TEA Texas Education Agency

2023-2024 Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 12, Year 1

Competitive Grant Application: Due 11:59 p.m. CT, January 23, 2023

NOGA ID [   ]

Application stamp-in date and time

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

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

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

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

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

Amendment Number

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

1. Applicant Information

Name of organization: Aransas County Independent School District

Campus name: [   ]   CDN 004901   Vendor ID 74-6002971   ESC 2   UEI J611L4F83PW7

Address PO Box 907   City Rockport   ZIP 78381   Phone 361-790-2212

Primary Contact Dr. Joshua Garcia   Email jgarcia@acisd.org   Phone 361-790-2212

Secondary Contact Kathy Henderson   Email khenderson@acisd.org   Phone 361-790-2212

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 Joshua Garcia   Title Superintendent   Email jgarcia@acisd.org

Phone 361-790-2212   Signature [signature]   Date 1-18-23

Grant Writer Name Suzanne Ransleben   Signature Suzanne Ransleben   Date 1-18-23

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

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3. Shared Services Arrangements

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

Check the box below if applying as fiscal agent.

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

4. Identify/Address Needs

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

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

ACISD conducted a comprehensive needs assessment to identify needs/service gaps, meaningful activity types, and community/campus resources. Data included surveys, meetings with ACE Advisory council, principals/administrators, ACE team members, and ACISD directors/education specialists. District/campus improvement plans identified valuable resources (Art Center, Maritime Museum, Rotary, Chamber of Commerce, Fulton Mansion, CIS, Public Library, Texas A&M AgriLife Extension, Master Gardeners, Craft Training Center and county courts) to anticipate services/needs ACE could address. Using TAPR reports, disaggregated grade data, STAAR scores, attendance/promotion/graduation rates, and survey feedback, we determined targeted needs for key student groups. Findings indicated a high need for before/afterschool/summer programming at all campuses in math/reading and enrichment activities that would expand/ complement school-day learning. 69% of ACISD students attend targeted support campuses with at-risk populations greater than the state average. When viewing data through a House Bill 4545 lens, 50% of high school, 42% middle school and 46% elementary students need accelerated learning support. Assessment revealed that working parents need affordable before/afterschool care, SEL support and enrichment opportunities, such as fitness programs for elementary students/career exploration opportunities for middle/high school. Data also identified needs unique to our district. When COVID shut down schools, our students were already a year behind due to school closures/property destruction during Hurricane Harvey. Most of them have serious social/emotional needs. Loss of government housing/trailer parks impacted low income families dramatically; many students from these households were relocated, homeless or had to work during COVID rather than attend online classes, putting them even further behind academically and devaluating the importance of school attendance. In 2021, End of Course Algebra 1 scores showed students meeting grade level dropped 39% compared to 2019, and TAPR data showed 10.9% of those high school students were chronically absent. The proposed program will prioritize students most in need of academic assistance/ enrichment in reading/math, have chronic attendance problems and/or SEL needs, and want enrichment/career training/exploration. To close achievement gaps, ACE centers would increase the dosage/frequency of reading/ math tutorials using research-based programs supported by TCLAS grant Decision 6: High Impact Tutoring (HIT) and create enrichment activities based on student voice/choice. Family activities would engage parents in their childrens learning and provide programs based on family-identified needs, i.e. ESL classes/financial planning. ACE will also work with the courts to provide community service for chronically absent students, keeping them connected to their campuses and reducing the risk of students dropping out of school. Based on workforce availability, campus resources/space, and targeted student needs, ACISD ACE would serve 210 students/125 parents each at Live Oak and Fulton Learning Centers and 160 students/125 parents each at Rockport-Fulton High School/Middle School.

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5. Measurable Goals and Progress

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

Benchmarks used to measure progress and the summative SMART goals related to student outcomes are as follows: by 5/23/24, Goals 1-2: regular ACE students in grades 2-12 will increase grade level readiness in reading/math by 5%, evidenced by STAAR/EOY NWEA MAP; benchmarks include quarterly STAAR/MAP assessments, PEIMS school-day grades and monthly evaluations of HIT program fidelity to measure growth (goal=1-2% growth quarterly). Goal 3: 75% of regular ACE parents will attend at least one ACE family engagement activity, evidenced by TEAL Family Engagement attendance data; TEAL reports will measure growth quarterly. Goal 4: 75% of regular ACE students in grades PreK – 12 will have 95% school-day attendance, evidenced by PEIMS EOY attendance reports; benchmark quarterly PEIMS attendance reports will measure progress toward meeting the goal. Goal 5: 80% of regular ACE students in grades Pre-K – 5 will show improved student engagement in learning as measured by observations/teacher and TEA engagement surveys. Benchmark observation/survey assessments will measure progress (goal= 3-5% improvement quarterly). The ACE continuous improvement process includes a variety of research-based strategies. TEA Internal Quality Assessment data identifies program strengths/areas for improvement; ACE Blueprint guides implementation of high quality academic/enrichment activities; ongoing family engagement activities align with the school-day and provide opportunities for parents to foster the overall academic success of their students/receive the resources parents need. Using multiple platforms, ACE will advertise/recruit/hire and train staff, form a comprehensive advisory committee to analyze a broad range of data and develop a Fall 2023 needs assessment. ACE will establish criteria to identify students/families most in need and recruit them for ACE. Each quarter ACE staff will assess progress on SMART goals following this process: assessing PEIMS grades/attendance data, tracking student achievement data on STAAR/NWEA MAP assessments, tracking parent ACE attendance through TEAL, assessing student/ family voice/choice surveys and utilizing observations/ teacher surveys to track student progress toward improved engagement in learning. Results will determine if benchmark goals (progressing a minimum of 1-2% on SMART goals for each quarter) are met. Data will help ACE staff determine when/how to modify the project plan, i.e. assess data to recruit students/parents most in need of assistance, work with ACISD instructional coaches, school-day teachers and/or campus administrators to identify resources/design activities and develop intentional ACE lessons to address identified needs, retain qualified staff/recruit new staff to address identified needs. ACE may also make staffing adjustments/enhance staff training to target identified needs. Staff will review/modify action plans as needed to improve implementation/ participant outcomes, design enrichment activities based on student/family voice/choice and meet with community partners to identify resources/services/activities available for families. Staff will also utilize data to assess needs and refine SMART goals for summer programs and identify students/families most in need of summer services. By January, ACE staff will finalize summer programs. The ACE Project Director, Program Specialist, and Site Coordinators will utilize 4th quarter benchmark data to assess progress toward meeting SMART goals and modify/adapt goals as needed, making program adjustments as necessary to meet or exceed SMART goal expectations by the end of summer. Staff will finalize summer school activities, prioritize/ recruit students/parents most in need and plan summer family engagement activities. Staff will also submit all quality indicator assessment reports to TEA, administer/analyze stakeholder surveys, and begin planning for the 2024-25 school year. By the end of the summer session, ACE will have analyzed data, assessed results and adjusted/met/exceeded all SMART goals.

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6. Project Evaluation and Modification

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

The ACE Team will utilize project evaluation data to review progress toward meeting SMART goals quarterly and determine whether we are on target for meeting the goals or if adjustments are required. If benchmarks or summative SMART goals do not show progress, the ACISD ACE team will use a holistic approach to evaluate and modify program activities and goals. The ACE Project Director, Program Specialist and Site Coordinators will work with district leadership, instructional coaches, and the ACE Advisory team, using multiple data sources to assess/identify areas for improvement and plan/implement improvement initiatives such as increasing instructional time, adding enrichment activities and/or recruiting/retaining additional effective teachers and providing targeted professional development for new and current staff. This ongoing process for analyzing data and utilizing research-based best practices for planning will help the ACE Team identify root causes for stymied progress and then develop an improvement plan based on the updated data analysis/needs assessment. The team will then review the plan's goals and actions, using feedback from surveys, site observations, and student performance data, and make modifications as needs are identified.

7. Statutory/Program Assurances

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

Check each of the following boxes to indicate your compliance.

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

☒ 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.

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

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

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

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

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8. Statutory/Program Requirements

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

The ACE program will provide activities 155 days per school year, plus 25 days of summer, that support student participation for 2 hours per day in elementary and 1 ½ hours per day in secondary schools for 60 or more days per year/summer. ACISD students are facing layered academic challenges resulting in multi-year gaps in instruction. The direct impact of Hurricane Harvey in 2017 created gaps not just in the three months of school closure during rebuild but also with the displacement of students over the months/years to come, which widened gaps exponentially. Then the pandemic began, causing a greater need than ever for targeted academic support to close learning gaps. ACE will provide that support before/after school/summer, utilizing high yield supplemental tools that align with school day instruction, such as Zearn and BookNook, to provide HIT and homework help, and academic-based clubs such as Robotics, Maritime Club, Environmental Club, Igniting Literacy, Extended Library Hour, Breakfast with Science Lady, etc. Students in grades 3-8 who did not achieve at least Approaches in math/reading will be targeted for enrollment in HIT programming for a minimum of 30 minutes per day, 3 days per week before and/or after school. Individual/small group targeted instruction in the TEKS, increased dosage, and high-quality instructional materials will improve the effectiveness of accelerated instruction and supplement normal instruction to help students achieve satisfactory performance. After receiving training to administer state approved HIT curricula, such as Zearn and BookNook, instructors will work with ACISD instructional coaches to align curricula with student needs and collaborate with school-day staff to monitor student progress. This data-driven approach will help instructors build strong relationships with students and design sessions around their students needs. ACE students who are not in need of HIT tutoring will benefit from academic enrichment activities designed to improve student academic achievement and overall student success by reinforcing/applying academic skills in fun ways. ACE will design before/after school student interest-based enrichment activities based on student voice/choice surveys like Xello and student/community interests. Student voice/choice includes opportunities for students to explore their interests, increase their imaginations and define who they are. Some ACE interest-based enrichment activities could not exist without ACE programming, yet they keep students engaged on a level that motivates them to attend school. Giving students a voice allows them to take ownership of their learning and has been linked to increases in student effort, performance and learning. Maritime Club, musical theater, gaming, creative writing, elementary sports are samples of highly successful student-generated enrichment activities that promote student participation in ACE activities and help students find relevance in school day learning. ACE also works with Aransas Country Courts to help students and families meet their community service requirements due to chronic absenteeism. This partnership keeps students connected to their campuses, provides them with resources, and engages them in TEKS based service projects for ACE, such as writing letters to members of the armed services/first responders during holiday seasons or participating in community clean-up projects. These activities enable chronically absent students to fulfill their community obligations and experience success, some for the first time, which empowers them to stay in school. ACE will design monthly ongoing Family Engagement activities that meet the needs and interests of family and community participants and strengthen the home to school connection. According to Southwestern Educational Development Laboratory studies, parent involvement in their childs academic education leads to higher GPAs and scores on standardized tests, better attendance, and fewer disciplinary referrals, all goals of TEA and the ACE program. ACE also works with community groups to link families to community resources and provide services to meet the targeted needs of family groups. One example is our Cafecitos group, whose members participate in ACE ESL/family finance classes and provide valuable insight into the needs of their families. Additionally, students and family members can earn certifications through ACE Boaters/Hunters Safety programs, Food Handlers classes and Drivers Education, which is offered in English/Spanish. Family game/movie nights, book fairs and arts/crafts events give parents opportunities to engage in their students learning in a positive, inclusive atmosphere and feel connected to their childrens schools. Motivating family opportunities created by ACE bring families in the fold and have generated a sizeable increase in family engagement at all campuses. Increased ACE partnerships with community groups also enables ACE to provide parents with information on valuable community resources, such as food banks, free transportation, and workforce opportunities that help address specific needs. These proposed activities are designed to improve school-day behavior and student academic success, as well as increase school-day attendance and family engagement. Research also indicates that increasing student dosage from 45 to 60 days for 1 ½ -2 hours rather than 1 hour daily will generate an increase in student positive outcomes over all.

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8. Statutory/Program Requirements (Cont.)

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

ACISD campuses will operate under the guidance of qualified Site Coordinators trained on grant requirements/ implementation. They work closely with teachers/administrators to address campus, student/family needs, align activities to supplement school day learning, and target students/families most in need. Site Coordinators use needs assessment data to develop SMART Goals and Logic Models that address campus needs and work with staff to develop/implement activities to meet those goals. They provide staff training and prioritize/recruit students deemed most in need. The Project Director and Program Specialist meet with district directors/ principals monthly and work with school administrators, Community in Schools, the ACE Advisory Council, community members, parents and students to assess district/campus needs, analyze benchmark data and local program evaluation findings to guide improvements and adjustments. The Project Director conducts annual strategic planning to ensure programming is high-quality, data-driven, student-focused and grant compliant. The Program Specialist oversees the coordination of high-quality programming aligned to local needs and resources, HIT and school-day aligned academic support, high-quality enrichment, and family engagement, recruitment, retention and management of program staff and participants, daily relationship building and professional communication with school/program staff, community partners and adult family members. This dedicated team will ensure that the ACE Program utilizes researched, evidence-based practices, such as those in The Texas ACE Blueprint, to integrate state priorities, federal program requirements and needs assessment data into a comprehensive strategic plan designed to increase academic achievement/attendance, decrease disciplinary referrals, improve Family and Community Engagement, provide enrichment activities focused on student interest/need, offer postsecondary/ workforce preparation and provide an environment targeted at positive youth development.

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

Due to need, many ACE students travel safely home from ACE via bus; the remainder are car riders, or some older students at middle/high school have permission to walk/drive themselves home. ACE staff has bus/car rider information on spreadsheets, listing bus colors, emergency contact information and authorized pick up lists. Parents of older students sign release forms allowing students to walk or drive themselves home. Bus loading/unloading is very organized. At elementary campuses, children wait in lines with their bus color and teachers before loading onto the busses. Staff monitors/guides the loading process. For unloading, children are guided by teachers/staff and escorted to an area away from the bus after head count. For middle/high schools, bus riders check in with staff at the middle school cafeteria and load onto busses as they arrive. Bus drivers are responsible for unloading students at their respective bus stops. Students are expected to assist ACE/district staff in ensuring that buses and other district vehicles are clean/safe. When riding in district vehicles, students are held to behavioral standards to follow the drivers directions at all times, enter/leave the vehicle in an orderly manner at the designated stop, keep all articles inside the vehicle, not possess/use any form of tobacco or e-cigarettes, observe all usual classroom rules, be seated while the vehicle is moving, fasten seat belts, if available, wait for the drivers signal upon leaving the vehicle and before crossing in front of the vehicle, follow any other rules established by the operator of the vehicle. Misconduct is punished in accordance with the Student Code of Conduct, including loss of the privilege to ride in a district vehicle. The car rider line is also very organized. Car riders leaving the campus are assisted by teachers/staff who have a list of who is authorized to pick up a student. Elementary students are not allowed to go to the cars by themselves. They are escorted by teachers/staff for safety. Students are dismissed only to a parent or other person designated on the ACE application. Photo ID is required. Emergency situations strictly follow ACISD guidelines and procedures.

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8. Statutory/Program Requirements (Cont.)

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

ACISD will disseminate information about the community learning center in English and Spanish so all major stakeholders have a clear understanding the program, its locations, and student/parent participation in the program. The online registration process includes information about ACE and links parents to registration forms, which are in English and Spanish. The District and Campus Facebook platforms have an area designated to ACE. The superintendent visits each campus to promote the ACE program and makes public announcements at civic venues, such as the Rockport-Fulton Chamber of Commerce. The district media specialist informs ACISD staff and parents and the public through local and district websites, multimedia platforms, email blasts, and newspaper press releases. Each campus also holds an ACE Open House to provide parents information about the ACE Program and a platform for asking questions and enrolling students. Campuses also provide weekly information to families that disseminates information about ACE programming.

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

Though volunteerism in our rural community decreased dramatically during and after COVID, the ACE program does attempt to use volunteers in its centers and solicits participation in a variety of ways. The ACE Project Director, Program Specialist and Site Coordinators work with local businesses, student families and community organizations to request volunteer participation in ACE activities and promote the sharing of resources, such as seminars, student programming, and/or family engagement events. ACE applications also provide a volunteer option for parents. For volunteers who are guest speakers, present special programs, such as family engagement activities, field trip destination opportunities, or temporary programming under the supervision of ACE staff, the district requires them to provide a driver's license and pass a background check. For volunteers who will work directly with students as teachers, mentors, etc., the district requires a thorough background check and fingerprinting.

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8. Statutory/Program Requirements (Cont.)

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

The proposed program will coordinate federal, state and local programs to make the most effective use of resources. ACISD funds instructional/instructional technology coaches with Title I funds. These professionals will work with ACE staff to support implementation of HIT programs to close learning gaps with students served under HB 4545 guidelines. ACE will work with district administrators to procure HIT materials/training through TCLAS grant funding. The district will begin using Decision 3 funds for Texas College Bridge this school year and will coordinate efforts with ACE related to college readiness. The Child Nutrition Department will utilize funds from the ASCP Program to provide ACE students with healthy, nutritional snacks daily at no cost to the grant. USDA provides funding for ASCP through the National School Lunch Program administered by the Texas Department of Agriculture. ACE will work with district directors to utilize Title 1 and III funds for family activities including ESL/financial planning classes. State Compensatory Education funds summer school programming and will be used to supplement ACE programming where appropriate. Title I funds often cover the cost of high-quality professional development. ACE staff will be invited to attend these trainings. ACISD ESSER and local funds provide a safe environment for students to be served. All ACE staff receive CPR training. ACISD security trains ACE staff in Stop the Bleed/Active Shooter response. ACE will work with the Director of Special Education to ensure that all ACE SPED students have needs-based safety measures in place. All ACE students will receive programming in secure ACISD buildings. ACE will also work with local/state/federally funded community resources, i.e. Texas A&M Agri-Life and Master Gardeners to engage students/families in producing their own food and learning to prepare healthy meals. Rotary, Chamber of Commerce, Fulton Mansion, Maritime Museum, Public Library, Center for the Arts and Craft Training Center create unique events/programs for ACE students/families.

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

Sustainability requires qualified individuals, program supplies, space at campuses and/or community organizations that utilize their own funds/materials to offer special programs for ACISD students. Staff can volunteer their time or the district can assign duty/pay small stipends to encourage staff to provide their time after school. The Public Library can provide Igniting Literacy activities 1 day per week and local clubs/organizations can donate books/volunteer readers. Quest Academy and Drum Fit materials purchased through the grant can be used in after school clubs/family athletic/music events. Master Gardeners could provide supplies/ volunteers 1-2 days weekly to continue ecology/gardening projects; Rockport Center for the Arts/local artists could provide space, supplies/volunteers for after school/ weekend art classes and summer art camps. Power Hour can continue at a later morning time using ACISD staff assigned to morning duty. Inter-Act Club can be operated by the Rotary Club and Leadership Club by the Rockport-Fulton Chamber of Commerce using volunteers/parent transportation. Grants from local maritime industry for supplies and space at the Maritime Museum would enable students to continue with enrichment/career exploration opportunities. The ACISD athletic program could sustain Pirate Power Weights by providing stipends for coaches to train students in the afternoons/summers using weight equipment purchased by the grant. Title grant funds could continue to support the use of high impact tutoring programming for students needing this additional support once TCLAS/ACE grant funds run out. The use of high-quality materials purchased for grant tutoring can be incorporated into the regular school day activities or be used to provide before/after school tutoring from teachers assigned to duty. Parents who need day care for younger children could transition students into Odyssey After School, the Childrens Coalition, Sacred Heart School and First Learning Tree, all of which offer fee-based services to working parents. Gap analysis indicates that independent grants and/or donations from local businesses/industry could sustain minimal programming without impacting local district funds.

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8. Statutory/Program Requirements (Cont.)

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

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

The proposed partnership between ACISD and local education agencies/community-based organizations will expand access to high-quality services that are not currently accessible. These partnerships will be designed to serve student/family needs and sustain the community learning center over time. ACE will work with community-based organizations to develop before/after-school and weekend activities to meet the identified needs of ACE students and working family members. For example, The Texas Maritime Museum will provide enrichment/career exploration opportunities for ACE Maritime Club students interested in pursuing careers in the maritime industry. Rockport Center for the Arts recently added a culinary area and will develop after-school culinary seminars to educate low-income ACE families on how to prepare nutritious, cost-effective meals. The Craft Training Center in Corpus Christi will provide a summer career exploration camp for ACE students who engage in hands-on activities to gain industry-based skills and explore high demand careers available in our area. ACE will also partner with Del Mar College Corpus Christi to create a Parent Academy in Rockport that will meet the identified needs of ACE families. Research asserts that families play an integral role in a child's persistence, participation and overall success through all educational levels. This program is designed to increase family knowledge about post-secondary education and the benefits of earning a college certificate/degree so they can promote/encourage their children into post-secondary education. ACE Parent Academy will provide families with valuable resources that are currently not available in our area, boost family engagement in ACE activities and increase the post-secondary educational levels of all ACE family members to improve their workforce and career opportunities. ACE Parent Academy will provide workshops focused on GED/ESL, post-secondary options, financial aid opportunities, community support resources, continuing education options, career development and workforce/employment opportunities. Family participants can elect to earn Del Mar College continuing education credit for participating. The academy will also help connect families to area agencies (i.e., Workforce Solutions/WIA program, etc.) that can provide information/assistance to families wishing to pursue post-secondary educational and career opportunities. ACE Parent Academy participants will become more college ready and able to foster/support their children's educational goals and better skilled to seek career/employment opportunities with area businesses and industry.

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8. Statutory/Program Requirements (Cont.)

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

The program will coordinate with school-day to ensure measures of student success align with regular academic program of the school and academic needs of students. ACE staff will be invited to attend applicable district staff development including but not limited to a. the district summer conference which includes opportunities for staff to self-select applicable areas of focus. b. District convocation where district vision and mission are addressed as well as academic goals for the year. c. PD related to all HIT and Texas College Bridge. d. PD related to SEL and behavior RTI. Additionally, key staff will be invited to attend principal meetings and meetings with the district ' s Teaching Learning department to coordinate efforts to support programming. Campus site coordinators will be invited to applicable campus leadership meetings. Site coordinators could also attend campus data days to be present for reflection on student needs that pertain to ACE students. Teaching and Learning director will coordinate with ACE director and site coordinators to ensure program requirements for HIT programs are clear and successfully implemented. District instructional coaches and other Teaching and Learning staff members will support successful implementation of HIT programs like Zearn and Booknook in preparation for ACE programming. Campus admin is coordinate with ACE site coordinators to ensure that appropriate students are invited to attend before/after school HIT learning opportunities as well as summer school HIT and enrichment opportunities.

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

9. Equitable Access and Participation

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

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

Group		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

10. PNP Equitable Services

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

○ Yes ⦿ No

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

Are any private nonprofit schools participating in the grant?

○ Yes ⦿ No

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

Assurances

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

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

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

Equitable Services Calculation

1. Total 21st CCLC program enrollment for all centers

2. Enrollment in 21st CCLC of students attending participating private schools

3. Total 21st CCLC program and participating private school students (line 1 plus line 2)

4. Total year 1 proposed grant budget for serving students in all centers

5. Applicant reservation for required staff payroll.

6. Total grant amount for provision of ESSA PNP equitable services (line 4 minus line 5)

7. Per-pupil grantee amount for provision of ESSA PNP equitable services (line 6 divided by line 3)

Grantee's total required ESSA PNP equitable services reservation (line 7 times line 2)

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11. Request for Grant Funds

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

Payroll Costs

1.	Project Director	75,500.00
2.	Program Specialist	56,902.00
3.	Site Coordinators (total 4)	223,408.00
4.	Administrative Assistant full time	38,917.00
5.		

Professional and Contracted Services

6.	Teaching Staff	509,500.00
7.	Paraprofessionals	212,348.00
8.	Contracted Services	15,000.00
9.	Benefits	145,000.00
10.		

Supplies and Materials

11.	Teaching supplies (4 campuses)	80,000.00
12.	Family Engagement supplies	9,925.00
13.	Office supplies (4 campuses and administration)	3,000.00
14.		

Other Operating Costs

15.	Bussing	50,000.00
16.	Travel/Lodging for conferences	15,000.00
17.		

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs: 75,500.00

TOTAL GRANT AWARD REQUESTED: 1,510,000.00

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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 emailed to competitivegrants@tea.texas.gov Include all sections pertinent to the amendment (including budget attachments), along with a completed and signed copy of page 1 of the application. More detailed amendment instructions can be found on the last page of the budget template.

You may duplicate this page.

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

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

Section Being Negotiated or Amended	Negotiated Change or Amendment

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