



**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 <input type="text"/>	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 07/01/2021 to 07/31/2022 **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

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
Increase academic achievement in reading and math	Closing the achievement gap and increasing equity by organizing learning based on needs. We will drive student outcomes and mitigate learning loss by identifying and targeting students most in need of academic improvement and scaffolding missed standards so that mastery can be achieved.
Improve students' social and emotional health, and increase their resilience to stressors	Focus on traits including social competence, problem solving, autonomy, and a belief in one's future. We will teach participants that the ability to thrive in the face of obstacles and adverse circumstances can lead to healthy development and positive outcomes despite exposure to risks.
Low income, underserved communities, and at-risk students need better access to and knowledge of STEAM to open pathways, break down barriers, and increase awareness of career pathway options	Provide immersive, hands-on learning experiences in multiple formats that are critical to helping underserved students gain fluency in sciences, technology, engineering, math and the arts to both participating students and their families (Advancing Afterschool, Mott Foundation, September 2020).

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.

The Region 8 ACE Consortium (R8 ACE) will target participants with intentional support designed to improve math and reading achievement of participants by 5% at the end of year 2 and by 10% at the end of year 5, as measured by individual student performance on STAAR and/or other assessments. Discipline referrals of participants will decrease by 10% and attendance will increase by 5% over 5 years, as measured by campus student accounting. Family involvement will increase by 5% per year as indicated by activity tracking in the TX21st system. We will improve access for ACE students and families to STEAM topics and provide education on related career opportunities by 30% over the five year grant period, as measured by activity tracking in the TX21st system.

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

ACE will utilize evaluation tools, methods and multiple data sources that will enable us to be reflective, pinpoint strengths and weaknesses, and target areas for improvement. Included will be attendance rates, student grades and test scores, surveys, observations, and interviews/focus groups. Throughout Q1, we will conduct three 45-minute observation periods to observe a range of activities using the following benchmarks: Activity Context Evaluation (type, knowledge areas, space, materials used, staff ratio); Activity Description (qualitative entries); Promising Practices (supportive relations with adults, supportive relations with peers, level of engagement, opportunities for growth, appropriate structure, mastery orientation); and Overall Program Quality (low, moderate, high).

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8. Measurable Progress (Cont.)**Second-Quarter Benchmark**

Data gathered in Q2 will offer a convenient way to collect information on compositional characteristics and features. Surveys and observations will be used to collect information on social processes from individual participants who know the setting and program well. Data that will be collected will include engagement in positive relationships and communication; adaptation of activities; respect for diversity; involvement with youth; identification and reduction of risk factors; demonstration of qualities of positive role models; and support of asset-building through interactions with students. Other indicators that will be evaluated include active engagement of participants; balance of academics and enrichment; consistent attendance; dynamic, qualified, and caring staff; positive participant-staff interaction; orderly, safe, and healthy environment; and active family and community/school partnerships.

Third-Quarter Benchmark

For Q3, data gathered from the previous two quarter benchmarks will be combined with Q3 evidence to measure effectiveness of the program. Information will be collected to reflect the impact of ACE on all elements and disciplines of afterschool programming (students, operations, program design, collaboration). This method of data collection will support a reflective process in which program staff and stakeholders work collaboratively to develop strategies to assess the program and identify the challenges to work toward program improvement. A rubric will be utilized to monitor progress of the program in all quarters with evidence and action plans to move forward as the program matures.

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.

Annual project evaluation will be a meaningful and reciprocal agreement to monitor and review programming for program fidelity. Our local independent program evaluation will be contracted with a professional provider for the first year. Since we are new to the ACE program, an outside professional evaluator will be crucial to a meaningful and critical first review. After that, a self evaluation will be performed each year. Both the outside and the self evaluation will include evidence of collaborative goal setting, a timeline, and continuous quality improvement criteria. Our evaluation will assess the implementation and outcomes of each center over time. The project director will actively participate in planning and implementation of program evaluation, and all site coordinators and stakeholders will make relevant information and data accessible to the evaluator. In addition, each center will prioritize needs in response to key findings of the local evaluation. Any key findings and or challenges with programming will be turned into prioritized needs and developed into action steps to improve programming. Action steps will be developed with measurable attainable goals and reviewed regularly for growth towards the goals. Staff effectiveness will be evaluated each year to assess ongoing staff learning, which will consist of a description of professional learning opportunities and methods of building staff capacity. Each center will use an onboarding toolbox to share policies and procedures, instructional expectations, training expectations, and quality assurance processes.

As the program progresses, changes will be inevitable. Benchmarks and summative SMART goals can change over time, and we will evaluate on a continuous basis. Methods to evaluate ongoing progress during the year will include benchmarks, SMART goals, student performance data, surveys by students, parents, and teachers, and other forms of evaluation. Lack of progress toward goals will be an indicator of need for change. Site coordinators will regroup as needed to use feedback in modifying academics and enrichments.

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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.

Our comprehensive needs assessment process began with leaders of the school districts in Region 8 with the greatest need for academic improvement as determined by state accountability ratings. Contextual information that was important for framing needs was studied, including vision, mission, decision-making structures, central office and campus support, and budgetary issues. Center-level assessment of needs focused on factors having potential to impact achievement of students. Sources of data used in compiling needs assessments included TAPR reports, demographics, campus and district improvement plans, and surveys of teachers, parents, students, and the community. Student test score results were considered in the aggregate and for subgroups, dropout rates, student mobility, and attendance rates. Curriculum and instruction issues were also examined, including alignment with TEKS standards and assessment frameworks. Professional development needs were also assessed including planning time for ACE staff. Family and community involvement was explored and involved communication with parents about student achievement, involvement in decisions, supports provided to families, and community partnerships available. Due to the pandemic, instead of large gatherings, surveys were posted on social media in order to gain widespread community perspective on needs and resources. Results of this comprehensive process revealed ongoing needs relating to improved student achievement, as all of the campuses targeted by R8 ACE are F, D or C rated schools and are identified for targeted and comprehensive support or improvement. The criteria developed to define "most in need" included failing state assessments and current benchmarks, RTI status (levels II and III), at-risk, economically disadvantaged, and teacher recommendations. It was noted that about 25% of each campus' enrollment meets this criteria totaling 643 students combined at all participating schools. In addition, many of these students are struggling with social and emotional health. Stakeholders indicated that these rural areas have little to no available out of school time programs, and the ones that are available are not affordable and do not offer transportation. Parents and school staff also stressed the need for after school meals to be provided during the program to all participating students, and noted that we also need to increase resilience to stressful situations and help students to focus on traits including social competence, problem solving, autonomy, and a belief in their future. We noted also that these participating campuses have extremely high numbers of economically disadvantaged students and very low participation in STEM and the arts. These underserved students and their families need better access to and knowledge of STEAM to open pathways, break down barriers, and increase awareness of career pathway options. Our centers will continually assess and recruit the students most in need using individualized data disaggregation and by working closely with the regular school day staff. This will allow ACE staff to determine priorities and allocate limited resources to activities that will have the greatest impact, create cohesion through the alignment of goals, strategies, professional development, and desired outcomes, enable benchmarking and monitoring of implementation and impact, and assist with continuous improvement activities by helping staff identify needed changes. By offering virtual, in-person and blended enrichment learning opportunities, summer STEAM-based academic camps, and engaging and invigorating training for parents, teachers and leaders, students can improve achievement in reading and math, with learning that focuses on genuine passions, curriculum that is driven by curiosity, and authentic and meaningful gains in knowledge, skills, insight, and inspiration. Family supports and involvement will also be increased through ACE offerings such as STEAM awareness programs and student aid supports, and unique programs which will help to create a culture of literacy in every home and school and bind families, students, educators, and the community together. The needs of working families will be noted as we plan for activities in the evenings and other flexible times, and activities families can do together at home.

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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.

SMART Goal: The R8 ACE Program will improve math and reading achievement of participating students by 5% at the end of year 2 and by 10% at the end of year 5, as measured by individual student performance on STAAR and/or other TEKS-based assessments. This SMART goal will be accomplished by creative and innovative program design. Program activities will represent all four component areas (academics, enrichment, academic support services, and college/career readiness) and target identified program goals. Programming will include a mix that develops academic, social, physical, and emotional skills, while giving students the chance to develop hobbies, skills, and interests they might not otherwise be able to explore. We will utilize the SAFE standards of instruction: Sequenced, Active, Focused, and Explicit. Our program will be sequential because new social and behavioral skills cannot be acquired instantaneously (Durlak and Weissberg, The Impact of Afterschool). Social and behavioral skills are complex so they will be broken down into smaller components and taught sequentially with a cumulative end goal. Our program will be active because our students will be entering ACE after a full day of regular school, which means they could be antsy, bored, or distracted. To ensure student engagement, teaching will be active and involved using the blended learning model. Evidence indicates that students learn best from active engagement where they have chances to practice new behaviors and receive feedback on their performance. (Durlak and Weissberg, The Impact of Afterschool, 26). A sequence of practice and feedback will continue until mastery is achieved and goals are reached. Hands-on forms of learning will be used over exclusively didactic instruction, which rarely translates into long-term learning (Durlak and Weissberg). Our program will focus on strengthening academic skills—teaching the development of these skills will not be merely interspersed sporadically in the program. We will focus on programming that addresses specific growth areas for students, and not just operate without any particular direction or goals. The content of the programming will be explicit in communicating to our students clearly the learning objective. The goal to improve math and reading achievement scores will be communicated clearly to all participants. The measures of effectiveness as described in the RFA are fundamental characteristics necessary for imminent success in school, relationships, and life, and the SAFE design of instruction coupled with the blended learning model will result in quantified success. The program will bridge the gap and replace a void previously experienced by the targeted students along with nurturing broader academic skills. The ACE program will serve in a complementary role while providing authentic experiences and purposes for engaging in literacy and math. Many of these students experience a lack of support at home and their only hope is what the school can provide. ACE will be their pathway to academic and emotional success. By developing relationships with these students, providing new experiences through enrichment activities and helping them see their future through a new lens, these students will have a desire to attend school regularly, stay out of trouble and invest time and effort in their futures. Students will have a voice and choice in enrichment programming which will provide increased student engagement and attendance in programming while positively impacting regular school day attendance and behavior. Research shows that students who regularly attend a high quality afterschool program will see an increase in academic achievement. Data disaggregation will drive this program by tracking students' academics, attendance and discipline and prescribing for them appropriate programming.

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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.

All ACE activities and lesson plans will complement and enhance TEKS and lesson plans being taught during the regular school day, and will be carefully designed and selected based upon the specific needs of each campus and the data shown in their needs assessments and improvement plans. To address areas of academic need, collaboration with the school day staff is essential. Selection of high quality site coordinators who are certified teachers will be essential to integrating ACE with the regular school day. Core day teachers, campus principals, and counselors will work hand in hand with site coordinators to plan activities so that they are properly aligned and support the school day efforts. Student needs will be routinely reviewed to plan specific academic activities to ensure academic growth. Resources such as TPRI scores, benchmarks in reading and math, and six- and nine-week grade reports will all be used to assess growth and needs and therefore drive activity development. Hiring for academic classes will be highly intentional and will place emphasis on certified teachers and subject-matter experts, particularly in the STEAM fields. Lessons will not be the same "drill and kill" they have had in the regular school day, but rather an academic enrichment design with the core subjects of math, science, and language at the forefront of creative, hands-on, student-centered product design. All lessons will be infused with art, social studies, social-emotional learning, and STEAM designed for optimal collaboration, critical thinking, and communication. Enrichment activities will be developed as a result of student voice and choice to ensure students are highly engaged and "want" to be in the program. Attendance in enrichment activities will be monitored to measure whether the activity should continue. Constant revision of activities scheduled will be necessary to ensure students remain engaged and present. Site coordinators will routinely observe activities and provide feedback to ensure staff and students are engaged and working towards ACE goals. Staff will build and grow relationships with students while engaging with them. This relationship building will improve the students' trust in and desire to come to school and therefore increase their academic achievement and overall success. Enrichment activities offered in ACE will provide unique learning opportunities with learning in mind as students explore interesting topics such as STEAM, culinary arts, and gardening. Activities such as coding bootcamp, robotics, and experiential learning trips will interest all age groups. Project-based learning will be heavily encouraged, as the hands-on, creative learning process to address real world issues. Students are more engaged when they experience practical, interactive activities that speak to their need for learning. Character building, anti-bullying education, recreational activities, and family literacy programs will also be offered. Feeder schools in the ACE Program are junior high/middle schools due to their smaller enrollment than the corresponding elementary schools. Each center that is an elementary will provide age appropriate spaces and activities for junior high/middle school students. The close proximity of these feeders will allow for timely transitions (less than 10 minutes for each set of centers/feeders) as well as for staff coming from the feeder school to the center. Activities that are engaging and appropriate for all age groups will be included at all centers and the school districts will furnish desks and chairs as needed for older students. Curriculum and materials will also be age appropriate and have been budgeted for each center. Partner organizations will regularly offer learning and enrichment opportunities to students as well as families. Some of the choices our partners will offer will include violence prevention, health and nutrition, and community supports for low income families. Regular family events and activities with both educational and enrichment components will be offered at times that are convenient for working families. Resource fairs and family events (drive-in type during COVID-19 restrictions) be offered once per month at each center.

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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

Research by The Finance Project shows the importance of strong, diverse community partnerships to maximize the impact of federal investments, especially in expanding learning in afterschool and summers. Because this ACE program will consist of nine schools (six centers with three feeder schools) over several large rural counties, we will partner with a wide variety of multiple high quality organizations to help serve and expand services to participating ACE students and their families. Partnerships have been formed with the following organizations:
*Community Services of Northeast Texas (CSNT) administers Head Start in schools in our area. CSNT shares common goals with 21st CCLC by designing programs to help break the cycle of poverty, and providing children of low income families with a comprehensive program to meet their emotional, social, health, and nutritional needs.
*Shelter Agencies for Families in East Texas (SAFE-T) provides training and educational materials about violence prevention and support. SAFE-T will provide our students and families with trained staff and curriculum to promote healthy family development, parenting skills and family relationship programs, connect youth to caring adults and activities, and intervention to lessen harms and prevent risk of violence.
*SHAC/Ounce of Prevention Coalition will support ACE students and families by promoting self-reliance and increasing family involvement. One of their goals is to provide simple tools to educate students and families in prevention strategies by making good nutritional and physical activity decisions. We will partner with them to educate participating students and their families in our nutrition and physical education classes.
*The Boys and Girls Club of the Big Pines is an organization that promotes sports as life-changing activities that instill important qualities into children and build lasting friendships and memories. Participating in sports teaches teamwork, leadership, and social skills, as well as respect, humility, and discipline. This organization will partner with us to provide organized volunteers to add sports such as volleyball, basketball, and soccer in our activities.
*Northeast Texas Community College will provide outreach services to help meet their mission to serve as a comprehensive community college providing access, instruction, and support services to improve the quality of life for all residents in its service area. NTCC will provide STEAM information on careers and post-secondary pathways, as well as financial aid services and information to both ACE students and their families.

Access to services provided by these partners will be expanded significantly beyond what can be offered now. Our partners will have greater opportunity to build relationships and reach out to families because of these agreements. An important component of these partnerships, especially in these smaller, rural communities is the relationship-building that will take place, where the impact on individual or groups of students will be evident. Also, we plan to offer meaningful incentives to these partner organizations, including a local award program for outstanding partnership efforts in the ACE program. Our formal agreements will provide more specific definitions regarding what constitutes a partnership versus a contractual relationship and take into account the contribution of time and other resources by individuals and organizations to provide a fuller understanding of the opportunities, challenges, and successes.

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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.

All six centers in R8 ACE embrace the opportunity to create an afterschool program that will far exceed state and national standards. In each program we will follow the four evidence-based practices of SAFE - Sequenced, Active, Focused and Explicit - that have proven to be successful in promoting academic and social/emotional development of students (Durlak, Weissberg, and Pachan, 2010). Using a sequenced step-by-step training approach, we will emphasize active forms of learning by having students practice new skills, focus specific time and attention on skill development, and be explicit in defining the skills we are modeling and promoting. SAFE programs are associated with significant improvements in self-perceptions, school bonding and positive social behaviors; significant reductions in conduct problems and drug use; and significant increases in achievement test scores, grades and school attendance. In using the SAFE model, we will provide students with safe and supportive environments, foster relationships between our students and caring adults who can mentor and guide them, provide our students with opportunities to pursue their interests and focus on their strengths, support our students' knowledge and skills in a variety of ways, including study, tutoring, sports, the arts, career education, and service-learning, engage our students as active partners and leaders who can help move our community forward, provide opportunities for our students to show that they care about others and about society, promote healthy lifestyles and teaching positive patterns of social interaction, and prepare them for postsecondary pathway or workforce careers. Another best practice we plan to implement is afterschool meals for all students, regardless of income. Working with all of the school food service departments in the consortium, we will offer free meals to all students participating each evening of programming. During summer programming, free breakfast and lunch will also be provided through these school cafeterias.

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.

Located in rural northeast Texas, each of the Region 8 ACE sites will harness the responsibility of safely transporting students home from the centers at the end of each day. One of the special challenges that we face in delivering out-of-school time programs in this area is the lack of available transportation. Many of our families do not have access to vehicles or cannot otherwise pick up their students, and public transportation does not exist in these areas. Most of our students live in remote areas and are not able to walk home, even if it could be safely accomplished. To avoid these challenges, the participating districts will create a sufficient number of school bus routes to safely carry students to their homes in the evenings with door drop off. Each district transportation department regularly provides excellent services to the children of the district and will provide that same excellence in transporting students participating in the ACE program. Bus drivers will be trained for the unique circumstances of the Region 8 ACE program since most of the students in the program arrive home after dark during regular school term programming. Noticing situations such as no vehicle at home, no lights on in the house, or no one to greet the students raise red flags with our trained drivers and they will take special precautions when these might occur. Site coordinators will be available to assist drivers with special situations such as these until all students are safely delivered.

Transportation from feeder schools to centers will also be provided by school district buses. During summer programming bus transportation will be provided both in the morning and afternoon using the same buses, staff and safety procedures as during the regular school term. The program budget will provide reimbursement to participating districts for miles incurred as well as pay the wages and benefits for drivers during ACE 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.

The staff of R8 ACE will make it a priority to serve as educational ambassadors championing afterschool activities for students and families. Connecting and communicating with the community will be a central goal. ACE will utilize a variety of methods to communicate with students and families in our program, including utilizing district websites and social media outlets with regular postings about activities and successes, reaching out to faith and community-based organizations to gain additional resources and a better understanding of our students' backgrounds, submitting articles highlighting the program to local newspapers, informing families about ACE using automated phone announcements, distributing flyers and brochures in local businesses, visiting homes and distributing informational brochures about programming, publishing campus newsletters (printed and electronic) for ACE families, including information in campus newsletters and web pages, and utilizing the REMIND app or group texts for instant communications. After an initial ACE marketing blitz, we will continue to get the word out to all stakeholders and community members. We will let everyone know about student successes. This information will include evaluation results, such as the number of student participants, academic progress, partnership/community involvement, student behavior improvements, survey results from parents and teachers, and goals for the program. It is the pledge of R8 ACE to use communication initiatives that focus on building respectful and trusting relationships among afterschool staff and families. In doing so, we believe we are more likely to be effective in creating sustained connections that support afterschool student learning.

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.

R8 ACE will coordinate with existing programs such as Title I, Part A for family involvement activities so that efforts are not duplicated, but enhanced, by offering joint activities that accomplish the goals of both programs. Program Priority 1 - Program Integration: Out-of-school time programs often have the unique ability to innovate more quickly than the regular school day. Blended learning has been initiated in some of the schools in the R8 ACE program, and we plan to implement it on a broader scale to all centers. Creating a culture of experimentation during the after school hours will enable teachers to safely test the blended learning approach. Recent technology purchases by participating schools has resulted in better preparation for blending learning, in which a student learns at least in part through online learning, with some element of student control over time, place, path, and/or pace. Recent research investigated whether blended learning increased student achievement in middle schools. The level of blended learning implementation was recorded based on school principal ratings on a 5-point scale. Data showed that a 1-point increase in blended learning was estimated to lead to a 5% increase on the Measures of Academic Progress (MAP) math assessment on average. (Fazal, Panzano & Luk. Evaluating the Impact of Blended Learning, 2020.) Blended learning also allows teachers to efficiently instruct and closely monitor each student's literacy development. Quality instruction and intervention in earlier grades can drastically increase the number of proficient readers in third grade, according to research by educational organization, The Edvocate. Blended learning can help teachers ensure that each of their students will have a solid literacy foundation on which they can continue to build. With this research in mind, our goal is a 5% increase in math and reading achievement for ACE students by the end of year three, and a 10% increase by the end of year five, as our classes progress deeper into blended learning.

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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.

A study by Auburn University (Afterschool Sustainability, 2014) showed that programs with a long historical presence in the community were more likely to stay intact even after funding was discontinued. As part of our school-community engagement, we will form the R8 ACE Advisory Group, which will meet regularly during the grant period. Consisting of key stakeholders such as district and campus level administrators, teachers, parents, students, partners and community members, this group will develop a plan for continuing a high-quality program after grant funding ends. Limited or reduced funding will likely result in a less robust program, so efforts to maximize and sustain funding is key to sustainability. Available funding streams will be identified, such as local school funds, state compensatory, Title I, and the early education allotment, as well as private foundation grants. Together, these funding streams could provide the needed basis for a high quality program. In addition, the group will identify in-kind resources available from all sources. Our partnerships will strengthen our local program by supporting us in many ways. It will be important to quantify the return-on-investment of our robust and varied partnerships in order to illuminate how this grant's relatively modest investment in afterschool programs has been more than matched by the talent, supplies, volunteers, space, and general support of our diverse school-community partnerships. Barriers to sustainability include funding as well as ongoing community support and recruiting organizations and individuals who are willing to serve. Resources provided by this grant will assist sustainability efforts to build local capacity. Finally, data provided by this grant will be key to sustainability. Information about student outcomes and the successes of the program will provide documentation of the quality of the program that will be an asset when seeking support

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)

R8 ACE plans to actively recruit and retain qualified volunteers. Tapping into the potential that volunteers can bring is one goal of our programming strategy. Research shows that one key to the effectiveness of an afterschool program is the relationship-building and "connections" that can be cultivated after regular school hours (Graff, L. By Definition: Policies for Volunteer Programs, 2014). Mobilizing community resources and expanding capacity through volunteers will only enhance this ACE program. The first step in volunteer placement will be screening, and a background check will be performed on all volunteers before they are allowed to work with students. Placement will also include looking at the strengths and wide array of talents of our volunteers. From medical doctors, engineers, financial planners and business owners, R8 plans to have a robust volunteer recruitment campaign with training and support. Once recruited and screened, volunteers will be used in a plethora of ways while working closely with students. The Family Engagement Specialist will also serve as the volunteer and outreach coordinator and will work to strengthen community and family engagement by recruiting volunteers (from youth to retirees) as reading buddies, homework helpers, mentors, character coaches and enrichment experts. The recruitment plan will include recruiting volunteers through various means, including attending volunteer fairs; posting volunteer listings; cultivating partnerships with area high schools, colleges, and community organizations for recruitment; training and supervising volunteers for programs and activities, ensuring coordination with partners and program staff; collaborating with campus volunteer programs to ensure adequate volunteer coverage; implementing volunteer-led literacy programs; identifying and implementing methods to recruit volunteers; and planning and implementing volunteer recognition activities throughout the year and during National Volunteer Week. The R8 ACE program will set specific goals and objectives for volunteer achievement and recognition. The FES will review these goals and objectives regularly and modify them as necessary.

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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.

We will monitor and document three different levels of dosage including program intensity (the amount of time a student attends the program within one year); program duration (amount of participation over a designated time period); and breadth of participation, (the variety of activities in which the student participated). This will be done together with campus leaders using at-risk data, Rtl levels, performance on state testing and benchmark data. In addition to these basic indicators, we will also identify economically disadvantaged students, because research shows students from low income homes are in danger of academic failure. This prioritization will be ongoing and constantly monitored as new data is collected throughout the grant. Once students are recruited and enrolled, sufficient time participating in ACE is a critical piece of our program's ability to have a positive influence on youth participants. Research shows that extended dosage above 45 days is extremely beneficial. Attendance of 60 and even 120 days has additional positive outcomes on a student's academic achievement, attendance rates and social and emotional development. In years 2-5 of the grant, site coordinators will target previously enrolled students into the program. Retention in the program will be reached through positive reinforcement measures at each campus. Engaging students in their own progression towards personal goals will also be used as a retention method, which is a proven method learned from the Blended Learning model. When students are empowered by their own choices, their academic and emotional outcomes are improved.

SMART Goals: Students will regularly attend ACE at least 60 days during the regular school term and will regularly attend ACE summer programming at least 15 days, and at least 75% will be re-enrolled in ACE from year to year.

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 operations schedule is built around the needs of each center, and a balance of serving the most students possible but keeping within a reasonable budget is one of the driving forces. Early data collection from stakeholders indicated that the program should be offered each afternoon, Monday through Friday at most centers. Two centers will not offer Friday afternoon programming due to limited staffing concerns and will offer a Friday morning program to reach the weekly requirement. The student target numbers are data driven and derived from at-risk, Rtl, low income, benchmarking, test scores and other local indicators. The results of these assessments indicated that 25% of students enrolled at each school would benefit from participation in ACE. We will utilize three measures of effectiveness: goal setting, data collection/ evaluation, and skill-based assessments. Setting goals will provide a clear understanding of what needs to be accomplished, why it should be accomplished, and how to accomplish it. A 2014 issue brief from the After School Alliance and MetLife Foundation suggests that data is critical to ensuring program quality. It helps measure goals, assess outcomes and make adjustments to better serve students, families, and staff. Data collection methods will range from surveys and questionnaires to focus groups and in-depth interviews. After collecting data, we will review and analyze feedback to take necessary steps to address any issues or concerns. Skill-based assessments through online instruments, daily grades, benchmarking and state testing will demonstrate levels of success in achievement that is needed to assess program outcomes in order to achieve and maintain high center-level quality. In addition, discipline records and attendance rates of both regular day school and afterschool for participating students will be assessed regularly to determine outcomes relating to social and emotional goals. Participation in STEAM-related activities will be measured each six weeks to maintain program quality and student interest in science, technology, arts and math.

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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" value="Others"/>	Barrier	<input type="text" value="Expand opportunities for underrepresented groups to participate"/>
Group	<input type="text" value="Others"/>	Barrier	<input type="text" value="Involve diverse families in decision-making"/>
Group	<input type="text" value="Others"/>	Barrier	<input type="text" value="Maintain community involvement in program activities"/>
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.	Project director, family engagement specialist, and administrative assistant	197,500
2.	Site coordinators (6)	360,000
3.	Instructional staff - extra duty pay	610,130
4.	Bus drivers - extra duty pay	96,600
5.	Benefits - health insurance, TRS, unemployment, worker's comp, etc.	156,843

Professional and Contracted Services

6.	External evaluator - \$3,000 per center	18,000
7.		
8.		
9.		
10.		

Supplies and Materials

11.	Curriculum, instructional materials, and family engagement supplies	59,975
12.	Office supplies	22,000
13.	Computers/printers - (9) for project director, FES, assistant, and site coordinators	13,500
14.		

Other Operating Costs

15.	Travel, including state and national conferences	45,500
16.	Student transportation costs - mileage for school buses	39,550
17.		

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

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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
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	

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Center Operations Schedule

County-district number or vendor ID: 225950

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	034905102	Linden Elementary 205 Kildare Rd Linden, TX 75563 903-756-5471	1	PK-8	109	54
2	172905102	Pewitt Elementary 374 CR 4318 Omaha, Tx 75571 903-884-2404	1	EC-8	154	77
3	155901102	Jefferson Elementary 301 West Harrison St Jefferson, TX 75657 903-665-2461		1-4	79	39
4	155901041	Jefferson Junior High 805 North Alley Jefferson, TX 75657 903-665-2461		5-8	101	50
5	019901102	Dekalb Elementary 101 Maple St. Dekalb, TX 75559 903-667-2566	1	EE-8	130	65
6	172902102	West Elementary 1305 West WM Watson Blvd Daingerfield, TX 75638 903-645-3501		EE-2	70	35
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	034905102	Linden Elementary, 205 Kildare Rd, Linden, TX 75563					PK-5	75				
Feeder	034905041	Mae Luster Stephens Junior High, 205 Kildare Rd Linden, TX 75563					6-8					
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			08/30/2021			12/10/2021			14			
Spring Term			01/03/2022			05/13/2022			15			
Summer Term			05/31/2022			07/01/2022			5			
Total number of weeks:									34			
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			2:00
Tuesday			3:30	6:30			3:30	6:30	8:00			2:00
Wednesday			3:30	6:30			3:30	6:30	8:00			2:00
Thursday			3:30	6:30			3:30	6:30	8:00			2:00
Friday			3:30	6:30			3:30	6:30				
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			
Adjunct Sites, if applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
Parent/Legal Guardian Activities	Will be scheduled monthly											

Texas ACE	Program Year
Center Operations Schedule (one per center)	2021-2022

(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.

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	172905102	Pewitt Elementary, 374 CR 4318, Omaha, TX 75571	EC-5	154	
Feeder	172905041	Pewitt Junior High, Hwy 67 West, Omaha, TX 75571	6-8		
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	08/30/2021	12/10/2021	14
Spring Term	01/03/2022	05/13/2022	15
Summer Term	05/31/2022	07/01/2022	5
Total number of weeks:			34

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			2:00
Tuesday	7:00	8:00	3:30	6:30	7:00	8:00	3:30	6:30	8:00			2:00
Wednesday	7:00	8:00	3:30	6:30	7:00	8:00	3:30	6:30	8:00			2:00
Thursday	7:00	8:00	3:30	6:30	7:00	8:00	3:30	6:30	8:00			2:00
Friday												
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			

Adjunct Sites, if applicable (site name and full address)	
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	
Parent/Legal Guardian Activities	Will be scheduled monthly

Texas ACE							Program Year					
Center Operations Schedule (one per center)							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 3	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	155901102	Jefferson Elementary, 301 West Harrison St, Jefferson, TX 75657					1-4	79				
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			08/30/2021			12/10/2021			14			
Spring Term			01/03/2022			05/13/2022			15			
Summer Term			05/31/2022			07/01/2022			5			
Total number of weeks:									34			
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			2:00
Tuesday			3:30	6:30			3:30	6:30	8:00			2:00
Wednesday			3:30	6:30			3:30	6:30	8:00			2:00
Thursday			3:30	6:30			3:30	6:30	8:00			2:00
Friday			3:30	6:30			3:30	6:30				
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
Parent/Legal Guardian Activities		Will be scheduled monthly										

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 4	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	155901041	Jefferson Junior High, 805 North Alley, Jefferson, TX 75657					5-8	101					
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		08/30/2021			12/10/2021			14					
Spring Term		01/03/2022			05/13/2022			15					
Summer Term		05/31/2022			07/01/2022			5					
Total number of weeks:								34					
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			2:00	
Tuesday			3:30	6:30			3:30	6:30	8:00			2:00	
Wednesday			3:30	6:30			3:30	6:30	8:00			2:00	
Thursday			3:30	6:30			3:30	6:30	8:00			2:00	
Friday			3:30	6:30			3:30	6:30					
Saturday													
Sunday													
Total Hours Per Week:	15				15				24				
Adjunct Sites, If applicable (site name and full address)													
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)													
Parent/Legal Guardian Activities		Will be scheduled monthly											

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 5	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	019901102	DeKalb Elementary, 101 Maple St., Dekalb, TX 75559			EE-4	130						
Feeder	019901041	DeKalb Middle School, 929 West Grizzly Dr., Dekalb, TX 75559			5-8							
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			08/30/2021	12/10/2021	14							
Spring Term			01/03/2022	05/13/2022	15							
Summer Term			05/31/2022	07/01/2022	5							
Total number of weeks:					34							
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			2:00
Tuesday			3:30	6:30			3:30	6:30	8:00			2:00
Wednesday			3:30	6:30			3:30	6:30	8:00			2:00
Thursday			3:30	6:30			3:30	6:30	8:00			2:00
Friday			3:30	6:30			3:30	6:30				
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
Parent/Legal Guardian Activities		Will be scheduled monthly										

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 6	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	172902102	West Elementary, 1305 West WM Watson Blvd, Daingerfield, TX 75638					EE-2	70					
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			08/30/2021			12/10/2021			14				
Spring Term			01/03/2022			05/13/2022			15				
Summer Term			05/31/2022			07/01/2022			5				
Total number of weeks:									34				
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	6:45	7:45	3:30	6:00	6:45	7:45	3:30	6:00	8:00			2:00	
Tuesday	6:45	7:45	3:30	6:00	6:45	7:45	3:30	6:00	8:00			2:00	
Wednesday	6:45	7:45	3:30	6:00	6:45	7:45	3:30	6:00	8:00			2:00	
Thursday	6:45	7:45	3:30	6:00	6:45	7:45	3:30	6:00	8:00			2:00	
Friday	6:45	7:45			6:45	7:45							
Saturday													
Sunday													
Total Hours Per Week:	15				15				24				
Adjunct Sites, If applicable (site name and full address)													
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)													
Parent/Legal Guardian Activities		Will be scheduled monthly											



*West Elementary School
1305 W. Watson Blvd.
Daingerfield, TX 75638*

December 8, 2020

To Whom It May Concern:

I am very thrilled about the possibility of an after school program provided by the 21st Century Community Learning Centers Grant. This is a much-needed program in our community and we are committed to its success if awarded. The need for an after-school program in our school is great, with high numbers of economically disadvantaged and at-risk students and families with little to no idea how to help.

This grant will provide hands-on, innovative extended learning opportunities that will reinforce their school day learning and provide them opportunities to grow and succeed. Living in a very rural and economically depressed area makes it difficult for our families to provide educational opportunities outside of the regular school day. The goals listed in our campus plan and our district plan align perfectly with the goals of this afterschool program. By providing tutorial and enrichment programs along with the other components of this grant the entire culture of our school district will be positively affected. We welcome this opportunity and look forward to the partnership with Region 8 Service Center.

Sincerely,

A handwritten signature in black ink that reads "Lesia Lewis". The signature is written in a cursive, flowing style.

*Lesia Lewis, Principal
West Elementary School*



Jefferson Independent School District

1600 MLK Drive Jefferson, Texas 75657 (903) 665-2461 Fax (903)665-7367

Jefferson Junior High School, 804 N. Alley, Jefferson, Texas 75657

November 19, 2020

To Whom It May Concern:

I am very thrilled about the possibility of an after school program provided by the 21st Century Community Learning Centers Grant. This is a much-needed program in our community and we are committed to its success if awarded.

This grant will provide hands-on, innovative extended learning opportunities that will reinforce their school day learning and provide them opportunities to grow and succeed. We live in a very rural and economically depressed area of the state and our families simply cannot afford fee-based or paid programming outside of the regular school day. The goals listed in our campus plans and our district plan align perfectly with the goals of this afterschool program. By providing tutorial and enrichment programs along with the other components of this grant the entire culture of our school district will change. We welcome this opportunity and look forward to the partnership with Region 8 Service Center.

Sincerely,

A handwritten signature in black ink, appearing to read "Timothy Phy".

Timothy Phy, Ph.D.

Principal

Jefferson Junior High School

Jefferson Elementary School
301 West Harrison Street
Jefferson, Texas 75657
Phone (903) 665-2461 opt. 5- Fax (903) 665-6401



****Fairness *Caring* Citizenship*Respect* Trustworthiness* Responsibility****

Thursday, November 19, 2020

To Whom It May Concern:

I am very thrilled about the possibility of an after school program provided by the 21st Century Community Learning Centers Grant. This is a much-needed program in our community and we are committed to its success if awarded.

This grant will provide hands-on, innovative extended learning opportunities that will reinforce their school day learning and provide them opportunities to grow and succeed. We live in a very rural and economically depressed area of the state and our families simply cannot afford fee-based or paid programming outside of the regular school day. The goals listed in our campus plans and our district plan align perfectly with the goals of this afterschool program. By providing tutorial and enrichment programs along with the other components of this grant the entire culture of our school district will change. We welcome this opportunity and look forward to the partnership with Region 8 Service Center.

Sincerely,

Zachary Venable

Zachary Venable
Principal
Jefferson Elementary School



Linden-Kildare
Consolidated Independent School District
205 Kildare Road
Linden, Texas 75563
903-756-5471 ♦ 903-756-50222 Fax

Missy Hemby
Linden Elementary Principal

November 10, 2020

To Whom It May Concern,

Thank you for the opportunity for Linden Elementary to apply for the 21st Century Community Learning Centers grant. We have a great need for an after-school program in our community. We have high numbers of economically disadvantaged and at-risk students and families who need help and support with their children. This ACE program would allow our students to have a safe place to be after school and help meet their physical and emotional needs.

We have a large number of our students that are being served by RTI Tiers II and III, indicating a need for more intervention and many more who could use the extra help. It can be challenging to achieve the amount of intervention needed in regular school hours. The ACE program would help provide another level of intensity and support that is desperately needed to help with intervention and feeding our students. The ACE program would allow us to help with early identification of their needs, and provide additional time to meet the demands that their situation brings. We believe that we can help our students to succeed, both academically and socially, and improve their outcomes with the ACE program. This program will assist with helping raise student's grades, confidence, benefit working families and have positive effects on the entire community.

Our Elementary School is excited to partner with Region 8 ESC on this grant. We are committed to providing our students with the best opportunities, and this grant application is part of that commitment.

Sincerely,

Missy Hemby
Principal
Linden Elementary School



Mae Luster Stephens Junior High School

**205 Kildare Road Linden, Texas 75563
903-756-5381 Fax: 903-756-8832**

**Rebecca Owen
Principal
rowen@lkcisd.net**

**Diana Russell
Student Support
drussell@lkcisd.net**

December 4, 2020

To Whom It May Concern,

I want to express appreciation for the opportunity to apply for the 21st Century Community Learning Centers grant. With the high numbers of economically disadvantaged and at-risk students in our district, many families could benefit from additional assistance for their children. An after-school program would provide much-needed support for the children of our community.

Another area of concern is that a large number of our students are experiencing the negative impact of gaps in their learning, both in content and in fluency. The after-school program would provide another level of intensity that is desperately needed yet not able to be provided in the regular day program. With early identification of their needs, as well as the focused, additional time that this supplemental program will bring, we are encouraged that we can change our students' prospects to succeed, both academically and socially, and improve the outlook of their futures.

An after-school program will improve children's grades, keep kids safe, benefit working families and thus have positive effects on the entire community.

My teachers and I are excited to partner with Region 8 ESC on this grant. We are committed to providing our students with the best opportunities, and this grant application is part of that commitment.

Sincerely,

Rebecca Owen
Principal



PEWITT CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
P.O. Box 1106 - Omaha, TX 75571-1106

December 1, 2020

To Whom It May Concern,

Pewitt Elementary is very excited at the possibility of working with 21st Century Community Learning Centers Grant to enhance our social and educational programs. This is a much needed program in our community that will improve student achievement, keep students safe, and benefit families. We would be very grateful for this opportunity if we are awarded this grant.

This grant will provide a program with a wide range of benefits for our students, families, and community. We live in a poverty stricken, rural community and families cannot afford to send their children to paid programs outside of the regular school day. This program will provide an extended school based environment where academics will make progress. It will also strengthen behavior, attendance, and enrichment activities. The additional time with our at risk students will change our students prospects of academic and social success. We look forward to the beginning of such a program so that we can encourage community involvement that will strengthen our educational and enrichment programs.

My staff and I are excited to partner with the 21st Century Community Learning Centers Grant and provide this wonderful connection to our students and their families. Thank you for this consideration.

Sincerely,

Erin Pate

Erin Pate
Principal
Pewitt Elementary



PEWITT CISD

PEWITT CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

P.O. Box 1106 - Omaha, TX 75571-1106

Melissa Reid
Superintendent
903-884-2804
903-884-3061 Fax

Kristie Jones
Director of C&I
903-884-2136
903-884-2866 Fax

Jay Wylie
High School Principal
903-884-2293
903-884-3111 Fax

James Cartwright
Jr. High School Principal
903-884-2505
903-884-2142 Fax

Erin Pate
Elementary Principal
903-884-2404
903-884-3076 Fax

Richard Strickland
Athletic Director
903-884-2071
903-884-2866 Fax

Chris Cobb
Business Manager
903-884-2136
903-884-2866 Fax

Steve Litton
Director of Operations
903-884-2061
903-884-2866 Fax

November 30, 2020

To whom it may concern,

I am excited to have the opportunity to apply for the 21st Century Community Learning Centers grant. I am the Principal at Paul Pewitt Junior High, and my students would greatly benefit from an after school program. We have a large number of Economically Disadvantaged and at-risk students who need additional support.

Our area, like many rural areas, suffers from the "digital divide", many of our students do not have computers or internet service at home. This hampers their learning in this day and age, where online learning is so important. There is also a large number of my students who don't have support at home, either from single parent households, or parents just not able to help with school work. Our RtI Tiers II and III are large and this kids need additional help. It is my belief, that an extra 10 to 15 hours a week with certified Teachers would be a huge benefit to these students. This program would exponentially increase our ability to target areas of weakness our students have. We will make every effort to increase our reading and math scores. Additionally, the 21st CCLC grant would allow use to make sure our students have a safe and nurturing environment after school. Many do not have parents at home to supervise them and many more still, do not have the ability to eat a healthy meal every night.

My teachers, my Counselor, and I hope that we are awarded the grant. It is our belief that the 21st CCLC grant would be of great help to our kiddos. It is our commitment here at Pewitt CISD, to provide every opportunity to our students. We look forward to partnering with Region 8 to help our students achieve greatness.

Sincerely,

James M. Cartwright

Principal, Pewitt JH



ELEMENTARY

**Melinda Hodgson, Principal
Jonna Reed, Counselor
Pam Brown, Secretary**

101 SW Maple ~ DeKalb, Texas 75559 ~ Telephone (903)667-2328 ~ Fax (903)667-5151

11/19/2020

To Whom It May Concern:

The opportunity to apply for the 21st CCLC grant and provide this wonderful program for our students and families is very exciting to me as a campus principal. I am fully aware of the tremendous difference that the 21st Century Community Learning Centers Grant would make in our community. My research shows that this program improves student achievement and keeps them safe, benefits working families and has a positive effect on the entire community.

This program will help hundreds of working parents in our rural community who otherwise would not have access to an afterschool program to enrich their children's lives during the hours after school. I also understand that this program provides a school-based environment where extended academic learning is the norm. Students in our afterschool program will achieve better in math, reading and other subjects; have fewer behavioral problems; and have better attendance records. In addition, our program will offer our students a safe place where they can learn during the peak hours that troubles frequently occur for our youth. One of the best things about the program is the way it brings together various community members and gets them actively involved in helping kids learn and grow.

I fully support this program and this grant and I am committed to providing our students with this wonderful opportunity.

Sincerely,

A handwritten signature in cursive script that reads "Melinda Hodgson". The ink is dark and the signature is fluid and legible.

Melinda Hodgson, Principal
DeKalb Elementary School

**De Kalb Middle School
929 Grizzly Drive
De Kalb, TX. 75559**



(903) 667-2834

**Cody Burgin
Principal**

**Kevin Hartwell
Campus Coordinator**

**Christie Lee
Counselor**

**Sharon Payne
Administrative Assistant**

November 20, 2020

To Whom It May Concern,

Thank you for the opportunity for my school to apply for the 21st Century Community Learning Centers grant. The need for an after-school program in our school is great, with high numbers of economically disadvantaged and at-risk students and families with little to no idea how to help.

Another area of concern is that a large number of our students are on RtI Tiers II and III, indicating a need for more intervention than can be achieved in the regular day program. The ACE program would provide another level of intensity that is desperately needed. With early identification of their needs, as well as the focused, additional time that the ACE program will bring, we are encouraged that we can change our students' prospects to succeed, both academically and socially, and improve their outcomes. This program will improve children's grades, keep kids safe, benefit working families and have positive effects on the entire community.

My teachers and I are excited to partner with Region 8 ESC on this grant. We are committed to providing our students with the best opportunities, and this grant application is part of that commitment.

Sincerely,

Cody Burgin
Principal
DeKalb Middle School

DAINGERFIELD-LONE STAR INDEPENDENT SCHOOL DISTRICT

RESOLUTION


The Board of Trustees of Daingerfield-Lone Star ISD adopts the resolution to acknowledge our support for the 21st CCLC afterschool grant application in which our district is partnering with Region 8 ESC.

Over the term of the grant, this program will provide invaluable resources to significantly enhance the important work occurring in our schools to offer initiatives that personalize learning, improve school culture, and provide extended learning opportunities for all students. This initiative will also foster community and family involvement which is so important to the success of our students, improve teacher pedagogy, reduce student disciplinary incidents, and increase student achievement.


This board is committed to continuously supporting all aspects of the ACE programming in our schools. We support the implementation of this powerful initiative, local sustainability of the program, and are grateful for the opportunity to be a part of this application.

Adopted this 14th day of December, 2020


by the Daingerfield-Lone Star ISD Board of Trustees:



President




Secretary




Board Member

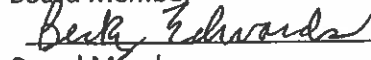
Board Member



Vice President,



Board Member



Board Member

RESOLUTION

The Board of Trustees of Jefferson ISD adopts this resolution to acknowledge our support for the 21st Century Community Learning Centers afterschool grant application which our district is applying for.


This grant is a federally-funded program which supports the creation of community learning centers that operate programs for students, particularly those who are dealing with high-poverty and/or at-risk situations, and their families. By providing tutoring and other academic enrichment activities along with a broad array of youth development opportunities that complement their regular academic programs, these centers help students meet state and local student standards in core academic subjects, such as ELA (English Language Arts) and math. In addition, literacy and other educational services are offered to families of students participating in the program.


Effective afterschool programs provide learning settings that bring a wide range of benefits to youth, families, and communities. Afterschool programs can support social, emotional, cognitive, and academic development, reduce risky behaviors, promote physical health, and provide a safe and supportive environment for children and youth.

For the reasons mentioned above, along with the understanding that students with extra needs deserve extra attention, we adopt this resolution to allow for the application of this program and the intent for it to be implemented in the Jefferson ISD school system.

Adopted on this day 8th of this month December, 2020.

By: Jefferson ISD Board of Trustees


Board President


Board Secretary



Linden-Kildare
Consolidated Independent School District
205 Kildare Road
Linden, Texas 75563
903-756-7071 ♦ 903-756-7242 Fax
www.lkcisd.net

Keri Winters
Superintendent of Schools

RESOLUTION

The Board of Trustees of Linden-Kildare CISD adopts the resolution to acknowledge our support for the 21st CCLC afterschool grant application in which our district is partnering with Region 8 ESC.

Over the term of the grant, this program will provide invaluable resources to significantly enhance the important work occurring in our schools to offer initiatives that personalize learning, improve school culture, and provide extended learning opportunities for all students. This initiative will also foster community and family involvement which is so important to the success of our students, improve teacher pedagogy, reduce student disciplinary incidents, and increase student achievement.

This board is committed to continuously supporting all aspects of the ACE programming in our schools. We support the implementation of this powerful initiative, local sustainability of the program, and are grateful for the opportunity to be a part of this application.

Adopted this 21st day of December, 2020 by the Linden-Kildare CISD Board of Trustees:

Tanya Bond, President

Tammy Palmer, Secretary

RESOLUTION

The Board of Trustees of Pewitt CISD adopts the resolution to acknowledge our support for the 21st CCLC afterschool grant application in which our district is partnering with Region 8 ESC.

Over the term of the grant, this program will provide invaluable resources to significantly enhance the important work occurring in our schools to offer initiatives that personalize learning, improve school culture, and provide extended learning opportunities for all students. This initiative will also foster community and family involvement which is so important to the success of our students, improve teacher pedagogy, reduce student disciplinary incidents, and increase student achievement.

This board is committed to continuously supporting all aspects of the ACE programming in our schools. We support the implementation of this powerful initiative, local sustainability of the program, and are grateful for the opportunity to be a part of this application.

Adopted this 17th day of December 2020

by the Pewitt CISD Board of Trustees:



President, Board of Trustees



Secretary, Board of Trustees



DeKalb Independent School District

We Can Because We Care
75559

101 Maple St. · DeKalb, Texas

Dr. John Booth

Superintendent

RESOLUTION

The Board of Trustees of DeKalb ISD adopts the resolution to acknowledge our support for the 21st CCLC afterschool grant application in which our district is partnering with Region 8 ESC.

Over the term of the grant, this program will provide invaluable resources to significantly enhance the important work occurring in our schools to offer initiatives that personalize learning, improve school culture, and provide extended learning opportunities for all students. This initiative will also foster community and family involvement which is so important to the success of our students, improve teacher pedagogy, reduce student disciplinary incidents, and increase student achievement.

This board is committed to continuously supporting all aspects of the ACE programming in our schools. We support the implementation of this powerful initiative, local sustainability of the program, and are grateful for the opportunity to be a part of this application.

Adopted this 14th day of December 2020

by the DeKalb ISD Board of Trustees:



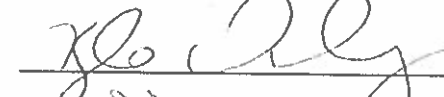
President-Blake Hodges



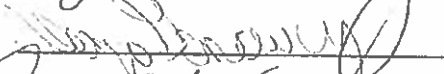
Vice President- Tommy Crouch



Secretary- Steve Starrett



Board Member- Kyle Dooley



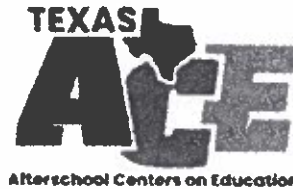
Board Member- Alonzo Ganaway

 (absent)

Board Member- Jason Wilson



Board Member-  District 4 Chair



Partnership Agreement
Between
Region 8 Education Service Center
ACE Program
And
Boys and Girls Club of the Big Pines

This agreement between Region 8 ESC ACE and the Boys and Girls Club of the Big Pines is a partnership in providing services that will support ACE families and their children in having a self-reliant life and academic success.

Region ESC will provide a safe location for after school programming. Region 8 will provide a full-time site coordinator to coordinate programming, personnel, scheduling, and purchasing of necessary supplies.

The Boys and Girls Club of the Big Pines (BGCBP) will provide trained staff and program expertise, and program resources to support the afterschool program goals, and will collaborate fully with Region 8 ACE in delivering this service to the students and families being served.

Boys & Girls Clubs of the Big Pines, CEO

Region 8 ESC

Date: January 11, 2021



Partnership Agreement
Between
Region 8 Education Service Center
ACE Program
And
Northeast Texas Community College

This agreement between Region 8 ESC ACE and Northeast Texas Community College is a partnership in providing services that will support ACE families and their children in having a self-reliant life and academic success.

Region 8 ESC will provide a safe location for after school programming. Region 8 will provide a full time site coordinator to coordinate programming, personnel, scheduling, and purchasing of necessary supplies. Region 8 ESC will provide a full time family engagement specialist to serve the families of ACE students.

Northeast Texas Community College will provide outreach services to help meet their mission to serve as a comprehensive community college providing access, instruction, and support services to improve the quality of life for all residents in its service area. NTCC will provide STEAM information on careers and post-secondary pathways, as well as financial aid services and information to both ACE students and their families.

Melody Henry

Agency Representative

1-7-21

Date

David Fitts

Region 8 ESC

1/20/21

Date




Partnership Agreement
Between
Region 8 Education Service Center
ACE Program
And
SAFE-T Agency

This agreement between Region 8 ESC ACE and the SAFE-T Agency is a partnership in providing services that will support Morris County ACE families and their children in having a self-reliant life and academic success.

Region 8 ESC will provide a safe location for after school programming. Region 8 will provide a full-time site coordinator to coordinate programming, personnel, scheduling, and purchasing of necessary supplies.

The SAFE-T Agency will provide training and support to students and their parents about domestic violence prevention as well as a wealth of resources to support the afterschool program goals.



Agency Representative

12/9/20

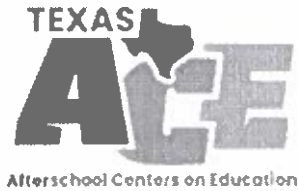
Date



Region 8 ESC

1/20/21

Date

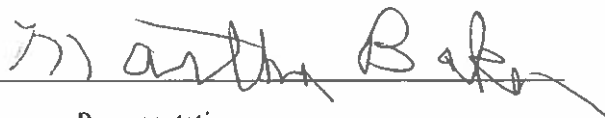


Partnership Agreement
Between
Region 8 Education Service Center
ACE Program
And
SHAC/Ounce of Prevention

This agreement between Region 8 ESC ACE and SHAC/ Ounce of Prevention Coalition is a partnership in providing services that will support ACE families and their children in having a self-reliant life and academic success.

Region ESC will provide a safe location for after school programming. Region 8 will provide a full time site coordinator to coordinate programming, personnel, scheduling, and purchasing of necessary supplies.

SHAC/Ounce of Prevention will provide trainings, assistance with meetings and resources to support the afterschool program goals. They will also provide support with regards to increasing positive parent/guardian involvement in student's education.



Agency Representative

12-8-20

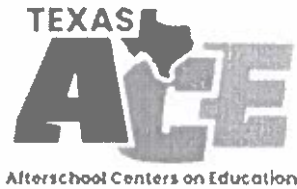
Date



Region 8 ESC

1/20/21

Date



Partnership Agreement
Between
Region 8 Education Service Center
ACE Program
And
CSNT

This agreement between Region 8 ESC ACE and CSNT is a partnership in providing services that will support ACE families and their children in having a self-reliant life and academic success.

Region ESC will provide a safe location for after school programming. Region 8 will provide a full time site coordinator to coordinate programming, personnel, scheduling, and purchasing of necessary supplies.

CSNT will provide trainings, assistance with meetings and resources to support the afterschool program goals. They will also provide support with regards to increasing positive parent/guardian involvement in student's education.

A handwritten signature in blue ink, appearing to read "Misty VanH", written over a horizontal line.

Agency Representative

A handwritten date "12-16-2020" in blue ink, written over a horizontal line.

Date

A handwritten signature in blue ink, appearing to read "David Fitts", written over a horizontal line.

Region 8-ESC

A handwritten date "1/20/21" in blue ink, written over a horizontal line.

Date

**Region 8 Education Service Center
2021-2022 Shared Services Arrangement Agreement
Nita M. Lowey 21st Century Community Learning Centers Grant
Texas ACE**

This agreement serves as a contract between Region 8 Education Service Center, Linden-Kildare CISD, Pewitt CISD, Jefferson ISD, Dekalb ISD and Daingerfield-Lone Star ISD regarding the formation of Shared Services Arrangements (SSA) for the Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) grant. This SSA begins July 1, 2021 and ends July 31, 2022. The member districts agree that the 21st CCLC funds shall flow directly to the fiscal agent. All member districts agree to maintain membership throughout the period of this agreement.

1. **Organization of the Shared Services Agreement**
 - Region 8 ESC shall serve as the fiscal agent for the shared services arrangement.
 - Region 8 ESC and member districts shall review the completed application, review the SSA budget, complete an evaluation of the past year's performance and make recommendations for the application and budget annually.

2. **Ownership of Assets**
 - This is a cooperative/shared services arrangement. Grant funding will be used for the benefit of the entire SSA.
 - 21st CCLC funds do not roll forward; therefore, any funds not spent are kept by TEA.
 - In the event that the SSA dissolves for any reason, any capital assets of the SSA shall remain the property of the fiscal agent.

3. **Liabilities**
 - This SSA is not a legal entity; any litigation would be against either the fiscal agent or a member district.
 - Any liabilities incurred against the fiscal agent would be shared by the member districts on a pro rata basis.
 - In the event that the fiscal agent incurs a liability for cause or for inappropriate expenditure of funds, including disallowed costs, the fiscal agent shall be responsible for that liability.
 - In the event that a member district incurs a liability for cause or for inappropriate use of flow through funds, including disallowed costs, that member district shall be responsible for the liability.

4. **Basis for Allocation of Costs of the Fiscal Agent**
 - All expenditures are on the behalf of the SSA. This includes any indirect costs or internal services charges incurred by the SSA.
 - Indirect cost revenues of the grant will belong to the fiscal agent.

5. **Uncontrollable Costs that impact the Fiscal Agent**
 - In the event that Region 8 ESC, acting as fiscal agent for the SSA, incurs uncontrollable costs due to its services as the fiscal agent, Region 8 ESC may charge those costs back to the SSA on the basis of the amount contributed to the SSA by member schools.

6. Responsibilities of the Fiscal Agent

- Employ sufficient highly qualified staff to provide for the services to be rendered to member schools.
- Prepare the budget for the fiscal agent and the SSA.
- Prepare the continuation grant application.
- Prepare and submit any required evaluation reports.
- Assist and advise SSA members in completion of TEA required annual self-evaluation.
- Provide for services of required External Evaluator for all Texas ACE centers, including all member districts.
- Provide services of a Project Director and Family Engagement Specialist to all centers in this SSA.
- Provide curriculum and supplies to all Texas ACE centers in this SSA at the discretion of the Project Director.
- Maintain accounting records of the SSA.
- Submit required state and federal fiscal and program reporting, including interim and final expenditure reports.
- Provide, at no cost to SSA members, workshop and training for 21st CCLC Site Coordinators.
- Submit data as required by the grant to TEA for all Region 8 Texas ACE Centers.

7. Responsibilities of Member School Districts

- Site coordinators, teachers, aides, bus drivers, and all other employees working in the member district centers will be employees of the member districts and will be reported to IRS, TRS, and other taxing and benefit agencies along with all other member district employee wages and salaries.
- All member districts must conduct an annual program evaluation of its district's Texas ACE as directed in the 21st CCLC grant application.
- All member districts shall maintain accounting records, including time and effort for payroll, and provide copies to the fiscal agent for any funds that are received from the fiscal agent on a timely basis.
- All member districts shall supply information and data to Region 8 ESC as requested to meet the required 21st CCLC targets and reports. This may include specific information about member district students participating in 21st CCLC programs, including demographic information as well as grades, behavior, attendance, at-risk criteria, and other personal information as needed for grant monitoring and evaluation purposes.
- Submit data as required by the grant to TEA for all member district Texas ACE Centers.

8. Member district campuses to be served by grant:

- Linden Elementary (center) & Mae Luster Stevens Junior High (feeder)
- Pewitt Elementary (center) & Pewitt Junior High (feeder)
- Jefferson Elementary (center) & Jefferson Junior High (center)
- Dekalb Elementary (center) & Dekalb Middle (feeder)
- Daingerfield West (center)

I understand that signing below signifies that I have reviewed a copy of the Program Specific Provisions and Assurances included in the 21st CCLC grant application and agree to abide by these provisions and assurances as well as the provisions of this contract.

Keri Winters

Keri Winters, Linden-Kildare CISD Superintendent

12.15.2020

Date

Melissa Reid

Melissa Reid, Pewitt CISD Superintendent

12/15/20

Date

Rob Barnwell

Rob Barnwell, Jefferson ISD Superintendent

12-15-20

Date

John Booth

John Booth, Dekalb ISD Superintendent

12-16-20

Date

Sandra Quarles

Sandra Quarles, Daingerfield-Lone Star ISD Superintendent

12-15-20

Date

David Fitts

David Fitts, Executive Director Region 8 ESC

1/20/21

Date