposed Parent/Legal Guardian Target |
|----------|---------------------|--|---------------------|--------------------------------|---|---------------------------------------|
| 1 | 205901102 | Kieberger School 748 W. Goodnight Aransas Pass, TX 78336 361-758-4200 ext. 1002 (Site is a safe and well-equipped prior elementary school directly across the street from one of the feeder schools) | 2 | PK-5 | 225 | 100 |
| 2 | 205901041 | A C Blunt Middle School 2103 Demory Lane Aransas Pass, TX 78336 361-758-2711 | 0 | 6-8 | 75 | 37 |
| 3 | | | | | | |
| 4 | | | | | | |
| 5 | | | | | | |
| 6 | | | | | | |
| 7 | | | | | | |
| 8 | | | | | | |
| 9 | | | | | | |
| 10 | | | | | | |

| Texas ACE Center Operations Schedule (one per center) | | | | | | Program Year 2021-2022 | | | | | | |
|---|---------------------|--|----------|----------------------|-------------|---------------------------|-----------------------------------|---------------------------------------|-------------|--------|----------|--------|
| <i>(Part 3) Applicant will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i> | | | | | | | | | | | | |
| Center 1 | 9 Digit campus ID # | Name of Center/Feeder School, Physical Address, City, ZIP | | | | Grade Levels Served | Proposed "Regular" Student Target | Proposed Parent/Legal Guardian Target | | | | |
| Center | 205901102 | Kieberger School 748 W. Goodnight, Aransas Pass, Texas 78336 | | | | None | 225 | 100 | | | | |
| Feeder | 205901101 | H T Faulk Elementary | | | | 125 | | | | | | |
| Feeder | 205901104 | Charlie Marshall Elementary | | | | 100 | | | | | | |
| Program Operations | | Start Date (MM/DD/YY): | | End Date (MM/DD/YY): | | Total Weeks | | | | | | |
| Summer Term Jump Start <i>(Must be approved in NOGA)</i> | | | | | | | | | | | | |
| Fall Term | | 08/23/2021 | | 01/14/2022 | | 14 | | | | | | |
| Spring Term | | 01/17/2022 | | 05/23/2022 | | 14 | | | | | | |
| Summer Term | | 06/06/2022 | | 7/29/2022 | | 7 | | | | | | |
| Total number of weeks: | | | | | | 35 | | | | | | |
| Center Schedule | | | | | | | | | | | | |
| Day of the Week | Fall Term | | | | Spring Term | | | | Summer Term | | | |
| | AM Start | AM End | PM Start | PM End | AM Start | AM End | PM Start | PM End | AM Start | AM End | PM Start | PM End |
| Monday | | | 3:30 | 6:30 | | | 3:30 | 6:30 | 8:00 | | | 4:00 |
| Tuesday | | | 3:30 | 6:30 | | | 3:30 | 6:30 | 8:00 | | | 4:00 |
| Wednesday | | | 3:30 | 6:30 | | | 3:30 | 6:30 | 8:00 | | | 4:00 |
| Thursday | | | 3:30 | 6:30 | | | 3:30 | 6:30 | 8:00 | | | 4:00 |
| Friday | | | 3:30 | 6:30 | | | 3:30 | 6:30 | | | | |
| Saturday | | | | | | | | | | | | |
| Sunday | | | | | | | | | | | | |
| Total Hours Per Week: | 15 | | | | 15 | | | | 32 | | | |
| Adjunct Sites, if applicable (site name and full address) | | | | | | | | | | | | |
| Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips) | | Remote Instruction in the event of school closures Educational Field Trips | | | | | | | | | | |
| Parent/Legal Guardian Activities | | Family Literacy Academy Family Math Academy Workforce Development Training Parent Workshops | | | | | | | | | | |

| Texas ACE Center Operations Schedule (one per center) | | | | | | Program Year 2021-2022 | | | | | | |
|---|---------------------|--|------------------------|--------|----------------------|---------------------------|-----------------------------------|---------------------------------------|-------------|--------|----------|--------|
| <i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i> | | | | | | | | | | | | |
| Center 2 | 9 Digit campus ID # | Name of Center/Feeder School, Physical Address, City, ZIP | | | | Grade Levels Served | Proposed "Regular" Student Target | Proposed Parent/Legal Guardian Target | | | | |
| Center | 205901041 | A C Blunt Middle School 2103 Demory Lane Aransas Pass, TX 78336 361-758-2711 | | | | 6-8 | 75 | 37 | | | | |
| Feeder | | | | | | | | | | | | |
| Feeder | | | | | | | | | | | | |
| Program Operations | | | Start Date (MM/DD/YY): | | End Date (MM/DD/YY): | | Total Weeks | | | | | |
| Summer Term Jump Start <i>(Must be approved in NOGA)</i> | | | | | | | | | | | | |
| Fall Term | | | 08/23/2021 | | 01/14/2022 | | 14 | | | | | |
| Spring Term | | | 01/17/2022 | | 05/23/2022 | | 14 | | | | | |
| Summer Term | | | 06/06/2022 | | 7/29/2022 | | 7 | | | | | |
| Total number of weeks: | | | | | | | 35 | | | | | |
| Center Schedule | | | | | | | | | | | | |
| Day of the Week | Fall Term | | | | Spring Term | | | | Summer Term | | | |
| | AM Start | AM End | PM Start | PM End | AM Start | AM End | PM Start | PM End | AM Start | AM End | PM Start | PM End |
| Monday | 7:15 | 8:00 | 4:00 | 6:15 | 7:15 | 8:00 | 4:00 | 6:15 | 8:00 | | | 4:00 |
| Tuesday | 7:15 | 8:00 | 4:00 | 6:15 | 7:15 | 8:00 | 4:00 | 6:15 | 8:00 | | | 4:00 |
| Wednesday | 7:15 | 8:00 | 4:00 | 6:15 | 7:15 | 8:00 | 4:00 | 6:15 | 8:00 | | | 4:00 |
| Thursday | 7:15 | 8:00 | 4:00 | 6:15 | 7:15 | 8:00 | 4:00 | 6:15 | 8:00 | | | 4:00 |
| Friday | 7:15 | 8:00 | 4:00 | 6:15 | 7:15 | 8:00 | 4:00 | 6:15 | | | | |
| Saturday | | | | | | | | | | | | |
| Sunday | | | | | | | | | | | | |
| Total Hours Per Week: | 15 | | | | 15 | | | | 32 | | | |
| Adjunct Sites, If applicable (site name and full address) | | | | | | | | | | | | |
| Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips) | | Remote Instruction in the event of school closures Educational Field Trips | | | | | | | | | | |
| Parent/Legal Guardian Activities | | Family Literacy Academy Family Math Academy Workforce Development Training Parent Workshops | | | | | | | | | | |



Memorandum of Agreement

This agreement is entered effective July 1, 2021, through July 31, 2026 between Aransas Pass ISD and Communities In Schools of the Coastal Bend. The agreement is effective only upon notification of the grant award by the Texas Education Agency of the Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 11 grant program as an Official Board approval for a Memorandum of Understanding and Contract will be pending the official Notification of Grant Award (NOGA) as required under organizational policy.

Aransas Pass ISD has applied for federal 21st CCLC grant funds from TEA to provide out-of-school programs in ___ schools. Upon receiving the requested funds, Aransas Pass ISD and Communities In Schools will enter into a partnership to provide out-of-school programs to meet the requirements of the Texas ACE grant program, benefiting the school communities as stated in the grant request for application. ACE partnerships provide a reasonable and specific plan for expanding the capacity of the organizations to achieve shared goals and increase the scope or quality of services that could not otherwise be provided to the grantee alone.

Aransas Pass ISD 21st CCLC Staff agree to:

- Implement program that is aligned with the Campus Improvement Plans, district and school initiatives, and integrated into school culture;
- Serve on the appropriate campus committees;
- Supervise purchasing, payroll, contracts, and hiring of staff;
- Maintain the grant records for fiscal accountability and grant reporting;
- Complete all evaluation reports;
- Communicate 21st CCLC progress to all 21st CCLC councils.
- Implement the 21st CCLC grant application and subsequent continuation proposals;
- Offer academic and enrichment activities as designed by the Community Needs Assessment and surveys;
- Design customized services for both students and adults based on the 21st CCLC Grant design team feedback;
- Monitor the program for grant compliance and sustainability;
- Provide training on district policies and procedures, best practices, and youth development;
- Use student data for reporting, compliance, and evaluation needs only and abide by all federal, state, and district guidelines regarding privacy of that student data; and
- Supervise Site Coordinator, program instructors, and community partners;

Communities In Schools, 21st CCLC Grant Partner agrees to:

- Ensure that the afterschool program partnership services are aligned with district and school initiatives;
- Assign a campus contact person to serve as a partnership Liaison/Advisor to the program,
- Attend APISD planning, review meetings, and special events when possible;
- Plan all parent activities, meetings, classes to engage parents in the program.
- Provide services and resources to compliment the goals of the 21st CCLC program; and
- Offer incentives, awards, and volunteers for the program whenever possible.

This agreement can be voided by either party with a 30-day written agreement. As indicated by our signature, we agree to follow the guidelines of this grant per the state and federal guidelines outlined in the grant program.

Cara Cooke
Superintendent
Date 1/11/21

Mona [Signature]
21st Executive Director
Date 1/20/2021



Memorandum of Agreement

This agreement is entered effective July 1, 2021, through July 31, 2022 between Aransas Pass ISD and Coastal Bend College. The agreement is effective only upon notification of the grant award by the Texas Education Agency of the Texas 21st Century Community Learning Centers Grant Program.

Aransas Pass ISD has applied for federal 21st CCLC grant funds from TEA to provide out-of-school programs in Title 1 schools across the district. Upon receiving the requested funds, the Texas ACE Program and Coastal Bend College will enter into a collaboration to provide out-of-school programs to meet the requirements of the Texas ACE Grant Program and benefit the school communities as stated in the grant request for application.

Aransas Pass ISD, 21st CCLC Staff agree to:

- Communicate with partner to schedule enrichment program
- Advertise and recruit students for enrichment program
- Support students as they complete the activities in the enrichment program
- Take precautions to protect equipment.
- Educate students on proper use of equipment.

Coastal Bend College agrees to:

- Provide career education modules for enrichment programming.
- Provide training on proper use of program equipment.
- Provide equipment related to career education modules.
- Work with APISD ACE program staff to schedule use and delivery of equipment.

This agreement can be voided by either party with a 30-day written agreement.

As indicated by our signature, we agree to follow the guidelines of this grant per the state and federal guidelines outlined in the grant program.

Braden Becknell
Coastal Bend College
12/07/2020

Shelley Dominguez
APISD Texas ACE Representative
12/07/2020

Memorandum of Understanding

Between

Education Service Center Region 2 and Aransas Pass ISD

For

Family Engagement Academies and Adult Education Program Services

This Memorandum of Understanding (MOU) regarding specifically the provision of Texas Workforce Commission, adult education services under Title II of the Workforce Innovation and Opportunity Act (WIOA) is made by between Education Service Center Region 2 (ESC-2), and Aransas Pass ISD, referred hence to as the "Partner Agency."

WHEREAS, the ESC-2 and Partner Agency are in the business of providing literacy and related education services to individuals, and such services may include, English as a Second Language (ESL), basic skills upgrading, job readiness, career pathways, college knowledge and support service referral, and family literacy and numeracy programs; and

WHEREAS, the ESC2 and Partner Agency have a common interest in the provision of quality literacy and education services to adults and to assist the residents of the Crossroads service area to include the following counties: Aransas, Bee, Brooks, Duval, Jim Wells, Kenedy, Kleberg, Live Oak, Nueces, Refugio, San Patricio, Texas in obtaining employment and achieving self sufficiency;

WHEREAS, analysis of data has revealed common issues needing to be addressed through the implementation of a program designed to serve individuals requiring basic skills upgrading, high school equivalency preparation, career awareness, career exploration, workplace readiness skills, integrated education and training and related support services throughout the region.

NOW THEREFORE, in consideration of the mutual promises and covenants contained herein, the ESC-2 and Partner Agency hereby mutually agree as follows:

A. Purpose of Agreement

The purpose of this Agreement is to facilitate and coordinate the provision of adult education related services in the Coastal Bend Region.

B. Responsibilities of ESC-2 and Partner Agency under this Agreement.

1. During the term of this Agreement, ESC-2 will:
 - a. Identify the ESC 2 Point of Contact for partner agency to contact when needed
 - b. Conduct recruitment, outreach, intake, assessment, and referral services to potential participants of AEL
 - c. Provide an instructor for the adult education class or classes to provide instruction for at the designated partner site.

Memorandum of Understanding ESC Region 2 AEL Program

- d. Provide support staff as needed to complete registration, testing, instructional support, Career Navigation and academic advising as necessary to fulfill the goals of the class.
 - e. Provide necessary educational material, books and related supplies as needed by staff to deliver instruction and provision of adult education services at the partner site.
 - f. Ensure the training room or classroom and any ancillary space used at the Partner Site for instruction is kept in an orderly manner.
2. During the term of this agreement, Partner Agency will:
- a. Identify Partner Agency Point of Contact for ESC Region 2 to contact when needed
 - b. Provide classroom space to provide adult education services to the target population
 - c. Provide classrooms with adequate internet access and technology resources necessary to facilitate a successful learning environment
 - d. Provide space to provide assessment, academic advising and Career Navigation to students
 - e. Conduct recruitment and outreach in the community to ensure full enrollment in AEL classes.
 - f. Communicate available job openings for ESC-2 AEL positions in the agency community
 - g. Assist ESC-2 in recruitment efforts to fill vacant AEL positions
 - h. Provide referral services to AEL participants as needed and if relevant to Partner Agency mission
 - i. Promote a positive experience for all ESC-2 AEL employees and participants to ensure a conducive environment for learning

C. Compensation for Services

The ESC-2 and Partner Agency agree that the cost of services provided hereunder shall be contributed as an in-kind contribution to the program. The ESC-2 and Partner Agency further agree to coordinate their efforts in the provision of educational and career awareness services to all target group participants in the Coastal Bend Region.

D. Cancellation of Services

The ESC-2 and Partner Agency may terminate the agreement by giving the other party thirty (30) days written notice of its intent to terminate. Written notice may be sent by any written method which provides verification of receipt, and the thirty (30) days will be calculated from the date of receipt. Continuing AEL services will depend on reaching enrollment targets and ensuring full classes with the Partner Agency.

E. Duration of Agreement

The MOU shall enter in force upon signature by ESC-2 Partner Agency and remains in force in perpetuity or until termination of grant funding. The ESC-2 and Partner Agency agree that this

Memorandum of Understanding ESC Region 2 AEL Program

MOU will withstand any changes in vendors and contractors and hitherto ensure the continuity in services in the event of such change.

EXECUTED AND AGREED TO as of _____, 2021

SIGNED:

For the Education Service Center Region 2 (ESC Region 2)

By: *S. Zampelas*

Title: Executive Director

Date: 1/13/2021

For the Aransas Pass ISD

By: *Sherry D...*

Title: Curriculum Director

Date: 1/13/21



BE A CHAMPION, INC.

P.O. Box 130165
Houston, TX 77219
Office: (281) 833-3129
Fax: (281) 605-5898
www.bachamp.org
Tax ID Number: 90-0191922



January 11, 2021

To Whom It May Concern:

This letter is to inform you of our support of Aransas Pass ISD's application for the 21st Century Learning Grant (ACE).

Be A Champion, Inc.'s Food For Fuel Program has a longstanding partnership with Aransas Pass ISD schools. It is for that reason we offer our support as part of their application for the 21st Century Learning Grant.

Be A Champion, under the CACFP and/or SFSP (Which program used will depend on whether the grant is offered during the regular school year and/or during the summer) programs, will provide meals onsite at each school location that is sponsoring the program.

There will not be any fees associated with Be A Champion's partnership with Aransas Pass ISD or to serve the meals. Our program is funded through TDA and our staff will be responsible for the completion of Be A Champion's or TDA's required paperwork for reimbursement of the meals from TDA to Be A Champion, Inc.

Please contact me should you have any questions or concerns.

Sincerely,

Joan Smith

Field Supervisor | Corpus Christi, TX

BE A CHAMPION, INC.

Direct: 405.207.0675

Email: Joan.Smith@bachamp.org

Website: www.bachamp.org

