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 **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 Snyder Independent School District

Campus name Snyder ISD	CDN 208902	Vendor ID 75-600-246-1	ESC 14	DUNS 102490299

Address 2901 37th Street	City Snyder	ZIP 79549	Phone 325-574-8900

Primary Contact Ana Montoya	Email amontoya@snyderisd.net	Phone 325-5748970

Secondary Contact Rachael McClain	Email rmcclain@snyderisd.net	Phone 325-574-8900

2. Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

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

- ☒ Grant application, guidelines, and instructions
- ☒ General Provisions and Assurances
- ☒ Application-Specific Provisions and Assurances
- ☒ Debarment and Suspension Certification
- ☒ Lobbying Certification
- ☒ ESSA Provisions and Assurances requirements

Authorized Official Name Eddie Bland	Title Superintendent	Email ebland@snyderisd.net

Phone 325-574-8900	Signature	Date 1/21/21

Grant Writer Name Ana Montoya	Signature	Date 1/21/21

⦿ 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 ELA and Math scores. This year, 47% of students were on grade level in Reading and 22% in Math, a significant drop from pre-COVID STAAR results of 66% meeting grade level standards in Reading (-19%) and 70% in Math (-48%).	* Provide academic support activities including, customized tutorials and homework help with certified teachers & paraprofessionals * Small group tutorials for targeted students * Offer TEKS-aligned enrichment embedding math and reading * Provide professional development on differentiation strategies, innovative approaches, and academic-aligned SEL * Intensive summer programs
Increase College, Career, Military-Readiness (CCMR) Outcomes. In 2020-21, only 3.57% of economically disadvantaged high school students were on track to meet TEA's CCMR indicators to graduate CCMR ready	* Provide small group tutorials and homework help before/after school to help targeted students meet grade-level/EOC standards * Assist existing career pathways program to increase access to career-ready certification hrs and exposure to JH students * Intensive summer program * Support for dual-credit
Increase family engagement in students education. Attendance is high for student performance events but lower for academic-support activities due to barriers such as language, transportation/child care, work schedules, and educational aptitude	Provide *literacy education* ELL parent *GED* Technology on utilizing school platforms *Provide transportation/childcare during adult education activities* in-person and virtual classes and take home kits * Intentional staff selection for family engagement.

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 the end of Cycle 11, Year 5, Snyder ISD ACE (SACE) will achieve the following goals impacting regular program attendees: 1. 75% will pass ELA Reading STAAR/EOC 2. 75% will pass the Math/EOC STAAR. 3. Decrease behavior referrals by 10%. 4. Increase attendance from 90% to 96%. 5. 100% of Snyder High School participants will be on track to meet College, Career, and Military-Ready (CCMR) standards. 6. The number of parents that will participate in family engagement activities will increase to 85% at SPS, 85% at SIS, 55% at SJHS, and 30% at SHS.

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

1 BENCHMARK July- October
* Notify community of grant award *Recruit and hire qualified staff *Recruit targeted students *Meet with campus/district administrators to establish program goals *Establish MOUs with partners and ACE Community Advisory Council *Provide program-aligned PD for teachers and staff *Begin ACE classes 2 weeks after the first day of school (before 9/7/21) *Contract an external evaluator and create an evaluation plan*Attend/participate in all Texas ACE events/training and complete all necessary data content and uploads *The family engagement fall schedule will be established and a minimum of 3 family events will be offered *Begin tutorials with targeted students

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6. Measurable Progress (Cont.)

Second-Quarter Benchmark

2 BENCHMARK November-February
*Implement comprehensive tutorial schedule at all campuses *Enroll targeted students in tutorials *Complete initial assessment of student progress in tutorials *ACE P-TECH student will have met with the ACE Site Coordinator to establish an afterschool plan that aligns with their regular school goals *Review Quality Assurance Process results and address findings *Review data for mid-year evaluation and make changes as necessary *Attend/participate in all Texas ACE events/trainings and complete all necessary data content and uploads *Establish summer plans with campus administrators *Meet with partners to review progress and make revisions as needed

Third-Quarter Benchmark

3 BENCHMARK March-July
*Continue comprehensive tutorial schedule at all campuses *Continue to recruit students most in need for tutorials *Implement staff/student recruitment plan for summer program *Hold Community Advisory Council spring meeting and incorporate stakeholder feedback into program revisions *Site visits with external evaluator *Provide summary of external evaluation to stakeholders *Attend/participate in all Texas ACE events/training and complete all necessary data content and uploads *Meet with district/campus administrators to plan for fall term *Meet with partners to review progress and make revisions as needed

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.

We will continue to contract with an external independent evaluator to provide objective assessments and recommendations for growth for the SACE program. A mid-year summary and end of year report will highlight areas to strengthen activities' quality to ensure best practices are being used. We also regularly collect and review student participation and outcome data such as attendance, grades, and assessment scores for internal project evaluation. If the data does not indicate progress towards benchmarks and SMART goals, the SACE Project Director, Site Coordinators, Family Engagement Specialist and Program Evaluator will review the data to look for strengths and deficiencies, collect stakeholder feedback, and meet with campus administrators to relay findings and discuss ideas for new strategies. Areas of deficiency will be the key factor in determining changes that need to be made to program deliveries. Academic needs that are identified as not showing progress will be addressed by reviewing lesson plans and content or instructional delivery. If the need is found, additional support will be offered via professional development or one-on-one guidance provided by the Project Director and/or Site Coordinator. If additional support is needed, additional lesson plan oversight and class observations will be provided to ensure fidelity of implementation. Attendance, behavior, and lack of student engagement will be addressed by collecting additional input from students via satisfaction and interest surveys. Family engagement strategies not meeting the benchmarks will be modified according to feedback from the parents in parent meetings and surveys. We will also review progress towards goals from the previous year's final evaluation report during the first Community Advisory Council meeting of the year, collect stakeholder feedback, and incorporate suggestions to increase progress towards the SMART goals.

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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.

a. A comprehensive needs assessment was conducted by a team composed of multiple stakeholders which included District//Campus administration, SACE program staff, district coordinators, campus teachers/staff, parents and community members. Community needs were identified by conducting a resource inventory and data collected from the World Population Review and US Census Bureau. Results show 30% of the population only speak Spanish, 14.7% are at poverty level and only 16.2% reported to have earned a 4 year degree or higher. Resources available are state and local entities to provide emergency assistance to families. Inventory assessment and stakeholder feedback show there is only one center that offers affordable after school childcare services, but stakeholder surveys indicate that they do not provide meaningful academic activities. Center level needs assessment data was collected from 2018-2019 STAAR results, 2018-2020 TEA reports, Fall 2020 MAP testing, Targeted Improvement Plans, Lone Star Governance, PEIMS reports and stakeholder surveys.

b. Findings included the prioritized need of each campus to focus on a strategized process to improve student academics, behavior and attendance percentages across the district. Priority points: Currently 3 campuses are targeted for improvement support, and the district is implementing a multi-tiered system of support to address the 53.26% population of at risk students. 58% are identified as economically disadvantaged and 13% are identified as ELL. COVID has had a significant impact on our students. Behavior referrals have gone from 30%-40%, attendance dropped from 96 to 90%, and current MAP test data shows a significant decrease in students performing at grade level. Pre-COVID, an average of 61% students met STAAR ELA, and 69% met Math STAAR standards.

Current MAP Test data results show a significant level of decrease in students performing at grade level: Primary and Intermediate 1st-2nd grade: Reading 42%, Math 48%, 3rd-5th grade: Reading 41%, Math 21% Junior High 6th-8th grade: Reading 45% Math 23% High School 9th-12th grade: Reading 55% Math 21%. Currently, 3.57% of high school students identified as at risk and students identified as economically disadvantaged are on track to meet TEA's CCMR indicators to graduate CCMR ready. P TECH Students are in need of additional instructional support to achieve Industry Based Certification attainment and TEA indicated CCMR outcomes.

Findings in multiple studies show Family Involvement in children's school-day education is a vital component to positive outcomes in academic achievement. (National Education Association, 2008) A parent survey showed the need to increase family engagement on all proposed ACE sites. Responses to parent surveys indicate that parents attend student showcase events but are intimidated to become more involved due to multiple barriers.

Students MOST IN NEED "MIN" at each campus: Students identified as 1) at-risk AND 2) Not performing at grade level or failing 2+ core classes.

Primary - About 150 "MIN" students. Regular student target (RST) is 39% of eligible students.

Intermediate - About 75 "MIN" students. RST is 37% of eligible students.

Jr High - About 50 "MIN" students. RST is 18% of eligible students.

High School - About 50 "MIN" students. RST is 13% of eligible students.

c. Campus Site Coordinators and Project Director will continuously monitor student grades, attendance and behavior referrals during the 3/6/9 week terms as well as attend campus PLC meetings. Campus administrators/teachers and staff may refer to students who show a need for academic intervention, improved attendance and/or behavior intervention. To address the needs of working parents, SACE will provide a safe environment, intensive academic support, high-quality enrichment, and a flexible schedule for family engagement activities.

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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.

Snyder ISD ACE (SACE) is deeply embedded in the school community after working closely with campus and district administrators during CCLC Cycles 7 & 9. SACE staffs are regular and active participants in Campus Improvement Plan committees and Campus PLC meetings, ensuring continuous program alignment to campus goals to improve student outcomes. Site Coordinators create and regularly update center logic models throughout the year to insure intentionality of programming and progress towards helping students meet academic standards. The program will be structured to provide academic instruction, SEL, and a broad array of activities to help compliment the regular school day learning. All activities will be required to address the accommodation services for ELL students and students with disabilities. In addition, SACE will attend ARD meetings upon request to provide additional support to students that are enrolled in special program services. ACADEMIC PERFORMANCE: 1) By the end of July 2022, 49% of ACE regular attendees will pass ELA Reading STAAR/EOC (6.6% of the 33% increase to attain the 5-year goal of 75%). 2) By the end of July 2022, 32.5% of ACE regular attendees will pass Math STAAR/EOC (10.5% of the 53% increase to attain the 5-year goal of 75%).We will incorporate activities to help students growth in state assessments, including tutoring, homework help, and TEKS-aligned enrichment activities incorporating reading and math. Core subject tutorials including STAAR/EOC prep will be provided to targeted students in accordance with their Response to Intervention (RTI) tier level and teacher recommendations. Tutorials will include evidence-based best practices of including small group and one-on-one support with certified teachers and paraprofessionals (Inns, A., Lake, C., Pellegrini, M., & Slavin, R., 2018). Research shows that providing homework assistance in afterschool programs can impact students academic achievement. (California Department of Education, 2015) Our SMART goals factored in student STAAR passing scores pre-COVID (66% in Reading and 70% in Math) with a plan to exceed pre-COVID STAAR scores in Reading and Math by the end of the 5-year grant. ATTENDANCE: By July 2022, ACE regular attendees with attendance rates at or below 90% will demonstrate an improvement in attendance compared to the previous year. SACE will provide activities in high-demand on student interest surveys. These activities have been proven to increase student school day attendance as the students come to school to have the opportunity to participate in the activities in ACE after school. Staff recruitment will focus on staff with the strongest abilities to build rapport with students to increase student attendance. BEHAVIOR: By July 2022, the number of referrals for regular participants will decrease by 10%. SACE Site Coordinators and campus administrators will ensure ACE alignment with existing school day behavior programs and protocols to provide consistency for students, including offering incentives provided by the district for students achieving behavior objectives. Campus counselors will provide character-building and SEL-based activities to encourage good behavior and self-awareness, and SEL will be embedded into other activities. A current character development curriculum enhanced with service-learning opportunities for our highest-discipline junior high students showed very positive changes in school day behavior and we will continue to build on that success by expanding to other sites. FAMILY ENGAGEMENT: According to studies, family engagement is one of the top factors to determine student outcomes. Student grades, attendance and behavior have been shown to improve by creating partnerships between families and school (Kaufman, 2020). The focus of ACE will be to connect parents to the school day by providing them with the skills they need to be able to establish effective lines of communication as well as provide support to help their students have a better understanding of their schoolwork.

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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.

After School and Summer activities will vary based on campus needs and student/family voice and choice, but they will all focus on providing innovative approaches on learning to build skills in identified areas of need for students and families. 95% of activities will be taught by regular school day staff to ensure strong alignment with regular school day learning while increasing student understanding and engagement through hands-on, project-based learning activities connected to students' interests and experiences. The ACE Project Director and/or ACE Site Coordinator will do monthly observations to ensure implementation fidelity and high student engagement for each activity.

ACADEMIC ASSISTANCE: Activities include tutorials and homework help, small group tutorials for targeted students. Book clubs guided by teachers or RTI-reading focused paraprofessionals to improve student reading skills and activities from the Math Matters MindWorks curriculum provide engaging, hands-on practice with math skills to improve students' understanding of math concepts. Expanded library service hours to offer secondary students an opportunity to have teacher-supported time to complete make up work and credit recovery activities to increase grade promotion rates. Additional P-TECH tutorials to support IBC attainment will be offered at the HS. Saturday school as needed for students who have been truant or suspended, to receive support to improve their academic achievement.

ENRICHMENT: Enrichment activities are selected using student voice and choice and include TEKS-aligned embedded academics and hands-on, interactive activities. Activities include service-learning projects, multicultural awareness using the MindWorks curriculum. STEM to engage students while improving their understanding of science principles such as technology education programs computer science, coding, drones, audiovisual media. Students will regularly perform service projects that foster improved behavior, engagement, and connection to the school and community. Physical activity has regularly shown to improve student academic outcomes and behavior; nutritional education will support healthy brain development for learning and promote overall student physical and emotional health (Anderson, 2018)

COLLEGE AND CAREER READINESS: High school activities will expand on our current P-TECH career pathway certification programs offered during the school day, by providing students support for dual-credit and with additional contact hours to increase students graduating with a career-ready certification. SACE will also provide career-readiness for all sites but an added emphasis to JH students with an introduction to the career pathway options offered at the high school as it's been proven that exposure to experience enhances student interest.(Doyle, 2015)

FAMILY ENGAGEMENT: SACE will use the existing Family Engagement Center to continue programming such as financial literacy, parenting workshops, literacy resources, and our technology programs, which teach parents how to use school technology platforms to access student information. Our ELL program gives families practical language skills to engage with the school, such as role-playing conversations with school staff. SACE will partner with campus administrators to boost school day meeting attendance in addition to hosting family nights that include activities to reinforce academic learning and teach parents how to help their students' homework.

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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

Snyder Community Resource Center (SCRC) will provide a service-learning project opportunity for our students, teaching them the importance of service for their community and assisting those in need. Snyder Intermediate ACE students will take the initiative to plan out healthy menus for weekends and holidays to supplement meals for qualifying economically disadvantaged/underprivileged students while they are away from their campus. SCRC and various church organizations will donate food supplies to be assembled by the Snyder Intermediate ACE students and distributed on a weekly basis.
*Communities in School (CIS) will further fulfill the need of students with academic and behavior challenges filling the gap and providing students the necessary tools to succeed in and outside of the classroom. CIS Student Success Coaches will be readily available to each student on their caseload, providing additional resources including mentorship and guidance with various personal and/or academic challenges.
*Gateway Community Services, Inc., will perform character building exercises with students and provide them with guidance on how to recognize both physically and emotionally abusive behavior. This in turn will equip students with the knowledge of resources available for families in the community experiencing these situations.
*Snyder Law Enforcement (LE) and Fire Department (FD) will equip students with the proper resources to assess emergency situations and conduct proper procedures to maintain student safety. LE and FD will also share information to raise awareness on how to recognize, report, and render assistance to students and families in crisis. Both agencies will visit campuses, allowing students to familiarize themselves with members of both organizations and increasing career awareness for public safety careers in the community.
*Partnerships with an array of fitness entities such as Shining Stars Sports and Anytime Fitness, will enable students to receive age-appropriate fitness and nutritional instruction from licensed professionals. Students will learn discipline through the use of physical activities and nutrition enrichment lessons, establishing a powerful foundation for a well-balanced lifestyle. School attendance is required to participate in this initiative, which in turn will boost student regular school day attendance averages.
*Western Texas College
Provide instructors to offer additional academic support for students enrolled in dual credit classes. Provide academic instructors to offer STEM based enrichment activities. Collaborate with the WTC Recruitment Coordinator to offer bilingual family nights that will provide FAFSA, scholarships & pathways information in addition to what the district currently offers.

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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.

SACE Program staffs have worked with campus and district administration during Cycle 7, and Cycle 9. A solid foundation has been established to ensure program, campus and district goals are being met. SACE Program staffs are housed at their corresponding campus. Site Coordinators are part of the Campus Improvement Plan committee and attend Campus PLC meetings to stay informed of campus goals and progress. Recent studies show that in order to maintain a clear connection between after school and school day, it is important to maintain open communication with campus and district administration (Beckett et al., 2009).
District and Center level Logic Models will be created at the beginning of each year and updated throughout the school year to boost program intentionality. Evidence based strategic activities and curriculum will be used and align with campus/district goals to help meet state and local academic standards. In order to ensure high-quality activities are being offered, teachers, support staff and volunteers will teach activities based on their expertise and qualifications. Clearly stating the program's learning objectives has been shown to improve the quality of academic enrichment activities offered through an after school program. (Texas Education Agency, 2013)
Student interests are taken into consideration when developing activities to ensure high levels of student engagement and participation. College and career readiness will be embedded in STEM activities for all grades, with an added emphasis to junior high activities to ensure we establish a foundation for P-TECH initiatives. An external independent evaluator will continue to be contracted to assess the SACE program, and a mid-year summary report and end of year report will highlight areas that strengthen activities' quality to ensure best practices are being used. To ensure a high quality program, program evaluations will be used to reflect the effectiveness of the strategies being used and will help make any necessary improvements.(Huang et al., 2010)

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.

Currently 15% of SACE students are in need of transportation, the majority of the population include, single parent households, low-income and working families. To eliminate barriers for students that do not have means of transportation and students of working parents who otherwise could not participate in the program, ACE will provide transportation. All elementary and junior high students are picked up by parents or ride a bus provided through ACE. SACE program staff will establish a plan with Snyder ISD Transportation department to offer bus transportation before and after school for each of our centers. To confirm students are being picked up by a parent or legal guardian, SACE will require proof of identification and/or use the campus Driveline system where available. Parents/guardians are required to sign students out with a stamped time when they pick up their child. Any changes or updates to family information or emergency pick up list will need to be made using the school's Skyward system, in person, or via the ParentSquare communication app. High School students will be required to sign out from the classroom and/or designated exits. Transportation will have an open policy, upon parent request to provide services to students that elect to walk. Parents of High School students will be given the opportunity to require a specific transportation method for their student, or sign a liability waiver to allow students to select their own method of transportation that will be documented on a daily dismissal roster.

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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.

SACE program staff will create outreach materials in both English and Spanish using TEA's branding guidelines & the Texas ACE logo in all brochures, letters, and schedules.

Announcements of the grant award and a brief overview of program objectives will be released to the community via district media outlets, Parent Square, local newspapers, and postings in supermarkets, laundromats, clinics, and other high traffic businesses in the community.

An email including an informational flier and staff recruitment materials will be sent out district-wide to inform Snyder ISD administrators, teachers, and staff, and the Project Director and Site Coordinators will attend PLC meetings to further explain program objectives to teachers and staff.

Brochures will be created prior to the start of the school year listing center addresses, staff contact information, hours of operation, and information on how to participate.

SACE program staff will participate in the district's annual Back to School Bash in August to distribute program information and target families of the student population deemed most in need.

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.

Priority**SACE will coordinate with the ADSY to ensure a high-quality summer program. Currently, the SACE Project Director is collaboratively working on the ADSY initiative process with the ADSY Program Manager. Site Coordinators are members of the steering committee team. Staff of both programs will attend shared professional development, select and cost-share a curriculum to be utilized by both programs. Short Term Goals are for students outcomes to show a 2 month of grade level growth. Long Term Goals are to consistently track a targeted group and show growth during all map tests so that they are consistently at or above grade level. SACE will coordinate with the Snyder P-TECH (career pathways) coordinator to provide activities that offer additional support and required contact hrs in pathway options for High School students. SACE program staff will work with the P-TECH coordinator to recruit qualified staff and enroll students in activities that align with P-TECH' s current career pathway. Short term goal is for 50% of Snyder High School attendees to be on track to graduate College, Career, and Military-Ready (CCMR) standards. Long term goal is for 100% of Snyder High School graduates will meet College, Career, and Military-Ready (CCMR) standards.

SACE staff will work with other federal, state, and local school programs including Title I, Migrant Ed, McKinney Vento, Special Programs, and the School Libraries and Technology Department. The focus is to provide intervention strategies, educational resources, academic support, and resources in the community. Short Term Goals eliminate barriers to provide students with resources, interventions, and a safe environment to help maintain focus while in school. Long Term goal is to build strong relationships with students and their families to help them succeed academically and to reach their full potential.

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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.

The SACE sustainability plan will involve a collaboration of local, regional, state and other various resources. The district will pursue many local resources (materials, volunteers, local junior college, and various organizations and businesses) to further educational opportunities for targeted students and their families. Snyder ISD Program staff will work in collaboration with various school programs - Title I, Migrant Ed, McKinney Vento, Special Programs, Regular School Day Program, ADSY, School Libraries and Technology Department to provide services to students and their families as needed. Initiatives will be evaluated each year for both their impact on student outcomes and cost-effectiveness, with a corresponding sustainability plan laid out to ensure continuation of most effective initiatives and potential options to sustain those programs, such as procuring additional grants or partnerships, implementing sliding scale fees for participation, etc. The involvement of our existing after school Community Advisory Council will be vital in creating sustainability efforts for after school program initiatives. The Community Advisory Council will assist with mapping out current community resources in addition to researching and advocating for additional funding sources. Snyder ISD will connect with the many valuable human and financial resources in our community to engage partners in strategic and long lasting ways to create an enduring program. ACE will also ensure that grant purchases provide sustainable enhancements to the centers through building school day staff capacity with professional development and coordinating with school staff to ensure resource and curriculum purchases will be utilized by school staff after the grant ends.

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)

SACE will follow the volunteer process set by SISD found at https://www.snyderisd.net/page/volunteer. All volunteers are required to complete a volunteer application packet at the beginning of each school year and must undergo a background check. They may not start volunteering until HR representatives provide ACE program staff with their clearance to volunteer. Volunteers will be placed in campuses based on their qualifications and area of expertise. SACE will partner with various programs of Western Texas College to provide volunteer opportunities for college students based on recommendations provided by the program representative, volunteers from the Retired Teachers Association will provide one-on-one tutoring and homework help, and Gateway Family Services volunteers will teach character building activities three times a week. An array of community business and organizations such as financial institutions, oil field companies, hospitals, fire/police/sheriff's departments and others will be used to participate in career-readiness activities and family events.

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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.

Strategies for student recruitment will be ongoing and include reviewing student performance data and soliciting referrals for students most in need from administrators, teachers, and parents. Site coordinators will work with core subject teachers to inform parents of services available to help their student succeed by sending home outreach materials with the student and contacting the parents directly via the Parent Square app, phone calls, and home visits when needed. Outreach materials in both English and Spanish will be readily available for Snyder ISD teachers and staff to give to parents. Transportation will be provided to ensure students can participate daily regardless of family ability to provide transportation. In order to retain students and meet attendance and dosage targets, student voice and choice will drive enrichment class offerings for all sites, with added emphasis to the JH and HS campuses. SACE program staff will monitor existing activities and schedules, conduct student, parent, and teacher interest surveys, and make program changes if indicated through feedback. SACE program will focus on building strong relationships with students and parents to develop trust and build connection and commitment to the school community. (TASC, 2018) Recruitment efforts for summer programs will be enhanced through the collaboration established with ADSY and P-TECH Program.

Fall/Spring: 85% of targeted participants will be enrolled by 10/1/2021 and 75% will attend 60+ days at Snyder Primary and Snyder Intermediate, 50% at Junior High and 30% at Snyder High. 60% of targeted participants will attend 12+ days in the summer.

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.

SACE campus level needs assessment identified a high need for improvement in multiple areas that impact student academic success. The operations schedule for each campus was created to help meet the needs of students and parents by providing a safe environment with qualified staff, to help students complete their school work, offer additional support for school day learning before/after-school and during summer. Due to high academic improvement needs, high budget allocations were made to ensure 95% of staff are certified teachers or RTI paraprofessionals. Student ratios for tutorials are 1:10 at SPS/SIS and 1:7 for JH and HS students with discipline issues to provide extra time to build rapport and address needs. Ratios for other academic and enrichment activities will be 1:12 on average at SPS/SIS and 1:10 at JH and HS for students with discipline issues. Budget costs for supplies at each center were made by conducting a supply and resource inventory. Based on findings, supply costs include, but are not limited to, providing materials, manipulatives, technology resources, and consumable supplies for hands-on interactive instruction. A high need to focus on college and career readiness was found, so the budget includes costs for access to additional teacher support, flexible schedules to access college programs outside of traditional school hours, and resources and supplies for hands-on labs. To reinforce what students are learning in SACE and to address the need for exposure to positive educational and enrichment learning experiences difficult to duplicate in a classroom setting, the budget includes expenses for contracted services with community vendors and expenses for allowable field trips. In order to eliminate barriers for student participation, the budget includes transportation before and after school in Fall/Spring, round-trip transportation for all centers for summer programming to adjunct sites and for approved field trips.

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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		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

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	700
2. Enrollment in 21st CCLC of students attending participating private schools	0
3. Total 21st CCLC program and participating private school students (line 1 plus line 2)	700
4. Total year 1 proposed grant budget for serving students in all centers	1,090,100
5. Applicant reservation for required staff payroll.	717,000
6. Total grant amount for provision of ESSA PNP equitable services (line 4 minus line 5)	373,100
7. Per-pupil grantee amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	533
Grantee's total required ESSA PNP equitable services reservation (line 7 times line 2)	0

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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

#	Activity	Amount
1.	Project Director, Family Engagement Specialist, Admin. Assistant	$152,000.00
2.	Teachers, 4 Site Coordinators	$405,000.00
3.	Paraprofessionals/Support Staff	$195,000.00
4.	Fringe	$85,000.00
5.		

Professional and Contracted Services

#	Activity	Amount
6.	Communities In Schools	$76,000.00
7.	Academic and Enrichment Partners	$42,700.00
8.	Professional Development	$15,000.00
9.	External Independant Evaluator	$12,000.00
10.		

Supplies and Materials

#	Activity	Amount
11.	Grantee Level Supplies	$8,172.00
12.	Center Level Supplies - Includes technology for program reporting	$20,000.00
13.	Activity Supplies	$114,613
14.		

Other Operating Costs

#	Activity	Amount
15.	Staff travel for required TEA trainings	$37,448.00
16.	Student Travel	$8,587.00
17.	Transportation and nutritional snacks	$18,480.00

Capital Outlay

#	Activity	Amount
18.		
19.		
20.		

Direct and indirect administrative costs: $12,0000

TOTAL GRANT AWARD REQUESTED: $1,190,000.00

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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**

Section Being Negotiated or Amended	Negotiated Change or Amendment

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Center Operations Schedule

County-district number or vendor ID:

| Part 2: Center Overview Table |

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

Center #	9 Digit campus ID #	Name of Center/Host Site, Physical Address, City, ZIP, Program Contact Phone	# of Feeder Schools	Grade Levels Served (PK to 12)	Proposed "Regular" Student target to be served 30 or 45 days or more annually	Proposed Parent/Legal Guardian Target
1	208902109	Snyder Primary, 3601 El Paso, Snyder Tx. 79549 (325)574-8600	1	PK to 3	350	150
2	208102110	Snyder Intermediate, 3300 El Paso, Snyder Tx. 79549 (325)574-8950	1	4 to 5	150	60
3	208902043	Snyder Jr High, 3806 El Paso, Snyder Tx. 79549 (325)574-8700	1	6 to 8	100	55
4	208902001	Snyder High, 3801 Austin Ave, Snyder Tx. 79549 (325)574-8800	1	9 to 12	100	30
5						
6						
7						
8						
9						
10						

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

(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.

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	208902109	Snyder Primary, 3601 El Paso, Snyder Tx. 79549 (325)574-8600	Pre-k to 3	350	150
Feeder					
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start (Must be approved in NOGA)			
Fall Term	08/23/2021	12/17/2021	16
Spring Term	01/06/2022	05/20/2022	17
Summer Term	06/07/2022	07/23/2022	6
Total number of weeks:			39

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	3:45	6:00	6:45	7:45	3:45	6:00	8:00			3:00
Tuesday	6:45	7:45	3:45	6:00	6:45	7:45	3:45	6:00	8:00			3:00
Wednesday	6:45	7:45	3:45	6:00	6:45	7:45	3:45	6:00	8:00			3:00
Thursday	6:45	7:45	3:45	6:00	6:45	7:45	3:45	6:00	8:00			3:00
Friday	6:45	7:45	1:30	6:00	6:45	7:45	1:30	6:00	8:00			3:00
Saturday												
Sunday												
Total Hours Per Week:	18.50				18.50				35			

Adjunct Sites, if applicable (site name and full address)	Snyder Green House 1909 37th Snyder, TX
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	
Parent/Legal Guardian Activities	Adult Education Connecting Parents Parent Tips Physical Education Painting with A Parent STEM Nights, Literacy Nights

Texas ACE Center Operations Schedule (one per center)		Program Year 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	208902110	Snyder Intermediate, 3300 El Paso, Snyder Tx. 79549 (325)574-8970	4-5	150	60
Feeder					
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start *(Must be approved in NOGA)*			
Fall Term	08/23/2021	12/17/2021	16
Spring Term	01/06/2022	05/20/2022	17
Summer Term	06/07/2022	07/23/2022	6
Total number of weeks:			39

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	3:45	6:00	6:45	7:45	3:45	6:00	8:00			3:00
Tuesday	6:45	7:45	3:45	6:00	6:45	7:45	3:45	6:00	8:00			3:00
Wednesday	6:45	7:45	3:45	6:00	6:45	7:45	3:45	6:00	8:00			3:00
Thursday	6:45	7:45	3:45	6:00	6:45	7:45	3:45	6:00	8:00			3:00
Friday	6:45	7:45	1:45	6:00	6:45	7:45	1:45	6:00	8:00			3:00
Saturday												
Sunday												
Total Hours Per Week:	18.25				18.25				35			

Adjunct Sites, if applicable (site name and full address)	Snyder ISD Green House 1909 37th Snyder, TX
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	
Parent/Legal Guardian Activities	Adult Education Connecting Parents Parent Tips CrossFit Painting with A Parent STEM Nights, Literacy Nights

Texas ACE Center Operations Schedule (one per center)			Program Year 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 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	208902043	Snyder Jr High, 3806 El Paso, Snyder Tx. 79549 (325)574-8970	6-8	100	55
Feeder					
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start *(Must be approved in NOGA)*			
Fall Term	08/23/2021	12/17/2021	16
Spring Term	01/06/2022	05/20/2022	17
Summer Term	06/07/2022	07/23/2022	6
Total number of weeks:			39

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	8:00	4:00	6:00	6:45	7:45	3:45	6:00	8:00			3:00
Tuesday	6:45	8:00	4:00	6:00	6:45	7:45	3:45	6:00	8:00			3:00
Wednesday	6:45	8:00	4:00	6:00	6:45	7:45	3:45	6:00	8:00			3:00
Thursday	6:45	8:00	4:00	6:00	6:45	7:45	3:45	6:00	8:00			3:00
Friday	6:45	8:00	2:15	5:00	6:45	7:45	3:45	6:00	8:00			3:00
Saturday												
Sunday												
Total Hours Per Week:	17				17				35			

Adjunct Sites, if applicable (site name and full address)	Snyder ISD Green House 1909 37th Snyder, TX
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	
Parent/Legal Guardian Activities	Adult Education, PTECH focused Family nights, Technology Connecting Parents (focus on Parent Tips CrossFit Painting with A Parent STEM Nights, Literacy Nights

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 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	208902001	Snyder High School, 3801 Austin Ave, Snyder Tx. 79549 (325)574-8800	9-12	100	30
Feeder					
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start *(Must be approved in NOGA)*			
Fall Term	08/23/2021	12/17/2021	16
Spring Term	01/06/2022	05/20/2022	17
Summer Term	06/07/2022	07/23/2022	6
Total number of weeks:			39

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	3:45	6:00	6:45	7:45	3:45	6:00	8:00			3:00
Tuesday	6:45	7:45	3:45	6:00	6:45	7:45	3:45	6:00	8:00			3:00
Wednesday	6:45	7:45	3:45	6:00	6:45	7:45	3:45	6:00	8:00			3:00
Thursday	6:45	7:45	3:45	6:00	6:45	7:45	3:45	6:00	8:00			3:00
Friday	6:45	7:45	2:00	4:00	6:45	7:45	3:45	6:00	8:00			3:00
Saturday												
Sunday												
Total Hours Per Week:	16				16				35			

Adjunct Sites, If applicable (site name and full address)	Snyder ISD Green House 1909 37th Snyder, TX
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	
Parent/Legal Guardian Activities	Adult Education Connecting Parents Parent Tips CrossFit Painting with A Parent STEM Nights, Literacy Nights