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): **NA**

1. Applicant Information

Name of organization | New Summerfield ISD

Campus name | New Summerfield School | **CDN** 037908 | **Vendor ID** 756002538 | **ESC** 7 | **UEI** T6EKELEK4NK6

Address P.O. Box 6 | **City** New Summerfield | **ZIP** 75780 | **Phone** 903-726-3306

Primary Contact Susanne Reid | **Email** sreid@newsummerfieldisd.net | **Phone** 903.726.3306

Secondary Contact Lanita Coleman | **Email** lcoleman@newsummerfieldissd.net | **Phone** 903-726-3306

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):

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

Authorized Official Name Joe Brannen | **Title** Superintendent | **Email** jbrannen@newsummerfieldisdd.net

Phone 903-726-3306 | **Signature** Joe Brannen | **Date** 1/20/2023

Grant Writer Name Sharon Gullett | **Signature** Sharon L. Gullett | **Date** 021/20/23

○ 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.

New Summerfield ISD (NSISD) assessed the district, including students and families, using the Texas ACE Blueprint Needs assessment process. A Community Task Force (CTF) designed, implemented, and interpreted local needs data using a systematic process and prioritization of needs. These assessments included demographic data, campus improvement plans, AEIS data, curriculum, focus groups, interest inventories, stakeholder surveys, and lists of existing services. The CTF ensured student/family voice and choice was incorporated; thus, ensuring that all identified students/parents/community could be served. Without family support being targeted, ACE attendance and academic goals could not be met.

The needs assessment found that there were educational and familial challenges that could deter some students from better academic achievement. Demographically, the student population is 85% Hispanic, 12% white, 2% African American, and 1% other. 87% are economically disadvantaged, 69% at-risk, and 48% classified as English Learners. The TPRS indicates student achievement in reading in 2021-2022 was below state averages at the At Meets Level in 3 out of the 8 levels tested but higher in the other 5. In math, 3 grades were higher, and 3 grades were lower than state averages at the At Meets Level; Algebra I matched the state average. 19% are in need of accelerated learning through High Impact Tutoring.

New Summerfield ISD is in an economically depressed area with plant farms as the main source of employment. During the peak seasons parents may work from 6am to 12 pm resulting in students staying home alone. The plant farm industry employs about 800 seasonal workers who are mostly under-educated, recent immigrants with an average income per capita of approximately $16,400. Providing more than basic needs for their children is often difficult for parents. Students living in poverty often have fewer resources at home to complete homework, study, or engage in activities that helps equip them for success during the school day.

To overcome generational poverty, the level of education has been found to be an important factor. Youth in poverty lack equitable access to education and resources to help pull them out of poverty or learn that is a viable option for their life. School is the primary place where students can learn about the choices of the middle class or have access to people who are willing and able to help them.

The ACE program can help mitigate some of these factors through its careful planning and implementation by using a balanced three-pronged approach: Targeted Academic Support, Student Interest-Based Enrichment, and Family Engagement. By working to relieve students' educational deficits, to offer experiential activities students might not otherwise have, and to encourage parental involvement at school, the program goals of the grant will be met, and the likelihood of student academic success strengthened will be good.

The needs for students in NSISD are great. Many are overcoming a language barrier, and most have limited access to enriching experiences because of the location of the community, its resources, and familial poverty. To determine the targeted participation numbers, the ACE Leadership Team analyzed past and current attendance data, academic performance data, and parent involvement. Leveraging this information with the desire to serve a maximum number of students and adult family members, the target levels of 230 or 44% of the total student enrollment are rigorous, but attainable. There is an anticipation the district will exceed targeted participation numbers.

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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.

ACE will meet or exceed all basic CCLC grant requirements such as attendance, the number of days in service, the types of activities, the teacher-student ratio, and other measurable aspects of program implementation. In addition, five major goals will be set and frequently monitored.

READING • By July 2024, 5% of the ACE students in grades 4-12 who meet grant attendance requirements and who are instructed with High-Quality Instructional Materials (HQIM)) will increase to Meets or Exceeds Grade Level on the Spring 2024 Reading STAAR/EOC assessment.
The 2021-2022 TPRS indicated student achievement in reading was below state averages at the At Meets Level in 4 out of the 8 levels tested. 2022-2023 STAAR data will be disaggregated and objectives needing remediation will be identified for individual students. At year's end, the previous year's STAAR/EOC assessment results will be compared with the latest results, and a percentage increase/decrease will be reported in the Texas ACE Quality Accountability System, Indicator 15.
MATH • By Spring 2024, 5% of the ACE students in grades 4-12 who meet grant attendance requirements will increase to Meets or Exceeds Grade Level on the Spring 2024 Math STAAR/EOC assessment.
The 2021-2022 TPRS indicated student achievement in math, was higher in 3 grades (3,4,5) and lower in 3 grades than state averages at the At Meets Level; Algebra I matched the state average. 2022-2023 STAAR data will be disaggregated and objectives needing remediation will be identified for individual students. At year's end, the previous year's STAAR/EOC assessment results will be compared with the latest results, and a percentage increase/decrease will be reported in the Texas ACE Quality Accountability System, Indicator 15.
ATTENDANCE • By the end of Spring 2024, at least 93% of the K-12 students, who attend both semesters in 2023-2024 and meet grant attendance requirements will have at least a 94% regular school day attendance average. Each Site Coordinator enters ACE attendance daily, keeps track of those with significant unexplained absences, and consults with the classroom teachers and parents to mitigate the absences. At the end of the spring semester with the help of the PEIMS Coordinator, the Program Director calculates attendance using Tx21st attendance data and reports it the Texas ACE Quality Accountability System, Indicator 49.
STUDENT ENGAGEMENT • By the end of Spring 2024, 99% of the students in grades 1-5 who attend ACE 10 days or more will show an improvement in student engagement in learning as documented by their teacher of record.
The teacher of record and ACE instructors monitor student engagement each day and diagnose problems should they occur. Sometimes the solution is just allowing a student to select a different enrichment activity. Each semester a spreadsheet of identified students is prepared by the Site Coordinator and given to each teacher of record who then will report which individual students have been successful. This data will be entered into the TX21st database by the Site Coordinator for TEA's use in an annual report to the U.S. Department of Education.
PARENT ENGAGEMENT• By the end of Spring 2024, 125 parents will have attended parent engagement activities with at least 90 or 72% parents attending more than once.
Getting parents to come to school events is not difficult in New Summerfield, but traditionally, many attend school events only if they are related to sports or Meet the Teacher night. However, ACE leaders will focus on parents being more engaged in their children's learning by participating at least twice a year in ACE parent-specific activities. In that regard, the ACE Parent Learning Center will plan a series of monthly focused activities to help parents understand their children's individual educational needs and to help them take steps to improve their own education. Additional activities each month will promote family fun. Tx21st attendance data will provide the measurement of this initiative's success, and its effectiveness will be reported in the Texas ACE Quality Accountability System, Indicator 22.

The ACE Leadership Team will continuously monitor program fidelity and program operations with processes and timelines that have been developed and can be tracked with Tx21st and local data. The Site Coordinator and secondary curriculum specialist will invite the regular school staff to be on the ACE teaching staff with the understanding they will follow all ACE guidelines including the commitment to align ACE activities with the school-day and to actively recruit students and parents needing support.

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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.

ACE will comply with all state and local evaluation requirements utilizing a multi-faceted approach. Internal monitoring and review of data from the state academic assessments and High Impact Tutoring, Tx21st Data, Quality Assurance Process results, evaluative classroom observations, evidence of coordination between the regular school day and afterschool curriculum, student, teacher, administrative, and parent surveys, expenditure reports, and ACE consultant reports will provide a reliable evaluation of the efficacy of ACE program implementation.

The Leadership Team will annually set rigorous, but attainable SMART goals and will monitor progress made toward meeting these goals throughout the year. Should a goal(s) not be met, a plan of action will be created to specifically address every deficiency.

The program will use evaluation results to improve the program's operations and overall quality. Some of the strategies might be:
ACADEMICS - Teachers will refine academic activities to focus on weak STAAR objectives in addition to implementing High Impact Tutoring and High-Quality Instructional Materials for those students' needing remediation.
ATTENDANCE – The Leadership Team will provide outreach to students with a high level of absenteeism, identify reasons for absenteeism, and be engaged in coming up with realistic solutions.
STUDENT ENGAGEMENT - Teachers will provide new hands-on, problem-based activities based on voice and choice.
PARENT ENGAGEMENT – The FES will target parent groups, such as K-2 or 11-12, and design classes specific to understanding their children's individual needs and child development, as well as their own roles and responsibilities.

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.

TARGETED ACADEMIC SUPPORT. Dr. Andrew Ho, Harvard University education professor, estimated that losing one point on a NAEP assessment roughly translated to about three weeks of learning. That means a top-performing student who lost three points in math could catch up in as little as nine weeks, while a low-performing student who lost 12 points would need 36 weeks, or almost nine months, to make up ground - and would still be significantly behind more advanced peers. New Summerfield's 2022 TAPR results for grade 3-8 students show improvement in STAAR reading and math when compared with 2021 results. However, the students, according to Ho's formal, were still 9 weeks behind in reading and 12 weeks behind in math at the end of 2022.

Research shows that low-performing students need not only to spend more time learning, whether it was in the form of tutoring, extended school days or summer school, but also, research shows the quality of instruction, and the materials use during those extended learning opportunities makes a significant difference.

Each year of Cycle 12, the academic portion of ACE programming will be based upon the previous year's STAAR and EOC data and periodic district benchmarks and its projected impact on student performance in all grades and all subjects below state average. The activities will provide academic support specifically for students who need the extra time on task or a non-traditional format for learning and will be aligned with and a compliment to the regular school day curriculum. Well-developed lesson plans, using the Texas ACE Blueprint model, and High Impact Tutoring (HIT) strategies and High-Quality Instructional Materials (HQIM) from TEA will ensure each academic activity is appropriate for the level of understanding of the students and increases the level of successful intervention. Continuous monitoring by the ACE site coordinators, the project director, and curriculum specialists will help ensure academic program fidelity.

STUDENT INTEREST-BASED ENRICHMENT. Enrichment activities are without dispute the most enjoyed activities in the ACE program. These classes are the reason some students enroll in the program, and the reason, for some, school attendance improves. Students are engaged and motivated when information flows freely, and they achieve higher levels of cognition, make connections, and experience "aha" moments. Often such learning comes not from quiet classrooms and directed lectures, but from an atmosphere of exuberant discovery. (Kohn, 2004). Student voice and choice allows students to have agency in the activities they participate in, and they are challenged and engaged by activities they never knew existed. ACE enrichment activities such as e-sports, sewing, gardening, cooking, 4H and Academic Rodeo competitions, theater arts, community service projects, and the celebration of cultural holidays expose students to experiences they otherwise might not have available in this rural community and provide avenues to connect school day learning with life outside of school. An event begun in 2022 and to be continued each year will be ACE participation in the New Summerfield Christmas parade; planning, creating costumes, decorating, and riding on the float will be a new learning experience for the students. The summer program has academic and enrichment components organized around weekly topics such as insects, space, wild animals, community service, community helpers, and STEAM for elementary students and classes based on student voice and choice for the secondary students.

FAMILY ENGAGMENT. "Parent participation is the leading predictor that supports students' academic success, regardless of race, socioeconomic status, ethnicity, or cultural background." (Mapp, 2020) Clearly, parents are needed as an essential part of the ACE program. To enhance this relationship, activities focusing on helping parents support the academic needs and social emotional needs of their children will be held at least monthly throughout the duration of the grant. A popular activity is Literacy Night when adults receive tips & strategies that help their children understand what they're reading, build vocabulary, and improve their reading skills. In addition, other activities that provide opportunities for families and students to have fun together will also be provided often.

Parents are encouraged to be on campus more than just once a year to fulfill a basic grant requirement. The 2021 goal of 90 parents attending twice was exceeded by 36. So, he Parent Center will continue to be open during ACE operational hours for parents to work on GED certification and Rosetta Stone; plus, a popular women's Yoga/exercise program will be offered several times a week. The FES will translate flyers and Facebook announcements into Spanish and assist parents with completing driver's license and work applications.

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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.

ACE will incorporate best practices and strategies to plan programmatic approaches that foster positive changes in academic behaviors and/or student attitudes and social skills. Through all of Cycle 8 and Cycle 10, this approach never wavered and will continue in Cycle 12. Yet, as students' needs and strengths shift, programmatic decisions may transform and move toward better tools or strategies.

TARGETED ACADEMIC INTERVENTION AND HIGH IMPACT TUTORING. Research has shown that frequent in-school tutoring is one of the best ways to support students' academic progress. (Barnum, 2020) Identified students will use TEA-approved HIT materials following HB 4545 guidelines. All academic activities will be aligned with the regular school day curriculum based on the TEKS.

CULTURALLY RESPONSIVE INSTRUCTION. It's not teaching race theory but honoring the students' background. In NSISD, 87% of the teaching staff is white but 85% of the students are Hispanic (TAPR, 2021), and many families are recent immigrants. Culturally responsive teaching helps bridge the gap between teachers and students by helping the teacher understand students' cultural heritage and traditions and in planning activities that incorporate students' cultural learning styles. (Hammond, 2015). Not only does it improve student success rates, but also fosters positive relationships between families and school communities. (American University School of Education, 2022)

SOCIAL EMOTIONAL LEARNING. Pairing SEL with culturally responsive teaching strengthens both. Developing positive social mindsets is imperative to acquiring the ability to exert control over one's environment. In a meta-analysis of 213 SEL programs, participants demonstrated significantly improved social and emotional skills, as well an 11-percentile gain in academic performance. (Durlak et al., 2011) For elementary students, the daily Second Step SEL program was successfully implemented during Cycle 10, and an annual overnight trip for secondary students to the Pine Springs Camp helps reinforce positive attitude and behavior that help students work through SEL issues.

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.

Approximately 65% of ACE students rely on school transportation and during the summer months that number increases. Although the district is relatively small in square miles, most students live within a few miles of the school. However, because of parent work schedules, or the lack of multi-car families, or in some cases, no car families, students depend on school transportation.

When each student is enrolled in the program, a specific form is completed by a parent or guardian about transportation to and from the ACE program and who has permission to pick them up if they are car riders or an address where they will be dropped off, if riding a bus.

Each morning ACE students ride the bus with regular school day students and unload in the designated areas assigned to them. After school, each ACE student has an ID card attached to their backpack that is color-coded according to the bus they ride. This ID card also contains a QR code assigned specifically to the individual student. As the students are loading the buses, each bus monitor scans the student's QR code. Once the bus has departed, the site coordinator uploads the scanned information to Google sheets. This information can be accessed by all of the site coordinators and the project director. This list is used to confirm that a student did or did not get on the bus that day. As new students register throughout the year, the site coordinator communicates with the bus driver to add the student to the bus route. Bus drivers cannot drop off students in 2nd grade or below without a parent being visible.

ACE students attending field trips are given a permission slip to be signed by a parent or guardian a week in advance that includes the location and time of the trip. The site coordinator verifies that all students are on the bus before leaving school and before returning to school.

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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.

Because New Summerfield ISD is in a small rural incorporated area, the school campus is the town's community center where all families are welcomed and encouraged to be an essential part of ACE. Thus, the entire district facility is the community learning center. During Cycle 10, the previous Junior High building was transformed into an ACE parent center with 4 multi-purpose classrooms and offices for the Project Director and the Family Engagement Specialist. This building has become the hub for ACE activities and is easily accessible because it's located at the intersection of two state highways. A large sign that identifies the building can be seen from the street.

The ACE team recognizes that regular communication from the beginning and during the life of the grant is key for creating a program that needs parent participation and has developed strategies that reflect the needs of the community while taking into consideration the language and culture of parents and guardians and their extended families.

To reach maximum participation levels, the ACE staff disseminates information in a variety of ways: word of mouth, Facebook, phone calls, texts, monthly newsletters, and marques and printed banners displayed in front of the school, and flyers sent home and displayed at various businesses in "downtown" New Summerfield. The NSISD Facebook (FB) page is updated often https://bit.ly/3jc0qWa, and its use has been well-received. The FES Specialist makes important announcements on FB in both Spanish and English. Information flyers in 2 languages. Flyers are posted at major employers, the convenience store, the Family Dollar Store, and churches.

As a result of parent involvement success in Cycles 8 and 10, a PR focus will advance to using strategies that not only inform parents but will provide opportunities for more adults to become leaders. For example, a parent volunteer will lead an adult Zumba/exercise class and others will help organize family events.

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)

Parents, guardians, and other non-paid adults play a valuable part in in the ACE program. If they are actively engaged in some way in the program, adults are more likely to be invested in the success of ACE overall. Then if they see up close the positive impact ACE is having on children, they will not hesitate to become influencers and champions for the program.

To be a welcoming and inclusive program, all volunteers are encouraged, not discouraged, to become an ACE volunteer. However, in compliance with Tex. Educ. Code § 22.0833, ACE uses background checks for volunteers using Social Security numbers. With 85% of the students identified as Hispanic, the majority of the parents are also Hispanic. There is an above the state average number of recent immigrants in the community; therefore, if a person does not have a Social Security number that person is required to work with a person who has passed a background check.

ACE has a multi-faceted recruitment plan and continues throughout the year: item of the Ace registration form; personal contact, requests in Newsletters, social media, phone calls, parents recruiting other parents and family members. Volunteers are asked to complete an interest survey that indicates their volunteer preferences: grade level or content, activity, phone calls, cooking, homework help

The Family Engagement Specialist is responsible for recruiting, training, and supervising all volunteers. She is bilingual, has children enrolled in ACE, and because she is a long-time resident, she is well-known in the community. She is recognized as being both an ACE parent and as an ACE professional. So, as a trusted member of the New Summerfield community, whenever she asks for help, she gets it.

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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.

New Summerfield ISD (NSISD) will use the 21st CCLC grant to bolster federal, state, and local funding sources to provide quality intensive academic and enrichment opportunities to students outside of the normal school day.

The federal, state, and local funding sources, while serving as an invaluable asset to student learning, provide resources that are generally utilized during the course of the normal school day. However, when these resources are available to help meet the goal and objectives of the Texas ACE program, they are often shared. For example, all ACE teachers are employed by NSISD during the regular school day so materials and equipment received through these other funding streams are readily accessible. Also, these shared teachers receive training paid with local, state, or federal funds and bring the knowledge and expertise gained to the afterschool program. ACE will pay the local cleaning service for facilities to be cleaned when each activity is finished for the day/evening and will reimburse the district for afternoon and field trip transportation. Support services, security, and health are provided by the district, but also available during ACE hours. Special education

Program coordination with state compensatory, dyslexia, and gifted and talented funds provide ACE teachers with the understanding and insight into the needs of special students who attend the ACE programming. And district health services, security, food service, and technology services will support the efficient operation of the ACE program.

ACE personnel will work closely with federal, state, and local partners to leverage funds for the most effective use of public funds. By combining funding sources, NSISD will supplement and support district efforts to increase academic performance, attendance, and positive behavior. ACE grant funds will used to supplement the school day program and materials and provide students with opportunities that they would not get during regular school time. Purchases made with 21st CCLC funds will only supplement, never supplant, existing services or supplies.

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.

The New Summerfield (NSISD) board and administration recognize the important contributions the ACE program provides in impacting student achievement, attendance, social emotional learning, academic engagement, and family involvement. Thus, sustaining the program after Cycle 12 is important to the students and their families.

Beginning with the end in mind, ACE started implementing the National & Community Services Sustainability Plan process early in Cycle 8 and further refined the plan with the ACE Sustainability Tool in 2022. NSISD will institute cost cutting measures that may include: prioritizing and funding greatest needs, discontinuing the program on the secondary campus, employing only a full-time project director and 1 site coordinator, transferring parent and family programming to the project director, reducing summer programming to federally funded programs, and utilizing services of Region VII for professional development. Volunteers and community partners will play a vital part in sustainability as they can provide manpower and resources that would not be available because of reduced funding.

District efforts to sustain the ACE program will include utilizing existing campus facilities, utilities, morning transportation, and custodial services and supplies, and equipment such as computers and copiers at no cost to the ACE project. The district has also agreed to leverage local state, and federal resources for an afterschool program. An important transferrable, but intangible, asset is the knowledge and skills of program management by ACE administrators learned during Cycle 8 and Cycle 10.

Non-consumable equipment purchased with previous ACE grants will be included in the sustainability plan and will provide a revenue stream. 1) The T-shirt shop can make customized t-shirts for groups and organizations. 2) The screen press can be used to design signs and banners for students to sell. 3) Students/parents interested in sewing can make simple projects and sell at campus events. This results in giving students business experience and a sense of responsibility.

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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

NSISD is a rural school, and the closest major colleges, universities, and industries are an hour away, and there are no cultural centers nearby. The community of New Summerfield has about 900 people, and the nearest small town, Jacksonville, has approximately 14,000. It's a challenge to locate partners that can provide products or monetary support. However, it's possible to establish meaningful relationships with partners that provide services, expertise, and experiences for the students that align with program goals and activities.

For example, the TROUP PUBLIC LIBRARY will be a weekly field trip destination in the summer. In collaboration with the Texas State Library and Archives, the Troup library offers weekly thematic literacy and STEAM programs and encourages New Summerfield students to check out books. Then students will be challenged to meet a summer reading goal. In addition, an anonymous community sponsor will provide prizes to the students who read the most books during the summer session. Increasing reading comprehension and fluency is a program goal.

Students on the Junior High and High School campus who meet attendance requirements will attend PINE SPRINGS CAMP in Laneville for an overnight camp experience. For many students, this trip is the first time they've spent a night away from family members. In addition to the experience of a camp environment and activities, the camp's curriculum emphasizes team-building and social-emotional skills. This is a program strategy for decreasing behavior referrals during the school year because students will learn coping skills during camp, and these skills will be reinforced throughout the academic year.

Another social skill to be learned is giving back and or paying forward. In cooperation with the EAST TEXAS FOOD BANK (ETFB), secondary students will volunteer in the summer to pack food for distribution and learn about volunteerism and how it can add value to the community. ETFB will provide snacks during the summer session.

Four well known and reputable community-based organizations will work with NSISD students: TEXAS A&M AGRA-LIFE, CHEROKEE COUNTY 4-H, JUNIOR ACHIEVEMENT OF CHEROKEE COUNTY, and ACADEMIC RODEO OF EAST TEXAS. Each entity provides the inspiration for campus activities that are enriching and an outlet for showcasing student academic, STEAM, or workforce readiness skills. Students will enter area competitions during the school year sponsored by these organizations.

ACE will partner with JACKSONVILLE COLLEGE (JC), a junior college 15 miles from NSISD. JC will assist ACE with achieving the goals of college/career readiness by providing onsite college advisory/planning, aid to parents in understanding the college process and their responsibility in the process, and tutorials through the JC Work Study program. NSISD will be able to take students and parents to the JC campus to explore college life, expectations, and opportunities. ACE will offer the Parent Center as a home base for JC to utilize in any manner that promotes academic achievement and college readiness. Utilizing JC fosters relationships that will last well past the grant period and help build sustainability for the program.

For teacher's professional development and program support, ESC REGION 7 will continue as a partner. ESC 7 has education specialists and consultants who are expertise in all curriculum areas and TEA Initiatives. Through webinars, online tutorials, onsite learning academies, and telehelp, teachers will be able to learn the best research-based strategies for ensuring student academic improvement. Because NSISD funds are already allotted annually to pay for these services, the sustainability is 100% guaranteed.

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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.

On the 2021-2022 state assessment, approximately 19% or 50 students did not pass at least one STAAR (EOC) assessment. New Summerfield (NSISD) teachers and administrators are currently following TEA guidelines for remediation and will continue to implement appropriate High-Impact Tutoring and the use of High-Quality Instructional Materials strategies during Cycle 12.

With fewer than 200 students in each academic building, cooperation and communication between NSISD program staff, teachers, and administrators is continuous. Most grade level teachers are aware of the general learning needs of each student, but each classroom teacher has a clearer insight into what strategies are most successful for individual students. This is especially true for serving students with disabilities and those with linguistic accommodations or 504 plans. If students have different teachers during ACE hours than regular day teachers, a district-designed procedure will be used to document two-way communication at least weekly.

Yogi Berra once said, "If you don't know where you are going, you might wind up someplace else." NSISD knows where it's going when working toward student achievement and academic improvement. It's an ongoing looping process of "plan, do, and review."

During the school-day program, the teachers and administrative team audit assessment test results and benchmark data to identify learning gaps, target instruction, and provide instruction or remedial help. The TEKS Resource System®, aligned to grade level TEKS objectives, provides the structure for the curriculum.

During Cycle 12, NSISD will use Tier 2 and Tier 3 instructional strategies and a combination of the TEKS Resource System® materials, TEA-vetted Texas OER Materials, and online tools such as Zearn Math®, Amplify Reading®, and Book Nook® to reinforce classroom learning.

In the afternoons during the academic ACE hour, most students are taught by their regular classroom teacher so extending the school-day learning with differentiated instruction is a natural progression to more time on task, but in a less restrictive environment. With fewer students per class, the teacher can schedule time for FORMAL LEARNING, SOCIAL LEARNING, and SELF-DIRECTED LEARNING in ways that will augment school-day instruction with focused instruction on specific instructional targets matched to the school day curriculum.

A fourth-grade math teacher, for example, diagnoses that ACE students are struggling with combining fractions. During the ACE academic hour, the teacher provides activities that are aligned with the regular school day.

    FORMAL LEARNING- The teacher will lead a High-Impact Tutoring session with 3 students using Texas OER Materials and locally developed materials followed by an online session with Zearn Math.

    SOCIAL LEARNING – In groups of 2, students will challenge each other to win The National Council of Mathematics online "Fractions" game.

    SELF-DIRECTED – Students will be given a Choice Board that allows them to have choice over how they interact with the targeted curriculum content.

With a deep analysis of academic targets and the use of High Impact Tutoring strategies and High-Quality Instructional Materials, the academic hour will become more than just homework help. There is an anticipation that this focused learning support will result in overall improvement in student achievement on STAAR (EOC).

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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.	ACE Administration (Project Director, Administrative Assistant	97,267
2.	Site Coordinator, Program Specialist, Secondary Specialist)	173,884
3.	Front Life Staff (Certified/Non-Certified Teachers)	172,271
4.	Support-Staff (Bus Drivers, Family Liaison, Child Care, Central Office)	40,538
5.	Professional Development	2,100

Professional and Contracted Services

6.	Teaching Specialist	12,000
7.	Data Management Consultant	3,000
8.	Pine Springs	8,920
9.		
10.		

Supplies and Materials

11.	High Quality Instructional Materials	30,270
12.	Technology & Software	35,200
13.	Consumables	10,000
14.		

Other Operating Costs

15.	Student Transportation	6,000
16.	Administration Travel	18,550
17.	Educational Field Trips	4,000

Capital Outlay

18.	NA	
19.		
20.		

Direct and indirect administrative costs:	0
TOTAL GRANT AWARD REQUESTED:	$614,000

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Appendix I: Negotiation and Amendments

Leave this section blank when completing the initial application for funding.

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the Administering a Grant page of the TEA website and may be 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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