



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

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

NOGA ID

Application stamp-in date and time

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

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

Authorizing legislation: 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 to **Pre-award costs:** permitted for this grant

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 Digitally signed by Jeanette Ball
DN: cn=Jeanette Ball, o=Judson ISD, ou=Superintendent, email=jball@judsonisd.org, c=US
Date: 2021.01.21 15:25:44 -0600 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.

For TEA Use Only:

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

3. Shared Services Arrangements

Shared services arrangements (SSAs) are permitted for this grant.

Check the box below if applying as fiscal agent.

- The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing the fiscal agent and SSA member responsibilities. All participants understand that the "Shared Services Arrangement Attachment" must be completed and signed by all SSA members, and submitted to TEA before the 80% reserve on the NOGA is lifted.

4. Identify/Address Needs

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

Quantifiable Need	Plan for Addressing Need
The Adventure Club, in Judson ISD is a fee service afterschool program resulting in over 600 K-5 Eco Dis students and their families attending the 6 highest at-risk elementary schools having limited to no high quality programs including summer sessions.	The Judson ISD J.A.C.E. Program will provide a FREE, high quality afterschool program for over 600 K-5 economically disadvantaged (Eco Dis) students and their families attending the six highest at-risk elementary schools in Judson ISD. This will result in multiple opportunities for high quality afterschool programming during the school year and quality summer learning sessions at no cost to families.
600 Eco Dis students' families have no organized, ongoing quality opportunities to (1) learn how to help their children with homework, (2) receive job/workforce and college prep, (3) increase attendance	The Judson J.A.C.E. Program will provide a FREE, high quality schoolyear and summer program with organized and quality opportunities for 600 families to (1) learn how to help their children with their homework (2) attend helpful job/workforce and college prep opportunities, and (3) increase attendance rates.
Eco Dis students and their families have no organized, quality opportunities to (1) learn how to become partners in their child's education, (2) learn how to navigate school and college systems (3) or see themselves as partners with the school.	Economically disadvantaged students and their families will have high quality organized opportunities to (1) learn how to become partners in their child's education, (2) learn how to navigate school and college systems (3) and see themselves as partners with the school in their child's education (both virtually and face-to-face.)

5. SMART Goal

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

By spring of 2022, 90% of students participating in the JACE Program will show improvement in the following:
 1) Attendance: J.A.C.E. students will achieve 98% program attendance rate for fall and spring sessions at each of the six participating campuses as evidenced by attendance records. 2) J.A.C.E. students in grade 3-5 will improve reading and math skills by 10% as evidenced by pre/post scores on district benchmarks for grade level reading and math. 3) By spring of 2022, 90% of parents/adults participating in the J.A.C.E. Program will express program satisfaction as evidenced by J.A.C.E. Program surveys. 4.) By spring of 2022, 90% of J.A.C.E. students in grades K-2 will improve word recognition skills and comprehension skills by 10% on pretest/posttest scores as evidenced by approved informal reading inventories.

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

The J.A.C.E. Program will use the following to gage progress in the program's First Quarter:
 1. Attendance- The program goal is 98% attendance rate for all program enrollees at program activities on program days during the fall, spring and summer sessions.
 2. Student Surveys/Feedback- The Broad Array of Services is a time that students vote with their feet and will let us know if they do not enjoy a particular service provider. We want timely feedback from students so that we can make adjustments so that program disruption or fall off of attendance is avoided.
 3. Regular School Day Grades, behavior, progress reports inform our practice and any changes needed. Staying on top of and connected to the regular day program is crucial to success.

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

6. Measurable Progress (Cont.)

Second-Quarter Benchmark

1. Attendance- The program goal is 98% attendance of program enrollees at program activities on program days during the fall, spring and summer sessions.
2. Student Surveys/Feedback-Broad Array of Services is a time that students vote with their feet and will let us know if they do not enjoy a particular service provider. We want timely feedback from students so that we can make adjustments so that program disruption or fall off of attendance is avoided.
3. Regular School Day Grades, attendance, behavior, progress reports
4. Parent/Adult Program Surveys/Feedback
5. Benchmark scores on regular day measures of reading and math
6. Feedback from school day teachers, discipline referrals

Third-Quarter Benchmark

1. Attendance- The program goal is 98% attendance of program enrollees at program activities on program days during the fall, spring and summer sessions.
2. Student Surveys/Feedback-The Broad Array of Services is a time that students vote with their feet and will let us know if they do not enjoy a particular service provider. We want timely feedback from students so that we can make adjustments so that program disruption or fall off of attendance is avoided.
3. Regular School Day Grades and attendance, behavior, teacher feedback
4. Parent/Adult Program Surveys/Feedback
5. Benchmark scores on reading and math, progress reports, and report cards

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.

Project Evaluation is an ongoing process involving formal and informal data. How we react to that data makes the difference between being responsive and burying one’s head in the sand. Informal & Formal Data: Feedback from student and family members attending the sessions is crucial for gauging our progress and success. Students vote with their feet concerning our Broad Array of Services activities. Providing student and parent feedback forms once a week will help us gauge what is popular and what needs tweaking. Feedback from the providers themselves which can be enlightening. Parents bringing their child to class may have a comment to make that needs to be heard. Seeing the program from their eyes can be informative and very helpful. When students and adults find out that their voice is wanted and appreciated, they tend to feel included and valued. Formal Data: Attendance data, report cards, behavior and test scores assist in the coordination and progress monitoring students in core areas such as reading and math. We may gain information that might not otherwise be forthcoming, vision needs, sickness within the home, loss of employment, divorce, etc. can be disruptive to a child’s participation. Our job is a work of heart, but the data helps us do that important work better.

Advisory Council: Forming representative group/s from the community serve to assist in (1) Providing feedback on issues and working with synergy to plan success with upcoming and on-going program events. This goes a long way to making sure the program is and stays responsive to the voice/s of the community. (2) The Advisory Council meetings are on going, offering a forum, an opportunity to be open, fair, and considerate of opinions, ideas, and contributions of others. Keeping an open mind and utilizing the feedback by the community is effective in finding well-rounded solutions.

Ongoing collaboration with the regular day program are crucial to student, family, program success. Joining PLCs (Professional Learning Communities) on a regular basis along with afterschool meetings with grade-level teachers is important to gather feedback that identifies strengths as well as potential weaknesses in our programming and allows us to quickly fix minor issues for higher student and family success rates.

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

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.

For TEA Use Only:

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

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.

A. Needs Assessment Process: We utilized multiple sources to include (1) 2020-21 Benchmark Data, (2) 2019-20 STAAR data, (3) Parent Feedback data, (4) Adventure Club participation data, (5) Consultation data with St. Monica’s Catholic School, (5) Program vision data discussions with Judson ISD staff and Superintendent, Dr. Ball, and (6) the Strategic Priorities for Judson ISD including Strategic Planning Goals: Effective Instruction, Involving Families and Community, Positive School Culture. Leadership and Customer Service. (7) A return rate of 97% was received for a call out survey asking each household if they would participate (both parents and children) in a quality afterschool program if free to them? As stated, 97% of respondents replied, “Yes!” Historically, Judson ISD has utilized a fee-based program for afterschool care, called Adventure Club, which attempted to provide activities to address academic areas of need for students as well as offering games and enrichment activities. However, Judson ISD recognizes that our highest poverty campuses reflect families who are economically disadvantaged, cannot pay for fee-based programs and thus the gap of the haves and the have nots perpetuates.

Judson thus seeks to change that scenario with the quality control, expert training for student and families, guidance and follow-up that ensures superior student and family learning experiences- all of which are hallmarks of 21st CCLC Texas ACE programs. In recognition of this need for free, high quality after school programming, our new superintendent Dr. Jeanette Ball is leading the district away from fee-based programs and towards the award-winning and widely renown 21st CCLC or Texas ACE Program to provide supplemental targeted academic assistance for students and their families at no cost to those already struggling before and even more so during the COVID-19 pandemic. In fact, we want to call our program Judson ISD J.A.C.E. (Judson After School Centers on Education) in honor of what the Texas branding has been able to accomplish for so many around the state.

Judson ISD seeks to actively engage families in their children’s education as equal partners with the 21stCCLC or J.A.C.E. Program because we are confident that we are simply better together! Texas ACE participants will be afforded supplemental life-changing opportunities to grow academically, socially, and as career explorers as they rise above the cycle of poverty- They simply need this opportunity! Judson ISD has identified six high poverty and low performing elementary schools and their families in need of high quality, free supplemental services during non-school hours that focuses on:

- (1) high quality academic assistance to help students in meeting state and local standards in academic areas such as reading and math along with a broad array of services that enrich and impact student learning in those core academic subjects, (
- 2) increase attendance rates
- (3) lower disciplinary actions and instances and in addition,
- (4) provide homework help, healthy snacks and free supper programs to
- 5) fill gaps and positively impact struggling families.

The Judson ISD J.A.C.E. will monitor student and family needs to ensure inclusion of students and family most in need remain a priority.

For TEA Use Only:

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

9. Statutory/Program Requirements (Cont.)

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.

J.A.C.E. Program Measures of Effectiveness (MOE)

Measures of effectiveness (MOEs) will become our compass as the J.A.C.E. program traverses the landscape of quality afterschool programming. An explorer without a compass is one soon lost and ineffective, no matter what he/she sets out to discover. The right tools are essential to success and MOEs or measures of effectiveness are golden impacting both grant level and center level data while informing our practice and aligning our “next steps” to reach student and family success.

Here are our goals:

95% of J.A.C.E. program students entering the program with a GPA of 2.0 will achieve a 3.0 or better GPA by May of 2022 as a result of crafted guided practice sessions in the afterschool J.A.C.E. Program resulting in 100% completion of homework assignments during J.A.C.E., as evidenced (1) regular day teacher feedback and (2) report card grades.

98% of J.A.C.E. students with 90% school day attendance rates or lower will achieve a 98% attendance average by May of 2022 as evidenced by the JISD Attendance Office as and a result of J.A.C.E. Program and their partners such as Junior Achievement who will offer program supports, interventions, and mentors- inspiring students and their families to be present for every session, until perfect attendance becomes a habit of mind.

98% of J.A.C.E. Program students will achieve a 98% attendance average by the end of the school year as a result of close coordination with the regular school day, parents, and enriching and engaging JA (Junior Achievement) programming and quality services during the J.A.C.E. Program sessions.

98% of program parents attending the J.A.C.E. Program and needing to achieve their high school equivalency certificate will complete within 1-2 years all GED classes and testing requirements and receive their certificates in a ceremony with cap and gown, guest speakers, certificates cake and punch, and many, many balloons!

For TEA Use Only:

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

9. Statutory/Program Requirements (Cont.)

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.

Proposed Fall /Spring session activities: Each afternoon, Monday-Friday at the dismissal bell, JISD K-5th grade 600 J.A.C.E Program students will report to the cafeteria at each of the six designated campuses for snack and homework help. Here students will be warmly greeted by program staff and their Center Director. Students will practice social distancing and masking as recommended by the CDC and Judson ISD and be served a fresh, nutritious snack and settled in for any program announcements and updates. Then students will begin their homework sessions. Program staff and trained high school student future teachers will assist with students' homework questions, clarification of any unfamiliar words and math problems, etc. Students with no homework will be able to play chess and scrabble with program staff and future teachers. This is a time where students who are working on projects can also get assistance and ideas resulting in successful learning experiences designed to increase student interest in reading and math while also increasing attendance, better grades, increased self-confidence and program satisfaction. Students will design the J.A.C.E. logo which will be used for branding the community learning and community communication. A sense of "belongingness" will send an obvious message to anyone visiting, that this is a coordinated group of dedicated individuals determined that each student enjoys a nutritious snack while also feasting on success both academically and socially.

Academic Enrichment Sessions & Broad Array of Services: Following snack, homework help and Book Club, students will move to their chosen sessions. Note: Judson ISD believes it important that students complete their homework before they go home. Parents can help with larger projects extending over the weekends that reflect the skills learned in the homework session.

(Sample Schedule)

2:45-3:30 p.m Arrive at cafeteria for snack, homework help, Book Club.

3:30-4:15 p.m. A+ Learning Lab Sessions (reading, math, science, writing. social studies)

4:15- 5:30 p.m. Engaging, creative sessions to accelerate student learning in core subjects.

Broad Array of Services (Dance Masters, Art, Ukulele Club, Drumming, Karate, Disc Golf, Puppetry, Guitar Club, Animation Club, Lego Masters, Marimba Musicians, Choir Club, History Buffs, Photography Club, Dodge Ball, Drama Kids, Basketball, Soccer, Softball, Scrabble & Chess Club, etc.

Evening meal and parent pick-up Note: Students vote with their feet- thus attendance at clubs will reflect students' interests. Clubs will be modified or reworked as interest levels and needs change so we can make positive program gains while garnering the ongoing support and devotion from students. Thus, student interest and satisfaction will be ascertained every 6 weeks or more often, via student surveys and thus may rotate through various offerings. Note: Parent satisfaction survey information will also be collected in a timely manner so that the needs/interests of the total family are foremost in our minds and hearts.

5:30-6:00 p.m. Student Pick Up

Coordination with the regular school day program/personnel: We consider the regular program personnel to be our program partners and collaborators. Regular meetings with classroom teachers and leaders of our program participants will assist us in coordinating our efforts, solving problems early and multiplying program benefits. Coordination needs to be scheduled and on-going, notes kept, and updates entered. Communication is key for coordination to be effective. J.A.C.E. program staff, as partners, can attend PLC (Professional Learning Communities) meetings on a regular basis to discuss student growth, any issues, questions, and to share and collaborate further ideas for student academic growth. Effective partnerships with day programs and the after school program is an awesome tool for student and family growth and program continuation.

For TEA Use Only:

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

9. Statutory/Program Requirements (Cont.)

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

The mission of Junior Achievement (JA) is to inspire and prepare young people to succeed in a global economy. JA programs have proven successful at raising students' educational and career aspirations and teaching students to create opportunities to achieve their goals. By pairing business volunteers with professional educators in classrooms, JA of South Texas will bring programming focused on work readiness, financial literacy, and entrepreneurship to our 600 at risk students and their families participating in our Judson ISD J.A.C. E. Program. JA of South Texas has spent 41 years providing financial literacy education, workforce readiness and entrepreneurship knowledge, to nearly two million K-12 students throughout the Greater San Antonio area. JA programs provide equitable representation and sensitivity. These grade-specific, TEKS correlated educational opportunities will be presented virtually or in-person, after school, or capstone locations (as determined as the grant program grows across the years.) JA programs will be presented by vetted business, college and community volunteers who, with the support of J.A.C.E. teachers, will inspire eco dis students K-5 and their families by bringing critical topics to life through the sharing of their personal journeys to career success. All JA programs are hands-on, involving the introduction of the topic, engagement between volunteers and learners in lively discussion periods, and then movement to interactive "learn by doing" activities. What costs are associated with the program? JAST has an intentional plan to reach the most eco dis students in our community and therefore solicits grants and donations to provide programs at the lowest cost possible. JAST therefore proposes delivering JA programs to Judson ISD's J.A.C. E. students for \$6,000 (80% discount) in the 21-22 school year. Total in-kind donation of \$24,000. JA programs include six grade specific themes each with five hands-on activities for kinder through 5th grade students. JA Elementary School programs teach young students that people assume roles as individuals, consumers, and workers in their family, community and the world around them. Student pre/post-tests are also utilized to measure quantitative/qualitative data on students' knowledge gain and attitudinal changes. Once completed, surveys are sent to the educators and volunteers to gain feedback on the success of the program and to identify ways to enhance the efficacy. The programs also allow flexibility in the frequency of delivery of the programs, traditionally once per week for 5 weeks and then cycles back through the curriculum. Communities are only as strong and prepared as their residents. JA is driven by a vision that we can end cyclical poverty and increase a young person's chances for success through education in financial literacy, work readiness and entrepreneurship.

Family Resources: JA provides free online resources for participating parents and students in the areas of financial literacy, work readiness and entrepreneurship. JA My Way also provides tips and tools to put students' careers on the express track. They will take a Personality Quiz then visit My Career to find job matches. They will also explore buying a car and saving for college in My Money, create pro resumes at My Resume, and get tips to start a business at My Business!

JA provides just what our J.A.C.E. kids need: free quality online resources for teachers and parents. We are in total agreement so our kids can spend more time planning and self-actualizing tomorrow, and less worrying about today.

For TEA Use Only:

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

9. Statutory/Program Requirements (Cont.)

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.

Best practices utilize “coaching models” to take students and their families from where they are academically to new heights in their ongoing academic achievement. One such best practice was developed by R.J. Sternberg in his early model of Triarchic Thinking for problem-solving.

1. Develop: Grow understanding of problems by identifying root issues. Example: Attendance is low on Fridays for the same students. Address in Professional Learning Communities (PLCs). Discussion in PLCs reveals 5th grade students don’t care for the dance instructor on Fridays because they have a popular male instructor Mondays and Wednesdays and a female on Fridays who is perceived as “cold”. They were afraid to complain to seem ungrateful, so they avoided the situation. Discussions with the female instructor further revealed she preferred teaching adults and was uncomfortable teaching dance to children. The Project Director works with the dance instructors to switch classes.

2. Implement: Start changes and monitor student/adult/family satisfaction and revisit as needed.

3. Shape and Refine Plan: Follow progress while refining process in assigning and evaluating providers along with growing multiple feedback loops from students and adults receiving services.

Apply this learning to academic sessions after school that struggle versus those that are thriving.

Develop in coordination an “instructional balance” using feedback to inform practice for optimum activities to enhance academic performance, achievement and GED/ESL and workforce instruction.

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.

Each of the six identified campuses will have access to buses as an option for travel home from the J.A.C.E. Program if needed. Money has been allocated in the budget for transportation as needed. Currently, the 6 identified campuses are community schools and utilize parent-pick-up and drop-off of students each day.

(1) Safety of our students in our program is paramount. A process and procedure will be in place to ensure participant safety so that students attending school at a J.A.C. E. campuses during the day attend those same campuses for the afterschool program and are safely escorted into the cafeteria for snack and homework help each program day.

(2) Attendance is taken to ensure all students are where they are supposed to be at/during their program sessions. Trained program aides will assist in safety of students and parents.

(3) In addition, the Judson ISD Police Department will become our partner, routinely traveling our parking lots, our halls, etc. This will build a sense of safety and at the same time allow our policemen the opportunity to get to know our program and become ambassadors as well for program continuation as well as getting to know our students, their parents and knowing who belongs there and who doesn’t.

(4) At dismissal, students are only released to parents on the list- no exceptions. All safety rules will be in a handout as part of the program packet that parents receive and sign upon registration for their children and themselves as program participants. In addition, door monitors at dismissal will ensure who comes in and who goes out to the parking lot. If we all work together we can ensure the safety of our program participants (including not just parents and children, but instructors, providers, program personnel, etc.).

For TEA Use Only:

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

9. Statutory/Program Requirements (Cont.)

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.

- (1) The Office of Community Education for Judson ISD will lead the charge to get the information out by multiple means and oversite to include placing the J.A.C.E. program information into a Judson ISD Community Education Brochure, published in the fall, spring, and summer issues. As community members sign up for classes, they can read all of the information about the JA.C.E. Program and registration info.
- (2) The development of a J.A.C.E. Website on the Judson ISD webpage will allow 24 hour access to the program, registration info and accessibility to program offerings that are just a click away.
- (3) Notices in English and Spanish will be delivered to each participating campus in the form of posters, flyers, and notices for front door and all entrances.
- (4) Information sessions at school PTA meetings will be held at least three times a year-Beginning of school, middle of the school year, end of the school year for information about the summer programming. Sessions in Spanish and in English will be utilized as needed.
- (5) Information will also be placed at local grocery stores and convenience stores in both English and Spanish.

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.

The proposed J.A.C.E. Program will coordinate federal, state, and local programs safeguarding against supplanting during the school year and summer programs. While federal/state/local programs have specific goals and operating standards, our goal in J.A.C.E. includes smooth, meaningful program implementation and integration for optimum results as evidenced by a 10% growth overall reflected on report cards, benchmarks, program satisfaction surveys and parent/family satisfaction surveys. Example, EL students with SpEd needs who are served in the regular day program by federal/state funded programs and are part of J.A.C.E. need supplementing rather than supplanting of the federal program. If the federal program provides an additional "camp" after school, our goal would facilitate this student/s to attend the camp and then return to J.A.C.E. continuing offerings, such as music and art. If, the federal program long-term goal of student 1 in our afterschool program is to move from BICs (Basic Interpersonal Communicative Skills) to CALPs (Cognitive Academic Language Proficiency), J.A.C.E. can supplement the BICS (conversational fluency) with approved fluency games. The CALPS will be directly taught in the regular day program, but J.A.C.E. will supplement by approved games, but never supplanted. Without these important aspects, we could fall prey to "dueling banjos" and our students and programs would lose ground. Again, coordination with the regular day program through PLCs and J.A.C.E. provides assurances that our work is 100% integrated in accordance with and under the guidance of the regular program professionals. This reinforces our purpose, informs our practices and lays the common ground for coordination for student and program success. Our integrated J.A.C.E. goal might read: Student A will successfully match three out of five language cards expressing common communications (BICS) in English such as "How are you doing today?" or "What's for supper? As we meet with the regular day team, we can reinforce specific/approved language games providing practice in the CALPS. Integration and coordination are not just words, they are fundamental keys of successful Texas ACE Programs!

For TEA Use Only:

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

9. Statutory/Program Requirements (Cont.)

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

The preliminary plan for continuation after funding begins the same day we receive the notice of funding (NOGA). Continuation is not an afterthought, but rather a driver to keep us able to offer this premiere educational program beyond the grant funding. The Project Director and staff will begin a campaign early to build a support system in each program school, a network of supporters, and "friends" of the program who will help spread the word as we progress so that the program becomes a beloved part of the fabric of Judson ISD and every principal wants this program, every parent wants the program open to their child/children and every person on the JISD Foundation wants to find money to keep it running.

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)

Volunteers are often community members and even extended family members of the students we serve. Building a network of vetted, highly trainable reliable, and engaging personalities will assist us to connecting our dreams of a fantastic program to reality. Often times you will find aides and substitutes and volunteers in schools that simply love their schools and who are so personable, easy to talk to, pleasant, intelligent, engaging and willing to help in ANY way they can. These are the gems you want to gather up and cherish as part of your well-oiled cadre of volunteers! Some of them are sometimes mistaken for the principal by visitors- they simply have that presence about them and frankly the school wouldn't be the same without them. Sometimes they are PTA members and sometimes they are the Sunday school teacher or the cafeteria worker who wishes she had gone to college and whose passion lies in working with kids. In any case a process and procedure for developing our J.A.C.E. Volunteers Program needs to be planned and in place prior to opening of the program. (1) Collaborate with the Principal's office and the district HR department to find the local policy for having volunteers in the program. (2) Find out the vetting process, from background checks to finger printing to checking for criminal records, etc. In this, partnering with our local police department will again be priceless. Once a process and procedure for vetting is in place, you can visualize the program and the duties of the volunteers. Then develop a job description and the qualifications for that position. Next develop the advertising and training for that position and how you will evaluate their effectiveness or how you will assist one who is struggling while encouraging and being so grateful. For instance, if you have an opening for the Popcorn Popper on Fridays, the job description for their assistance will be different than the picture lady who takes group photos of students involved with the program and works with the instructor who knows who can be photographed. This includes volunteer/s who becomes "Ready Readers" who listen to students read orally. We will keep in mind duties will be different for of the J.A.C.E. Library Volunteers and the Cookie Lady who rewards perfect attendance on Fridays at snack with Chocolate Chip Cookies. In any case, this will be a labor of love and so worth it-as long as there is a definite roadmap to Volunteering in the J.A.C.E program.

For TEA Use Only:

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

9. Statutory/Program Requirements (Cont.)

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.

Attendance at J.A.C.E. will set a high standard of 98% daily attendance for positively impacting academic sessions. This is crucial to the following: (1) Student success in academics, (2) Student success in improving former attendance rates and resulting in improved grades and fewer discipline referrals during the regular day program. In addition, (3) Students "seeing" themselves as successful students whose attendance is directly related to successful learning experiences, while positively impacting self-esteem and self-image. The J.A.C.E. Program will set a high standard for attendance as the day program academics are also impacted by attendance. Attendance is also linked to students who are virtual during the day but want to be in person for some of the after school J.A.C.E. program sessions. In any case, setting a standard is important so that that standard can be reached or surpassed. The J.A.C.E. Program will set an attendance rate in collaboration with the schools they serve. For instance, if the district has a 98% attendance goal, then the J.A.C. E. program can reflect that goal and build on it.

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 center-level needs assessments indicated our most at-risk students cannot partake of the current fee-based programs after school. Inspired, we write for this grant program to level the playing field for at-risk children and their families. Our proposed center operations schedule, corresponding staffing, and budget plans reflect information gleaned from center-level needs assessments impacting the budget while helping in the long-run to meet the Measures of Effectiveness and maintaining our center-level quality. Here's how:

1. Center-Level Needs Assessment: Indicates depth of academic needs and complexity of the issue and the inherent unfairness of certain populations impacted more than others.
2. Informed Center Operations Schedule: Strong academic-based program that runs connections to every activity at the center.
3. Staffing Impacts: Serve 100 students per center, we have to think about small groups to accelerate learning due to numerous gaps.
4. Budget Plans: Budget plans reflect adding interesting & innovative ways to address the whole child and the family while increasing reading and math achievement grades K-5
5. How This Meets the MOE: a) Academic Assistance for the whole child and his/her family. b) Workforce Opportunity for families to rise out of poverty and thrive. c) College & Career Opportunities
6. Center-Level Quality: a) Serves the "whole child," & whole family, b) All works together to assist families to grow in better jobs, and overcome poverty, c) Flexibility to serve, i.e., parents can't miss work, we will record sessions and then modify to deliver F2F or Zoom sessions. GED clinics on Saturday with childcare offered.

THIS WILL BE A FAMILY AFFAIR!!!

For TEA Use Only:

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

10. Equitable Access and Participation

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

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

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

11. PNP Equitable Services

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

- Yes No

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

Are any private nonprofit schools participating in the grant?

- Yes No

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

Assurances

- The applicant assures that it discussed all consultation requirements as listed in Section 1117(b)(1), and/or Section 8501(c)(1), as applicable with all eligible private nonprofit schools.
- The applicant assures the appropriate Affirmations of Consultation will be provided to the TEA Private Schools Ombudsman in the manner and timeline to be requested.
- The applicant assures that the total grant award requested includes any funding necessary to serve eligible students from private nonprofit schools within the attendance area of the public schools to be served by the grant.

Equitable Services Calculation

1. Total 21st CCLC program enrollment for all centers	<input type="text" value="600"/>
2. Enrollment in 21st CCLC of students attending participating private schools	<input type="text" value="26"/>
3. Total 21st CCLC program and participating private school students (line 1 plus line 2)	<input type="text" value="626"/>
4. Total year 1 proposed grant budget for serving students in all centers	<input type="text" value="1,700,000"/>
5. Applicant reservation for required staff payroll.	<input type="text" value="1,143,043"/>
6. Total grant amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text" value="556,957"/>
7. Per-pupil grantee amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text" value="890"/>
Grantee's total required ESSA PNP equitable services reservation (line 7 times line 2)	<input type="text" value="23,140"/>

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

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.	Salaries: Director, Parent Engagement Specialist, 6 Site Coordinators	\$488,750
2.	Salaries: Reading/Math; Extra Curricular Teachers; Paras	\$631,293
3.	Evaluators	\$23,000
4.		
5.		

Professional and Contracted Services

6.	Junior Achievement Contract	\$10,000
7.	Face 2 Face PD staff	\$5,000
8.		
9.		
10.		

Supplies and Materials

11.	After School Supplies, Materials	\$23,000
12.	Outdoor/PE & Culinary Arts Materials/Supplies, Community Field Trip/Incentive Costs	\$61,000
13.	Music, Board games, Lego, Robotics Materials/Supplies	\$91,000
14.	Laptops and Reading/Math Software	\$218,580

Other Operating Costs

15.	Parent Engagement and Leaders Virtual PD, Conferences	\$15,000
16.	GED/ESL Ceremony Costs, Student Snacks/Culinary Food, Academic Incentives	\$45,000
17.	Field Trip buses, tickets	\$26,000

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

For TEA Use Only:

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

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"/>	

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

Center Operations Schedule

County-district number or vendor ID: 015916

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	015916105	Park Village Elementary, 5855 Midcrown, San Antonio, TX 78218	1	PK-5	100	80
2	015916114	Paschall Elementary, 6351 Lakeview Drive, San Antonio, TX 78244	1	PK-5	100	80
3	015916112	Candlewood Elementary, 3635 Candleglenn, San Antonio TX 78244	1	PK-5	100	80
4	015916110	Spring Meadows Elementary, 7135 Elm Trail, San Antonio, TX 78244	1	PK-5	100	80
5	015916102	Hopkins Elementary, 2440 Ackerman Road, San Antonio, TX, 78219	1	PK-5	100	80
6	015916113	Elof Elementary, 6335 Beech Trail, Converse, TX 78109	1	PK-5	100	80
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	015916105	Park Village Elementary, 5855 Midcrown, San Antonio, TX 78218			Pk-5 grade	100	80					
Feeder	015916041	Kirby Middle School, 5441 Seguin Road, San Antonio, TX 78219			6-8 grade							
Feeder	015916080	Wagner High School, 3000 North Foster Road, San Antonio, TX 78244			9-12 Grade							
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			08/16/2021	01/14/2022	19							
Spring Term			01/17/2022	06/02/2022	19							
Summer Term			June 13, 2022	July 15, 2022	5							
Total number of weeks:												
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			2:30	6:00			2:30	6:00	8:00		12:00	
Tuesday			2:30	6:00			2:30	6:00	8:00		12:00	
Wednesday			2:30	6:00			2:30	6:00	8:00		12:00	
Thursday			2:30	6:00			2:30	6:00	8:00		12:00	
Friday			2:30	6:00			2:30	6:00	8:00		12:00	
Saturday												
Sunday												
Total Hours Per Week:												
Adjunct Sites, If applicable (site name and full address)			Summer program location(s) to be determined based on district campus availability									
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)			Remote instruction to support F2F and on as needed, Field Trips, Saturday Events including student Math and Reading events									
Parent/Legal Guardian Activities			GED Events including interest locations on career and college									

Texas ACE Center Operations Schedule (one per center)						Program Year 2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 2	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP				Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target				
Center	015916114	Paschall Elementary, 6351 Lakeview Drive, San Antonio, TX 78244				Pk-5 Grade	100	80				
Feeder	015916041	Kirby Middle School, 5441 Seguin Road, San Antonio, TX 78219				6-8 Grade						
Feeder	015619008	Wagner High School, 3000 North Foster Road, San Antonio, TX 78244				9-12 Grade						
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		08/16/2021		01/14/2022		19						
Spring Term		01/17/2022		06/02/2022		19						
Summer Term		June 13, 2022		July 15, 2022		5						
Total number of weeks:												
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			2:30	6:00			2:30	6:00	8:00		12:00	
Tuesday			2:30	6:00			2:30	6:00	8:00		12:00	
Wednesday			2:30	6:00			2:30	6:00	8:00		12:00	
Thursday			2:30	6:00			2:30	6:00	8:00		12:00	
Friday			2:30	6:00			2:30	6:00	8:00		12:00	
Saturday												
Sunday												
Total Hours Per Week:												
Adjunct Sites, If applicable (site name and full address)	Summer program location(s) to be determined based on district campus availability											
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Remote instruction to support F2F and on as needed, Field Trips, Saturday Events including student Math and Reading events											
Parent/Legal Guardian Activities	GED Events including interest locations on career and college											

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	015916112	Candlewood Elementary, 3635 Candleglenn, San Antonio, TX 78244					Pk-5 Grade	100	80				
Feeder	015916041	Kirby Middle School, 5441 Seguin Road, San Antonio, TX 78219					6-8 Grade						
Feeder	015916080	Wagner High School, 3000 North Foster Road, San Antonio, TX 78244					9-12 Grade						
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			08/16/2021			01/14/2022			19				
Spring Term			01/17/2022			06/02/2022			19				
Summer Term			June 13, 2022			July 15, 2022			5				
Total number of weeks:													
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			2:30	6:00			2:30	6:00	8:00		12:00		
Tuesday			2:30	6:00			2:30	6:00	8:00		12:00		
Wednesday			2:30	6:00			2:30	6:00	8:00		12:00		
Thursday			2:30	6:00			2:30	6:00	8:00		12:00		
Friday			2:30	6:00			2:30	6:00	8:00		12:00		
Saturday													
Sunday													
Total Hours Per Week:													
Adjunct Sites, If applicable (site name and full address)	Summer program location(s) to be determined based on district campus availability												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Remote instruction to support F2F and on as needed, Field Trips, Saturday Events including student Math and Reading events												
Parent/Legal Guardian Activities	GED Events including interest locations on career and college												

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	015916110	Spring Meadows Elementary, 7135 Elm Trail, Sant Antonio, TX 78244				Pk-5 Grade	100	80				
Feeder	015916043	Woodlake Hills Middle School, 6625 Woodlake Parkway, San Antonio, TX 78244				6-8 Grade						
Feeder	015916001	Judson High School, 9142 FM 78, Converse, TX 78109				9-12 Grade						
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		08/16/2021		01/14/2022		19						
Spring Term		01/17/2022		06/02/2022		19						
Summer Term		June 13, 2022		July 15, 2022		5						
Total number of weeks:												
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			2:30	6:00			2:30	6:00	8:00		12:00	
Tuesday			2:30	6:00			2:30	6:00	8:00		12:00	
Wednesday			2:30	6:00			2:30	6:00	8:00		12:00	
Thursday			2:30	6:00			2:30	6:00	8:00		12:00	
Friday			2:30	6:00			2:30	6:00	8:00		12:00	
Saturday												
Sunday												
Total Hours Per Week:												
Adjunct Sites, If applicable (site name and full address)	Summer program location(s) to be determined based on district campus availability											
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Remote instruction to support F2F and on as needed, Field Trips, Saturday Events including student Math and Reading events											
Parent/Legal Guardian Activities	GED Events including interest locations on career and college											

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	015916002	Hopkins Elementary, 2440 Ackerman Road, San Antonio, TX 78216					Pk-5 Grade	100	80				
Feeder	015916041	Kirby Middle School, 5441 Seguin Road, San Antonio, TX 78219					6-8 Grade						
Feeder	015916080	Wagner High School, 3000 North Foster Road, San Antonio, TX 78244					9-12 Grade						
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			08/16/2021			01/14/2022			19				
Spring Term			01/17/2022			06/02/2022			19				
Summer Term			June 13, 2022			July 15, 2022			5				
Total number of weeks:													
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			2:30	6:00			2:30	6:00	8:00		12:00		
Tuesday			2:30	6:00			2:30	6:00	8:00		12:00		
Wednesday			2:30	6:00			2:30	6:00	8:00		12:00		
Thursday			2:30	6:00			2:30	6:00	8:00		12:00		
Friday			2:30	6:00			2:30	6:00	8:00		12:00		
Saturday													
Sunday													
Total Hours Per Week:													
Adjunct Sites, If applicable (site name and full address)		Summer program location(s) to be determined based on district campus availability											
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Remote instruction to support F2F and on as needed, Field Trips, Saturday Events including student Math and Reading events											
Parent/Legal Guardian Activities		GED Events including interest locations on career and college											

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	015916113	Elolf Elementary, 6335 Beech Trail, Converse, Tx 78109				Pk-5 Grade	100	80				
Feeder	015916043	Woodlake Hills Middle School, 6625 Woodlake Parkway, San Antonio, TX 78244				6-8 Grade						
Feeder	015916001	Judson High School, 9142 FM 78, Converse, TX 78109				9-12 Grade						
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			08/16/2021		01/14/2022		19					
Spring Term			01/17/2022		06/02/2022		19					
Summer Term			June 13, 2022		July 15, 2022		5					
Total number of weeks:												
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			2:30	6:00			2:30	6:00	8:00		12:00	
Tuesday			2:30	6:00			2:30	6:00	8:00		12:00	
Wednesday			2:30	6:00			2:30	6:00	8:00		12:00	
Thursday			2:30	6:00			2:30	6:00	8:00		12:00	
Friday			2:30	6:00			2:30	6:00	8:00		12:00	
Saturday												
Sunday												
Total Hours Per Week:												
Adjunct Sites, If applicable (site name and full address)	Summer program location(s) to be determined based on district campus availability											
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Remote instruction to support F2F and on as needed, Field Trips, Saturday Events including student Math and Reading events											
Parent/Legal Guardian Activities	GED Events including interest locations on career and college											



**Partnership Agreement
Judson ISD and Junior Achievement of South Texas**

Judson ISD and Junior Achievement of South Texas are excited about the possible joint partnership opportunity for the Judson ISD J.A.C.E. Program. This program's goal focuses on improving attendance to 98%, reading and math skills by 10%, and 90% parent participation for our six highest Economic Disadvantage elementary schools.

By partnering with Achievement of South Texas, our 600 at-risk, economically disadvantaged elementary students will have hands on opportunities in the areas of work readiness, financial literacy, and entrepreneurship. These programs will provide flexible delivery to the campuses along with strong TEKS aligned Reading and Math instruction. Junior Achievement's vision is to end cyclical poverty and increase a young person's chances for success through education in financial literacy, work readiness and entrepreneurship.

Partnership Agreement between Judson ISD and Junior Achievement
January 11, 2021

History and Mission

The mission of Junior Achievement is to inspire and prepare young people to succeed in a global economy. JA programs have proven to be successful at raising students' educational and career aspirations and teaching students to create opportunities to achieve their goals. By pairing business volunteers with professional educators in classrooms, JA of South Texas will bring programming focused on work readiness, financial literacy, and entrepreneurship to more than 20,000 students during the 2020-2021 school year.

During the past 41 years, Junior Achievement of South Texas has provided financial literacy education, workforce readiness and entrepreneurship knowledge, to nearly two million K-12 students throughout the Greater San Antonio area. We are the twelfth largest JA operation in the country out of a total of 106. With programs created by our national curriculum team at JA USA, which are vetted through diverse channels to ensure balance in tone, content and equitable representation and sensitivity. These grade-specific, TEKS correlated educational opportunities are presented virtually or in-person, after school, or capstone locations (as is the case for JA Finance Park and JA Job Shadow).

Funded through foundation, corporation and individual direct investments as well as revenue from special events, we are an independent 501(c)3 organization with a leadership board comprised of business and education leaders from our area. JA programs are presented by business, college and community volunteers who, with the support of classroom teachers, inspire students by bringing critical topics to life through the sharing of their personal journeys to career success. All JA programs are hands-on, involving the introduction of the topic, engagement between the volunteer and student in lively discussion periods, and then movement to interactive "learn by doing" activities.

Which age groups proposed for this program?

Student participants will be Kindergarten through 5th grade students enrolled in Judson ISD's Adventure Club at 6 Title I elementary school campuses where the majority of the students are economically disadvantaged. (600 students across 6 campuses)

What costs are associated with the program?

Junior Achievement of South Texas' (JAST) cost per student in the 20-21 school year is approximately \$50 per student. Junior Achievement of South Texas has an intentional plan to reach the most economically disadvantaged students in our community and therefore solicits grants and donations to provide the programs at the lowest cost possible. JAST therefore proposes delivering JA programs to Judson ISD's Adventure Club students for \$6,000 (80% discount) in the 21-22 school year. Total in-kind donation of \$24,000.

What will be the frequency of the program?

JA programs include six grade specific themes each with five hands-on activities for kindergarten through 5th grade students. JA Elementary School programs teach young students that people assume roles as individuals, consumers, and workers in their family, community and the world around them. The programs allow flexibility in the frequency of delivery of the programs, traditionally once per week for 5 weeks.

Each campus will be provided training, materials and support necessary for program implementation. Working closely with each campus, JA staff will monitor the program delivery by allowing each of the JISD Adventure Club campuses to schedule the delivery of JA programs that best suits their annual schedule.

Staff:

Janie Cook, President

Veronica Avila, VP Education/Community Initiatives

Deborah L. Merchant, VP Administration

Sheila McDonald, Program Manager

How does JA evaluate the effectiveness of its programs?

This year, more than 1,000 business professionals, parents, retirees and college students will teach JA programs to 20,000 San Antonio students. Through their participation in JA programs, students will:

- Demonstrate a significant understanding of economics and business concepts
- Develop successful financial management habits
- Be empowered to explore the potential of becoming an entrepreneur
- Possess the skills needed to succeed in a global economy

Communities are only as strong and prepared as their residents. JA is driven by a vision that we can end cyclical poverty and increase a young person's chances for success through education in financial literacy, work readiness and entrepreneurship.

JA measures the commencement, progress and completion of each program through consistent customer contact. Student pre- and post-tests are also utilized to measure quantitative and qualitative data on students' knowledge gain and attitudinal changes.

Once completed, surveys are sent to the educators and volunteers to gain feedback on the success of the program and to identify ways to enhance the efficacy.

A 2016 JA Alumni research study showed that adults that participated in Junior Achievement programs have higher levels of education (67% more likely to have an advanced degree), career satisfaction, financial capability, entrepreneurial activity and 20% higher income than the general population. On the career front 62% of JA alumni are working at a manager status or

above. Research by the Western Institute for Research & Evaluation concludes JA provides competitive advantage in the workforce. Findings include:

JA Alumni credit JA for:

- Influencing their decisions about further education
- Impacting their professional and personal development
- Affecting their self-confidence and belief-in-self
- Motivating them to succeed professionally

Research by the Western Institute for Research & Evaluation concludes JA provides competitive advantage in the workforce.

Family Resources:

JA provides free online resources for parents and students in the areas of financial literacy, work readiness and entrepreneurship.

JA My Way provides tips and tools to put students' careers on the express track. They'll take a Personality Quiz then visit My Career to find job matches. They'll explore buying a car and saving for college in My Money, create pro resumes at My Resume, and get tips to start a business at My Business!
www.iamyway.org

Junior Achievement provides free online resources to teachers and parents. We are doing this so our kids can spend more time planning and dreaming about tomorrow, and less time worrying about today.

[JA Education Resource Site \(google.com\)](http://www.jaeducation.com)

Jeanette Ball

Dr. Jeanette Ball, Superintendent
Madison ISD

2/5/2021

Date

Janie Cook

Janie Cook, President
Junior Achievement of South Texas

2/9/2021

Date