



**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:

Grant period: **Pre-award costs:**

Required attachments:

Amendment Number

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

1. Applicant Information

Name of organization

Campus name CDN Vendor ID ESC UEI

Address City ZIP Phone

Primary Contact Email Phone

Secondary Contact Email Phone

2. Certification and Incorporation

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

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

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

Authorized Official Name Title Email

Phone Signature Date

Grant Writer Name Signature Date

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

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3. Shared Services Arrangements

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

Check the box below if applying as fiscal agent.

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

Robinson is a small, rural Texas town with a population of 12,443 located south of Waco in the Brazos Valley of Texas. According to the 2020 Census, the majority of Robinson residents hold a high school diploma or equivalent and only 21% have earned an associate degree or higher. (1) Multiple Data Sources: In 2022, the Robinson ISD Improvement Committee composed of educators, administrators, educational partners, and community members utilized TEA Essential Skills Framework strategies to analyze academic grades, achievement scores, attendance rates, behavior incident reports, community needs, graduation and diploma data, and stakeholder feedback. (2) Need for ACE: Texas Academic Performance Report (TAPR) data indicates each RISD campus serves at-least 28% at-risk and 40% economically disadvantaged (ECD) students. 13% of students at each school qualify for special education (SPED) services. In 2021, the percentages of ECD learners meeting state standards on 3rd grade STAAR Reading and Math assessments fell to 33%. In 2022, after a year of intervention, only 22% of the students from low income households, and 8% of students qualifying for special education services met state standards on 4th grade Reading, Math, and Writing STAAR. These achievement gaps are reflected across grade levels and campuses. There is a high rate of absenteeism (14%) and behavior incidents (20%) for targeted student groups. As a result, ECD and SPED learners have the highest drop-out rates and the lowest graduation and college entry rates of any student group. Census data and parent surveys indicate a majority of targeted families are day laborers who hold a high school diploma or less, have limited access to the Internet or computers at home (phones only), and are interested in access to community services to improve living conditions, health, and workforce opportunities. (3) Data Informed Activities: Based on the information, the committee recommended serving students from low income households and learners eligible for special education services at each RISD campus - Primary (EC-1), Elementary (2-3), Intermediate (4-6), Jr. High (7-8), and High School (9-12). Each ACE center will provide high impact tutorials and a homework club to improve classroom grades, accelerate mastery of grade level TEKS, and improve STAAR scores. ACE educators will be trained in AVID to build reading, math, writing, and study skills. To engage learners in school, reduce absenteeism, and improve positive behavior each site will contract with community organizations such as the Waco Arts Center, Mayborn Museum, and Train Waco. An attendance strategy based on the RCA House Point System will be used to build student responsibility and decision making skills. To build self-esteem and leadership skills resulting in improved school day behavior, ACE educators will implement Character Strong curriculum and host Hope Squad clubs. To meet family housing, health assistance, and social emotional learning needs, ACE will partner with community organizations including Shepherd's Heart and the Heart of Texas Council of Governments. The Texas Workforce Commission will provide work-based preparation and training to promote educational opportunities leading to a McLennan College industry credential. The classes will meet during ACE and after 6PM to meet the needs of working family members. (4) Data Informed Planning: Each ACE center will recruit 35 to 125 learners based on targeted student enrollment as well as school and family needs. ACE students will represent approximately 50% of the ECD student population and 25% of students participating in Special Education.

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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.

SMART GOAL: 80% of RISD K-2nd graders regularly attending a high quality ACE program will improve academic performance in reading as evidenced by improved class grades (K-12), mastery of grade level TEKS on Istation assessments (K-2), and approaching TX standards on STAAR assessments (3-12).

SMART GOAL: 80% of K-2nd graders regularly attending a high quality ACE program will improve academic performance in math as evidenced by improved class grades (K-12), mastery of grade level TEKS on IXL assessments (K-2), and approaching state standards on STAAR assessments (3-12) for targeted learners.

SMART Goal: 100% of K-12th graders regularly attending a high quality ACE program will participate in enrichment activities to build student engagement as evidenced by improved school attendance rates.

SMART GOAL: 100% of K-12th graders regularly attending a high quality ACE program will participate in SEL activities to build self-esteem, responsibility and leadership strategies to positively engage in school day activities as evidence by reduced school discipline rates.

SMART GOAL: 50% of ACE families will participate in ongoing ACE Family Engagement activities to become active participants in their child's academic success as evidenced by increased attendance in parent organizations, family nights, and continuing education offerings.

In the fall of 2022, Campus Improvement Committees comprised of school, family, & community stakeholders used RISD District Improvement Plan data to objectively identify school and community needs. The ACE Blueprint was used to design a logic model that includes a theory of change, vision, mission, and goals for the first year of the project. Benchmark data will be used to monitor progress toward meeting SMART goals: (1) Recruit/Retain Students: In the summer of 2023 and each month of the project, students most in need will be identified through classroom grades, unit tests, STAAR benchmarks, PEIMS attendance and discipline rates, and stakeholder referrals. Economically disadvantaged learners and those qualifying for special education services will be targeted for participation. ACE students will attend high impact tutorials using high quality instructional materials daily. Learners will also attend AVID for homework support and to develop reading, writing, math, and study skills. AVID adult advocates will work with RISD educators to monitor student grades, unit tests, and STAAR benchmarks continuously to address academic needs and meet benchmarks. An attendance strategy focusing on building resiliency will be used to inspire students to stay in school and participate in ACE. Celebrations of student success will be used to engage and retain ACE students; (2) Family Engagement: During August, the Family Engagement Specialist (FES) and College and Career Specialist (CCS) will work with families to identify needs and set personal goals. The FES will identify community partners, add activities/services to the ACE plan, and guide families to select activities based on stated needs and goals. The CCS will identify adult and work-based education, add courses to the ACE menu, and monitor progress in coursework monthly. (3) Recruiting Staff: ACE leaders will work with the RISD Human Resources staff and technical assistance to develop job descriptions for each ACE position. ACE marketing tools will be used to recruit innovative, passionate educators with successful experience in working with targeted learners. Site Coordinators will observe and support staff daily. (4) Strong ACE Operations: The Project Director will use ACE Quality Assurance tools to ensure a safe, supportive, and educationally enriching environment for all participants; (5) Aligning to School-Day: Site Coordinators will meet with PLCs weekly to review student data, identify curriculum and instruction resources, and create interventions, enrichment, SEL, and family engagement activities meeting student needs. ACE and RISD educators will attend campus trainings and PLCs as a team. ACE leaders will work with each Campus Improvement Committee to review data and feedback, and to align RISD initiatives, personnel, resources and training to achieve ACE goals; (6) Fidelity of Implementation: The Program Director will work with TEA technical assistance and use Texas ACE tools to plan and implement activities and to evaluate the fidelity of ACE implementation. Reports will be provided on time and in the format requested.

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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 Project Director will lead staff in conducting a local program evaluation following the framework outlined in the Texas ACE Local Evaluation Guide. The ACE leader will work with technical assistance and use the Texas ACE Local Evaluation Toolkit to incorporate the evaluation process and criteria into project planning. RISD will integrate the evaluation process into the district testing calendar. 1) Continuous Monitoring: The ACE Blueprint outlines core components shown by research to positively impact student outcomes: Vision, Mission, Goals; School Community Engagement; Operations; and Continuous Quality Improvement. The Project Director and RISD Assistant Superintendent will attend training and lead the TX ACE Quality Assurance Process (QAP) to monitor and evaluate program processes and procedures for each ACE component. Staff will collect data daily using the Texas 21st CCLC Student Tracking system (TX21st) and quarterly using PEIMS. ACE leaders will submit evaluation data and feedback to TEA each fall, winter, and spring. Quality indicators submitted for analysis will vary with each snapshot. The Project Director will include a self-evaluation as part of the QAP submission. (2) Continuous Improvement: A TEA Monitor will guide project leaders in utilizing the Capacity Development Process to understand snapshot data. If data does not show progress in meeting benchmarks and/or goals, the team will use a collaborative process of research, brainstorming, and rating to restructure the program for success and sustainability. Changes will be made to activity offerings, implementation strategies, lesson plan content, instructional practices, and/or personnel and resource allocations based on the analysis. An independent evaluator will conduct a local ACE Evaluation annually to determine the impact of ACE participation on student attendance, behavior, grades, achievement, and graduation rates. ACE leaders will use the evaluation, comprehensive needs assessment, and school improvement plans to create Strategic Plans annually for each center. The continuous improvement cycle will ensure the ACE project is accountable for managing resources effectively, meeting performance measures & achieving student success goals.

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 mission of Robinson ISD is to develop leaders and productive citizens by cultivating a passion for learning and a desire for excellence. To meet this purpose, ACE centers at each RISD campus will be designed to improve student academic performance, self-confidence, and resilience as they progress through a K-12 pipeline to postsecondary education or training. The proposed ACE program will provide academic, enrichment and family engagement activities designed to empower first generation college goers and families the opportunity to improve grades and achievement scores, reduce absenteeism and discipline incidents, and achieve college and career goals of each family. (1) Academic Support: Research indicates extending learning time, using high impact personalized lessons and high quality instructional materials, and supporting learners through one-to-one mentoring is effective in accelerating learning and closing gaps for vulnerable learners. Learners attending ACE in Kindergarten through 5th grade will be expected to attend 45 minutes of high impact reading and math tutorials each day. 6-12th graders will attend at least 90 minutes of tutorials & AVID homework assistance. Certified teachers have been selected to deliver instruction scientifically proven to improve student success. ACE educators will utilize the TEA High Impact Tutoring toolkit, training, and implementation support to provide high-impact and high-quality tutoring practices. High quality instructional materials piloted in TCLAS will be used during instruction. Site Coordinators will attend PLC meeting at the campus to review student data and to learn about curriculum resources and instructional practices effectively used by campus teachers. Site Coordinators trained in ACE lesson planning will work with staff to use the information to develop intentional, individualized lessons aligned to classroom learning. Academic activities and schedules will be reviewed by ACE staff and technical assistance and revised as needed to meet student performance goals. The district will contract with the Mentoring Alliance to provide trained instructors to support kindergarten through 5th grade learners. RISD will partner with McLennan College to identify postsecondary students in educator certification courses to provide one-to-one support for ACE students in grades 6-12. (2) ENRICHMENT: Research indicates student voice and choice are important factors in school engagement. ACE students will attend Character Strong activities each week to develop personal responsibility, resiliency, and leadership abilities. During the class, students will brainstorm ideas for enrichment activities focusing on the needs, interests, and talents of ACE participants. The team will use these ideas to develop and design schedules of enrichment and service learning activities. Students will select the enrichment activities to attend each day. Fine arts activities will include the history and development of the art form, Physical fitness activities will include aspects of wellness including managing stress, getting enough sleep, and eating a healthy diet. A Hope Squad Club will be established at each site to provide students with strategies to identify issues in the school and community and work as a team with the school to resolve the issue. ACE will use the RCA Point System as a motivational tool to award achievement, attendance, and positive behavior. Celebrations of success will be held to applaud student, school, and community successes. Community partners including the Mayborn Museum, Top Golf, Wave Lagoon, and the Cameron Park Play-scape and Zoo will provide enrichment experiences for high need learners as well as awards for student performance and success. (3) Postsecondary/Workforce Preparation: RISD goals focus on providing real-world connections through each unit of instruction in all subjects to ensure students graduate high school college and career ready. The district has developed CTE pathways offering industry certification leading to employment in targeted occupations of the region. ACE leaders, RISD administrators and CTE teachers will collaborate with Texas Workforce Solutions of the Brazos Valley and McLennan College to offer TEA-provided activities exploring interests, talents, and associated high demand careers; study trips to regional colleges and industries; and college to career counseling. Families and students will have the ability to take McLennan College industry-based certification courses during ACE daytime and evening sessions at the high school center. AVID activities will be offered each day in elementary centers to develop writing, inquiry, collaboration, organization and reading (WICOR) skills to prepare students for success in rigorous college preparatory and/or credit courses. In secondary centers, AVID instructors will serve as adult advocates to monitor student progress toward goals, provide homework assistance, teach WICOR lessons targeting student needs, complete college requirements to enroll in postsecondary courses, and access advising services to resolve academic issues hindering success. The ACE College and Career Specialist will facilitate communication between the college and district and support educators trained in AVID. The Family Engagement Specialist will support family members in accessing transportation and childcare services to enable family members to attend coursework. As a team, students and educators will clear the path to school and postsecondary success.

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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 use the research-based Texas ACE Blueprint to implement high-quality programming. Based on ACE guidelines, RISD will hire a full time Project Director to ensure hiring, scheduling, and instructional design and a full time Site Coordinator at each center to ensure high quality implementation based on ACE guidelines. Students will attend ACE the specified time (2 hrs K-5, 1.5 hrs 6-12) for at least 155 days of school and 6 hours for 25 days of summer. (1) Academic Performance: Mentoring Alliance and McLennan College mentors will work with each learner and participating family member to achieve academic and personal goals. AVID educators will work with students to select ACE activities and to utilize WICOR reading, writing, math and study strategies to complete assignments, master grade level TEKS, improve grades, and raise promotion rates. (2) Achievement: Site Coordinators will participate in training to guide the development and implementation of intentional lessons using the ACE lesson plan template. Certified teachers will provide high impact tutorials using high quality materials. ACE educators will collaborate with campus educators to develop lesson plans scaffolding learning from basic understanding to complex application of skills in reading and math. As achievement gaps close, ACE learners will approach and meet state standards on STAAR; (3) Postsecondary/Workforce Prep: RISD will partner with Texas Workforce Commission to guide the design, scheduling, and implementation of activities that engage students and family members in preparing to work in the 21st century workforce, exploring regional occupations, identifying educational and vocational training opportunities, and utilizing job placement services. The TWC will also fund and provide curriculum for McLennan County adult education and workbased training courses; (4) Positive Youth Development: ACE staff will use Character Strong and Hope Squad curriculum to develop positive interdependence and individual accountability strategies. SEL activities will be fun, interactive, and project-based to reinforce and support attendance and positive behavior. Fine arts, physical fitness activities, service learning, and clubs will be based on student interest to promote engagement in school and ACE. Research based practices will ensure ACE success.

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.

Robinson Independent School District (RISD) is a rural district serving 2401 students in Robinson as well as parts of Golinda, and Falls County. Students are transported to and from school on RISD buses. The RISD Transportation Department will provide safe, reliable, and consistent transportation between the ACE center and home:

(1) ACE School Year Activities: ACE centers will be located at the campus where the student is enrolled. ACE learners will remain at the campus after school to attend ACE programming. Transportation home from ACE activities will be provided based on family need as confirmed during interviews conducted upon enrollment in the program and verification of eligibility by the RISD Transportation Department.

(2) ACE Saturday Activities: Due to hiring issues, bus transportation will not be provided for Saturday sessions. ACE Saturday programming will be scheduled based on the dates and the number of families who commit to transporting family members to the weekend program.

(3) ACE Summer School Activities: ACE will work with the district to offer bus transportation to and from ACE based on family needs and upon verification of eligibility by the RISD Transportation Department. The RISD Transportation Department will follow state guidelines and school board approved policies when assigning routes and bus stop locations for ACE students. Site Coordinators will communicate with the Transportation office to resolve bus issues including failure of students to observe bus rules. All ACE staff and students will wear a name tag while in the center and on school buses. This will allow ACE staff and bus drivers to identify students, address positive and negative behavior, and ensure safety while participating in ACE activities or being transported home.

(4) Family Engagement Activities: Family activities held after 6:00PM held at adjunct sites such as the Texas Workforce Solutions of the Brazos Valley (career exploration/job search), McLennan College (adult education) or Robinson High School technology labs (on-line GED, Workforce Preparation, and Workforce training). Parents will provide their own transportation to evening activities.

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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.

RISD will utilize Texas ACE marketing materials to disseminate information to families about the community learning centers and to promote ACE activities. Information and promotional materials customized to each center will provide the nature of ACE activities, the location of the center, hours of operation, and local center staffing. Texas ACE templates and branding will be used to create all materials to provide families information about the nature and characteristics of the statewide program and to create awareness of a full spectrum of ACE services. All information will be available in both English and Spanish. An ACE web page will be created on the RISD website. ACE flyers, brochures, and information sheets will be distributed and posted at the RISD Administration Building and each participating campus. Partners providing enrichment programming including Mentoring Alliance, the Arts Center Waco, All that Jazz, Main Event, Wave Lagoon, Top Golf, and Train Waco will publish information about ACE enrichment activities, performances, and competitions. Academic partners such as the the Mayborn Museum at Baylor University, Texas Workforce Solutions, and McLennan College will publicize information about study trips, adult education classes, postsecondary courses, and workforce training. Social service agencies such as Mission Waco (case management/counseling), Housing Authority of Waco (housing opportunities and assistance), Caritas of Waco (food assistance), and Early Headstart (early childhood education) will post schedules and information about ACE family engagement events throughout the project period. The Robinson Education Foundation will work with ACE to identify annual donors such as Walmart, Shipley donuts, and Educator's Credit Union to sponsor and publicize attendance competitions and/or celebrations of success. School principals will introduce ACE to students during the first week of classes and to parents at the first PTO meeting. ACE program information will be shared with stakeholders throughout the year in teacher conferences, campus events, and district newsletters. ACE staff will be in constant contact with families, through email, phone calls, and the ACE web page.

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)

The Project Director, Site Coordinators, Family Engagement Specialist, and College and Career Specialist will recruit volunteers during the registration process and throughout the project period. Parents will automatically receive a volunteer application to fill out when they complete registration for ACE. Individuals wishing to volunteer on campuses and with ACE must attend a RISD Volunteer Training session and complete a background check that includes fingerprinting. Volunteer Trainings take place in the Robinson ISD Administration Building. Qualified persons will be approved to serve as volunteers in the ACE program. The Project Director and/or Site Coordinator will contact the volunteer and make arrangements for their involvement in the ACE Program.

Volunteers will bring unique skill sets to the RISD ACE program. Primary and elementary parent volunteers will read books or participate in guided reading activities with K-3rd graders to build listening, speaking, and word recognition skills during the school day. High school students in the Pals program or the CTE Education and Training pathway will work with 4th through 6th graders. McLennan College students in educator certification courses will mentor and provide homework assistance to secondary students. PTO volunteers will assist RISD staff with setting up for events including Reading and Math Night and Student Success Celebrations. Each volunteer is considered a valued asset to the educational programming of the district and will be recruited to volunteer in ACE.

All RISD volunteers work under the direct supervision of the campus Principal. Volunteer workers will enter the campus through the ACE office and document participation hours by signing the ACE Volunteer Attendance Sheet. Site Coordinators will keep a copy of all volunteer applications and participation at the center. The RISD system developed for recruitment, application, and documentation of volunteers will provide the appropriate screening and placement of volunteers to ensure ACE centers are safe environments conducive to learning. ACE will follow all district guidance and restrictions concerning district volunteer guidelines and requirements at all times.

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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.

RISD will coordinate federal, state, and local programs and make the most effective use of public resources and to meet ACE goals. District assessment, professional development, curriculum, high quality instructional materials, performance monitoring tools, and tech-based management systems will be available to ACE staff. RISD administrators for curriculum, finance, facilities and transportation, safety and security, and food services will work with ACE to provide an appropriate, safe, and equipped facility. 1) Food services: RISD utilizes the National School Lunch Program to provide free and reduced meals to RISD students. RISD contracts with Aramark to provide school meals meeting USDA standards and will expand the services to provide snacks during after-school activities. RISD will collaborate with school nurses and Mentoring Alliance to provide wellness activities and a culinary class. 2) Security: RISD campuses are located in close proximity to the Robinson Police Department. The district employs a District Safety Coordinator and a School Resource Officer (SRO), meets all TEA safety and security requirements, has an emergency management plan posted on the district website, and pushes out messages to parents through Skyward. RISD has recently established a school marshal program and contracted with a radio service to provide immediate communication with law enforcement and first responders. ACE staff will be trained in all aspects of the district emergency management plan. The District Safety Coordinator will host school safety enrichment activities. 3) Health Services: RISD employs credentialed nurses and health services based on Texas Administrative Code. A school nurse will receive a stipend to work with the ACE program to address the health care needs of ACE students and family members. School nurses will train ACE leaders and Hope Squad members to react appropriately in an emergency. 4) Special Education: RISD ACE will follow all state and national requirements. The ARD team will determine needs on an individual basis. The Individual Education Plan (IEP) goals and objectives will be followed by ACE educators. Special Education teachers will meet with ACE staff to assist in the development of appropriate instruction. Community services and transportation will be provided as needed.

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.

RISD is committed to establishing ACE project as a school improvement initiative to sustain the project in the years after the project ends. ACE goals, activities, personnel, programming, resources, and expected outcomes will be included in annual District and Campus Improvement Plans during each year of the grant project. 1) Personnel: The Assistant Superintendent of C&I will host meetings and assign personnel to implement the ACE instructional plan and to support the K-12 pipeline to college or workforce training; 2) Curriculum and Instruction: Principals will work with ACE leaders to provides access to campus needs assessments, assessment data, curriculum, high quality instructional materials, and district facilities to successfully operate the after-school program; 3) Professional Development: ACE educators will be trained to use AVID and Hope Squad curriculum. RISD provides training in blended learning, the TEA High Impact Tutorials Toolkit, High Quality Instructional Materials (Amplify, Eureka and Carnegie Math, Odell), Character Strong, and the RCA Point System. RISD and ACE leaders will coordinate PD schedules to provide training opportunities to ACE and RISD educators. ACE Site Coordinators and RISD Instructional Coaches will work with campus educators to integrate training into accelerated learning activities to provide targeted supports for struggling learners; 3) Community Resources: RISD will form partnerships with partners to implement academic, enrichment, family engagement, and work-based learning activities. ACE will partner with social service agencies to meet the needs of ACE families. The success of Robinson residents will lead to future community support; 4)TEA Initiatives: RISD utilizes TCLAS Decision 11 funding to implement a high quality after-school program and accelerate learning in the wake of COVID 19. RISD and ACE leaders will align the two projects to optimize resources and maximize student outcomes; 5) Finances: The RISD Chief Financial Officer (CFO) and Assistant Superintendent will work with the ACE Project Director to develop an annual ACE budget that meets the needs of the program, integrates district funding sources, and conforms to state and federal guidelines. The team will meet monthly to monitor spending. Integrating ACE goals, personnel, resources, community partnerships, and funding into the work of the district will ensure the project is sustained.

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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

Robinson ISD (RISD), McLennan College (MCC), and the Texas Workforce Commission (TWC) share the goal of preparing high need community members to succeed in education and the workforce. To meet these goals, the community college and workforce agency will join forces with the district and the ACE program to offer Adult Education and work-based training opportunities. The partnership will offer career exploration, industry credentials, resume/interview support, and workplace placement to increase the number of students and family members successfully entering the workforce in a high demand occupation of the region.

The Texas Workforce Commission Adult Education and Literacy (AEL) program supports opportunities for individuals who are at least 16 years old, lack a high school credential or function below the high school level, and are seeking career training, high school equivalency preparation or college. All courses are funded by TWC and will be provided at no cost to eligible ACE family members.

McLennan College will provide degreed educators to teach courses which promote the most current, research-based Texas Workforce Commission sanctioned adult education curriculum, theory, and practices. Adult Basic Education courses to be offered focus on the development of reading, math, and writing skills. College and career preparation courses offered will include GED, Workforce Readiness, College Readiness and Basic Computer Skills. Families and students will also have the opportunity to take courses leading to a Paraprofessional Certificate which qualifies them to become an Educational Aide in the school district or to earn a Microsoft Specialist credential which qualifies them to be employed as an office worker in a business. ACE high school students will also be eligible to take postsecondary credit courses. Courses will be offered on-line during ACE and in person after 6PM.

The ACE College and Career Community Center at Robinson High School will offer support for adults to enroll and persist in McLennan College courses. A technology lab in the high school will be used to provide computer and Internet access for families. The ACE College to Career Specialist (CCS) will work with students and family members to access entrance exam preparation materials and to study for the assessments. The specialist will also guide students and family members in accessing McLennan College guidance and informational services and completing the application process. The CCS will facilitate courses by distributing books and instructional materials, coordinating study and homework sessions with the AVID instructor, and administering assessments required at the beginning and end of each course. These supports will ensure ACE family members meet growth standards on assessments to satisfy Adult Education performance gains, completions, and transitions as well as community college grading and credentialing standards. The ACE Family Engagement Specialist (FES) will work with families and students to identify family needs and refer prospective students to appropriate course sequences. The specialist will also coordinate health services, child care, and transportation to support consistent attendance in courses and ensure minimum average daily attendance targets are met.

ACE students and family members will work in tandem at the College and Career Center to earn credentials qualifying them for employment in targeted occupations of the region. Robinson ISD will work with the educational partners to correlate Robinson High School CTE and ACE adult education, workplace preparation, and continuing education courses. The district will work to offer additional credits leading to industry credentials during future ACE project years. The opportunity for high need learners and family members to meet educational and workforce preparation goals would not be available without the ACE partnership.

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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 ACE planning team worked with campus leaders and improvement teams at each eligible campus to develop a schedule of ACE activities designed to meet the needs and improve academic performance of targeted learners. Certified teachers and instructional aides have been identified to provide instruction in each center. The Project Director and Site Coordinators will confer with district educators from the Curriculum and Instruction, Bilingual, Special Education, and Health Services departments as well as community partners throughout the year for the purpose of aligning ACE goals with district goals and curriculum initiatives to accelerate learning.

PROGRAM PRIORITY 1- Program Integration: The ACE instructional plan will be designed to coordinate with the school day academic program: 1) TCLAS Decision 11: ACE academic activities will provide extended learning time to master grade-level TEKS, improve grades, and increase promotion rates. ACE students will be expected to attend high impact tutorials daily. ACE staff will attend TCLAS training hosted by the district to learn to use the TEA High Impact Tutorial training and toolkit to design tutorials. All educators will be introduced to the ACE lesson planning template to plan instructional sequences. ACE Site Coordinators will work with ACE educators to use high quality instructional materials (HQIM) piloted in TCLAS during reading and math tutorials to build knowledge and skills: Leveled Literacy Intervention (RLA grades K-5), Amplify (RLA grades 6-8), and Odell (RLA grades 9-12), Eureka Math (grades K-5) and Carnegie Math (grades 6-12). ACE educators will integrate the instructional materials into blended learning instruction to accelerate student learning. 2) TEA Work-based Learning: The Texas Tri-Agency Workforce Initiative, a collaboration of the Texas Education Agency, the Texas Higher Education Coordinating Board, and the Texas Workforce Commission, has identified work-based learning as a strategy for supporting efficient and flexible pathways to earning a high-value credential linked to high-wage, in-demand jobs. The College to Career Specialist will work with the RISD CTE department to schedule and present the work-based learning activities to K-12th grade ACE students. The activities developed by the partners are designed to develop career awareness, career exploration, career preparation, and career training activities. In addition, ACE high school students and family members will be eligible to earn industry credentials through online McLennan County courses offered at the Robinson High School ACE College and Career Center. ACE educators will work with cohorts to utilize inquiry, research and study skills to successfully complete homework and prepare for assessments during AVID enrichment.

PROGRAM PRIORITY 2: Accelerated Learning: ACE educators will meet each three weeks with campus teachers to review student data. If data does not show progress in meeting benchmarks and/or goals, the team will use a collaborative process to revise lesson plan content, instructional practices, instructional materials, ACE activity offerings, and/or personnel and resource allocations. 1) Supplemental Instructional Materials: RISD utilizes High Quality Instructional Materials (HQIM) to accelerate learning in the content areas of reading and math. During the 2023-24 school year, the RISD and ACE team will have the opportunity to pilot supplemental instructional materials provided by TEA to meet the needs of struggling learners such as Amplify mCLASS and Intervention for Reading/ Language Arts instruction in grades K-2 and 6-8, ST Math for grades K-5, and MATHia for grades 6-12. The materials are designed to complement, enrich, or extend instruction for high need learners. 2) Special Education: RISD educators trained in utilizing Specially Designed Instruction (SDI) strategies will support ACE staff design effective lessons for learners with special needs. SDI strategies will be used to change the content, methodology, or delivery of instruction to improve teaching and learning. SDI Field User Guides will be used to correlate student support plans and the instructional content available within HQIM resources from TEA.

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

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

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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 salary and fringe - \$65,000 salary and \$(13,000 fringe 1 FTE)	\$78,000
2.	Site Coordinator salary - \$55,000 salary and \$11,000 fringe for each SC (5 FTE)	\$330,000
3.	Specialist salary - \$55,000 and \$11,000 fringe for 1 FES and 1 College to Career Specialist	\$132,000
4.	Auxiliary Staff: (Bus Driver \$15,000 and Nurse 35,000)	\$50,000
5.	Extra Duty Pay (professional \$200,000 and support personnel \$250,000)	\$450,000

Professional and Contracted Services

6.	Academic Activities - AVID training (5 campuses)	\$50,100
7.	Enrichment Activities- Mentoring Alliance, Mayborn Museum, etc	\$18,300
8.	Hope Squad Training	\$6,600
9.	Independent Evaluator	\$21,000
10.		

Supplies and Materials

11.	Supplies and Materials 5 centers	\$200,000
12.	Laptops and printers for 1 Project Director and 5 Site Coordinators	\$7,800
13.		
14.		

Other Operating Costs

15.	Conferences travel and fees	\$8,200
16.		
17.		

Capital Outlay

18.		
19.		
20.	Total Program Costs	\$1,352,000

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

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Appendix I: Negotiation and Amendments

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

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the [Administering a Grant](#) page of the TEA website and may be 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
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	

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