TEA
Texas Education Agency

2023-2024 Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 12, Year 1
Competitive Grant Application: Due 11:59 p.m. CT, January 23, 2023

NOGA ID		Application stamp-in date and time

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

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

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

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

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

Amendment Number

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

1. Applicant Information

Name of organization: Aransas Pass ISD

Campus name	Charlie Marshall & H T Faulk E	CDN	205901	Vendor ID	174000049	ESC	2	UEI	

Address	748 W. Goodnight Ave.		City	Aransas Pass	ZIP	78336	Phone	

Primary Contact	Shelley Dominguez	Email	sdominguez@apisd.org	Phone	361-758-4200

Secondary Contact	Cara Cooke	Email	ccooke@apisd.org	Phone	361-758-4200

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	Cara Cooke	Title	Superintendent	Email	ccook@apisd.org	ccooke@apisd.org

Phone	361-758-4200	Signature	Cara Cooke	Date	1/20/2023

Grant Writer Name	Shelley Dominguez	Signature	Shelley Dominguez	Date	1/20/2023

◯ 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.

Aransas Pass ISD (APISD) and Aransas Pass for Youth (APFY) conducted a Texas 21st CCLC needs assessment process to identify priorities for the community, for schools and for students. Surveys were distributed to families, school staff at each campus and students to extract information about the resources, needs and wants of each group. STAAR data, attendance data, RTI data, and discipline data was analyzed and considered. The Steering Committee identified needs based on all of the data and generated possible strategies. Campus characteristics are included in the chart along with a comparison to statewide averages and survey data is summarized below.
*83% of parents would enroll their students in a no-cost after-school program that included transportation.
*83% of parents said their children would attend at least 2 hours each week day.
*86% of parents would enroll their students in a no-cost summer program that included transportation.
*83% of parents said their children would attend the summer program at least 4 hours each day.
*Parents were most interested in Family Engagement that helped them to learn how to improve their child's academic success, followed by health, nutrition, and wellness classes and mental health referral services.
*Parents were most concerned about having a safe place for their children to go after school.
*Students desired programs that include sports and fitness, coding, science, music, drama, book clubs and homework help.

Campus	% Eco. Dis.		% At Risk		% Homeless		% Mobility		%Meets STAAR Reading		%Meets STAAR Math	
	Campus	State	Campus	State	Campus	State	Campus	State	Campus	State	Campus	State
CM Elementary (3-5) TARGETED SUPPORT	78%	61%	55%	54%	5%	1%	21%	14%	40%	53%	25%	42%
HTF Elementary (pk-2) Feeder to CM Elem	85%	61%	58%	54%	2%	1%	27%	14%	NA	NA	NA	NA

The Steering Committee members developed these criteria for target students: 1) Need additional learning time to catch up to their peers, 2) Score below level on benchmarks and/or state assessments, 3) Are homeless, 4) Are failing coursework or are in danger of losing credit, and 5) Do not have a safe place to stay after school. Currently, the APFY afterschool program is fee-based and does not include transportation. This has limited the opportunities for students to participate. The student populations at both campuses have high percentages of students who are economically disadvantaged, at risk and are highly mobile and one of the campuses has a high percentage of students who are homeless compared to statewide percentages. Students in these populations need after school and summer programs to achieve similarly to their peers who do not have these challenges. The proposed program will address these needs by offering additional learning time, High Impact Tutoring for students scoring below level on assessments and/or failing coursework, enrichment opportunities that include physical fitness, fine arts, STEM, and clubs, a free safe program, transportation to the program and home afterwards, and family engagement opportunities including literacy and math and health/wellness activities.

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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.

The SMART goals developed for this Texas 21st CCLC program align with Texas ACE state-wide SMART goals. The benchmarks and strategies used to measure progress toward the program goals will ensure the effectiveness of high-quality academic, enrichment and family engagement opportunities offered by the program.

RECRUIT AND RETAIN STUDENTS
1st Quarter Benchmarks: *Program is widely marketed in the community. *Target students are identified and contacted at least 2 weeks prior to program start date. *Develop student engagement surveys.
2nd Quarter Benchmarks: *70% of target students attend at least 80% of program days. *Target student regular attendees set personal learning goals based on data. *80% of students surveyed will express satisfaction with ACE programming.
3rd Quarter Benchmarks: *80% of target students attend at least 80% of program days. *80% of target students show growth on personal learning goals. *90% of ACE program students will demonstrate increases in student SEL by the end of the school year.

RECRUIT AND RETAIN STAFF
1st Quarter Benchmarks: *Site Coordinators, Project Director and Community Engagement Specialist positions are advertised widely in the community and hired. *Qualified instructors are successfully recruited at least 4 weeks prior to start.
2nd Quarter Benchmarks: *Create an annual professional development plan. *Create and administer a staff engagement survey.
3rd Quarter Benchmarks: *Provide professional development to program staff. *90% of staff complete the staff engagement survey.

ENSURING STRONG OPERATIONS
1st Quarter Benchmarks: *100% of instructors are trained in High Impact Tutoring and Eureka Math prior to program start date. *Steering Committee Meeting to review program activities.
2nd Quarter Benchmarks: *Project Director, Site Coordinator and Community Engagement Specialist Monthly Meetings and calendared to review program data and create action plans.
3rd Quarter Benchmarks: *90% of ACE program students regular attendees will demonstrate decreases in school absences and school discipline incidents. *90% of ACE program students will report an increase in satisfaction with regular school activities by the end of the school year.

ALIGNING WITH THE SCHOOL DAY
1st Quarter Benchmarks: *Beginning of year data is gathered for 100% of target students. * Weekly meetings between site coordinators and district instructional coaches are established to determine academic focus.
2nd Quarter Benchmarks: *Weekly meetings between site coordinators, district instructional coaches and instructors to build lesson plans are established. *Survey regular school day teachers to determine impact of program and obtain input on improvement.
3rd Quarter Benchmarks: *70% of program students meet growth indicators on end of year and state assessments. *70% of program students demonstrate improvement in teacher-reported engagement in learning.

ENGAGING WITH ADULT FAMILY MEMBERS
1st Quarter Benchmarks: * A family engagement activity is advertised and held and attendance is tracked. * Family engagement surveys are developed and distributed. * The calendar of family engagement opportunities is developed.
2nd Quarter Benchmarks: *Family engagement event surveys are distributed after each family engagement opportunity. *The percentage of target student families' attendance at second quarter family engagement activities will increase.
3rd Quarter Benchmarks: * By the end of the school year, program centers will increase parent engagement participation by 25%.

MONITORING FIDELITY OF IMPLEMENTATION
1st Quarter Benchmarks: * Enter formal MOU Partnership between district and CBO. *Steering committee meeting. *Develop site visit indicators.
2nd Quarter Benchmarks: *The Executive Team begins site visits. *Program data is gathered and analyzed by the Executive Team and Project Director and communicated to the Steering Committee.
3rd Quarter Benchmarks: *Steering committee meeting: Evaluate data from student, staff, parent surveys, attendance and student outcomes and develop action plans.

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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 <u>state activities for continuous improvement</u> will be utilized for project evaluation and modification.

The APISD/APFY staff will ensure that all TEA-required data is collected, reported, and analyzed appropriately for proper program evaluation per Texas ACE guidelines and schedules. If the benchmarks and/or SMART goals of the program do not show progress, the following state activities for continuous improvement will be followed:

DATA ANALYSIS: APISD/APFY will evaluate the APISD ACE program formatively and summatively. Project evaluation data, both quantitative and qualitative, will be used on an ongoing basis to determine the success of the program. Progress will be formally evaluated at least once per quarter but program changes will be made as needed if the data shows that current programming is not producing the desired results prior to the quarterly evaluation. Specific areas evaluated will include internal program data and regular school day data such as academic benchmark progress, regular school day attendance for ACE students, in-school suspension rates for ACE students, ACE program student, parent and staff satisfaction rates, ACE program activity logs and lesson plan content, percentage of ACE students meeting personalized goals and ACE program walkthrough data including student engagement rates.

NEEDS ASSESSMENT: Root causes will be identified using the 5 Whys technique once the data analysis is completed.

IMPROVEMENT PLAN: After each quarterly evaluation, the ACE Steering committee will develop an action plan with benchmarks to celebrate success of the program and to improve any areas that were identified in need of improvement through the needs assessment. The action plans will be presented and discussed at quarterly APISD administrative meetings. Attendees at these APISD administrative meetings include the superintendent, the assistant superintendent, the curriculum director, the director of special programs, and the campus principals. The summative evaluation and improvement plan of the program will be presented to the APISD school board.

IMPLEMENT AND MONITOR: Data will be collected toward the improvement plan benchmarks. The Steering Committee will review progress quarterly and provide feedback to stakeholders based on their progress toward benchmarks and goals. Through ongoing and intentional evaluation of the program involving all stakeholders, APISD ACE will implement a continuous improvement process, making it an essential part of the lives of APISD students and families.

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 <u>Every Student Succeeds Act Provisions and Assurances</u> 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 APISD/APFY ACE program will utilize research-based best practices to provide activities aligned to the APISD Learning Framework, Panther Pathway, which develop the APISD Learner Profile attributes of work ethic, forward thinking, communication, and collaboration. The best practices are expected to improve student academic achievement and overall student success.

Targeted Academic Support: All activities will be TEKS-based. The following researched based practices known to enhance achievement will be integral parts of this program: High Impact Tutoring, High Quality Instructional Materials, Blended Learning, Personalized Learning, Student Choice, Goal-setting and Tracking of Learning, and Family Engagement literacy and math activities.

- **High Impact Tutoring (HIT)-** Students will be pulled by trained tutors in small groups of 3 or less for at least 30 minutes, 3 times per week to address targeted skills based on individualized data. Tutor-student groups will be consistent in order to build strong relationships with students. Tutors will utilize mCLASS Intervention and Zearn as well as other materials to provide services to students. These materials are aligned to the TEKS and to the core curriculum.
- **High Quality Instructional Materials (HQIM)-** Our district is a TEA CRIMSI district and utilizes HQIM. Activities will include high quality knowledge-building instructional materials such as Eureka Math that are aligned to the school-day curriculum. Program instructors will be trained in the Research Based Instructional Strategies (RBIS) for the curriculum prior to implementing them in the program and will receive ongoing support from the district instructional coaches. For math, progress will be monitored using Zearn, software that is aligned with Eureka Math, and/ STAR 360. For reading, progress will be measured with mCLASS, BookNook and/or STAR 360.
- **Blended Learning-** Our district is a TEA Blended Learning district . These research-based strategies will be incorporated into the afterschool and summer programming. Student learning activities will be personalized based on student choice and TEKS-based data. Students will set goals and track their progress towards these goals.

Student Interest-based Enrichment: The following enrichment activities were chosen based on student surveys:

- **STEM-** Students will participate in Project Lead the Way and Kidspark programming. Through these curriculums, students will explore engineering design thinking, science concepts, math concepts and coding. Program instructors will be trained in these materials and receive support from district instructional coaches. Each curriculum begins with a problem for students to solve. Students then explore background information and work to determine possible solutions. Through multiple iterations, students work collaboratively to solve the initial problem. This process encourages all of our district student profile characteristics, communication, collaboration, forward thinking and work ethic, which we believe lead to positive student outcomes. Additionally, students will explore our district's Health Science pathway. The program will be housed on the same site as our CTE Health Science program. Health Science teachers will provide workshops for the elementary after school students who will visit the Health Science lab each semester.
- **Fine Arts-** Students will learn about music, theater, art and design and utilize their learning to perform for their parents and the community.
- **Health and Fitness-** Program instructors will extend the school day Character Strong Curriculum using the character traits and strategies from the program. Students will set personal fitness goals and track their progress towards them. Additionally, Health Science teachers will provide workshops.
- **Clubs-** Students will participate in clubs of their choice to develop their personal interests, growth and voice.

Family Engagement: The following family engagement activities were chosen based on family surveys.

- **Math and Literacy Workshops-** Instructional coaches will coach families on how to help their children succeed academically
- **Health and Wellness Workshops-** Counselors will schedule a variety of health and wellness workshops throughout the year.
- **Del Mar College Parent Academy-** Provide families with mini-workshops focused on GED/ESL, post-secondary and financial aid opportunities, community support resources, continuing education options, career development and workforce opportunities.

Program activities are aligned to best practices and address needs found during the needs assessment process. They also are aligned to the community desires and SMART goals developed for the program. This alignment is expected to improve student performance in all areas.

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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.

Participation in ACE programming produces positive gains in student achievement on state assessments and in promotion rates (AIR, 2016; Naftzger et al, 2013; Lauer, 2006). **Personalized academic support** utilizing a **blended learning** approach is also correlated with positive student achievement outcomes (USDOE, 2010; Pane, Stiener, Baird & Hamilton, 2015; Ceylan & Kesici, 2017). The APISD/APFY ACE program will incorporate a personalized blended learning model by coordinating with the campus' staff to identify student needs based on data. Program staff will embed student choice into instructional plans using tools such as playlists and choice boards as an additional motivational component. **High Impact Tutoring** will be incorporated in the program using the research-based methods of a 3:1 ratio and **High-Quality Instructional Materials** such as Zearn and mCLASS Intervention. Engaging out of school **enrichment programs** can mitigate the learning gaps of under-resourced students (Hodges, McIntosh, Gentry, 2017). The APISD/APYF ACE enrichment program will consist of activities identified through community, student and teacher surveys as most desirable by students, parents and teachers such as STEM, Fine Arts, and outdoor environmental opportunities and will utilize **active learning strategies** shown to improve student achievement in STEM and other areas (Freeman et al, 2014). **Social-emotional learning interventions** positively impact student behavior, motivation and school performance (Durlak et al., 2009). The APISD/APFY ACE program will incorporate Character Strong, a research-based social-emotional learning curriculum shown to improve social emotional competence and student behavior. Time will be devoted to the curriculum daily and skills learned in the curriculum will be embedded in all ACE activities. **Family engagement** programs focused on literacy and numeracy can help improve intergenerational literacy (Kim & Byington, 2016) and reading and math achievement (Epstein, J.L., 2018). The APISD Community Survey revealed that families were most interested in supporting their students with academic skills. APISD/APFY will offer family math and literacy academies during the school year as a part of the APISD ACE program. The Community Engagement Specialist will collaborate with the Site Coordinators and Project Director to plan and implement family engagement activities. **Positive Youth Development-** APISD/APFY ACE will implement the Character Strong social emotional learning activities, leading to improvements in social-emotional competence and behavior. Additional research-based practices will include: Goal-Setting and Tracking of Learning, Family Engagement child social emotional development activities.

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.

APISD currently provides transportation for a large number of its students. The community survey revealed that the majority of families needed this service in order for their children to attend the program after school and during the summer. APISD intends to provide transportation for all students to and from the APISD/APFY ACE after school and summer programs. Funds have been allocated in the budget to support the additional services needed for student participation in the ACE program. Additionally, some planned enrichment activities such as educational field trips will necessitate travel and funds have been allocated for these expenses as well. APISD/APFY prioritizes student safety above all else and the transportation department is vigilant in following all federal, state and local requirements. Current practices, such as not dropping off a child without a parent visible, will continue. APISD bus drivers and bus monitors are well trained and provide safe transportation to our students daily. The APISD/APFY ACE program will utilize current APISD bus drivers to support this program. ACE program site coordinators will communicate regularly with transportation staff to manage student needs such as transportation changes or behavioral issues. The APISD/APFY ACE program will utilize current student arrival and dismissal practices for students who walk home or get picked up to ensure student safety and smooth transitions and the signing out of students by adults using the School Check-In system during program hours.

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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.

APISD/APFY will utilize various avenues to disseminate information, including location, about the community learning centers. The Community Engagement Specialist will play an integral role in organizing these strategies. Currently, APISD uses a messaging system that sends important information to district families via phone, text and email. Additionally, important information is posted to the APISD website and the APISD Facebook and Twitter social media sites and APISD and APFY frequently utilize the local newspaper and networking to get the word out about activities occuring in the district. APISD and APFY will continue to use these current communication methods and use additional methods to communicate to families and the community. All communications are provided to families in English and in Spanish. APISD and APFY also have the benefit of sharing a communications specialist with the AP Alliance organization. APISD/APFY will utilize the specialist to highlight activities and events happening at the centers quarterly. APFY is a community-based organization that hosts events in the community. APFY will utilize these events to disseminate information about the program, including the location of the centers. During the recruitment period, APISD staff including teachers, site directors, the community engagement specialist and the program manager will strategically make personal phone calls and home visits to families of target students to inform them of the program. Personal phone calls and home visits will continue as needed throughout the program. APISD/APFY will utilize the DEIC and the APISD/APFY Steering Committee, teams that include business, parent and community members, to plan and make decisions about the program. These community members will help to inform others in the community about the program. APISD/APFY site directors will meet with campus administration and teachers weekly to discuss program activities and communicate important information. Teachers will help keep the communication to families ongoing through messages sent home and pick-up line conversations.

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)

APISD/APFY ACE plans to utilize volunteers for certain Family Engagement, and SEL activities. These volunteers will be recruited through our ACE partners, through advertisement and through personal contact. The Community Engagement Specialist will work with APISD to secure and train volunteers. APISD has strict practices for its volunteer program in place that comply with Texas Education Code 22.053 and board policy *GKG legal* for the safety of its students. Volunteers must submit a volunteer application including a criminal history release form. A criminal history will be obtained on all volunteers. Fingerprinting will be obtained when necessitated by policy. Volunteers must also provide evidence of identity with a copy of their valid identification (unexpired Texas driver's license, state issued ID, U.S. Passport, U.S. military card/draft record, or alien registration card). Volunteers are then approved when criteria are met and campus administration receives notice that the volunteer has permission to provide volunteer services. Volunteers must renew each year. Volunteers will utilize the School Check-in System to check in and out of the program site for each day they volunteer. APISD/APFY ACE staff will train volunteers for each of the program activity types that they will assist with.

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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.

APISD/APFY will coordinate federal, state, and local programs to make the most effective use of public resources and ensure an appropriate, safe and equipped facility.

Food Services: Sites are coordinated so that students have access to the summer community food-service program.

Security: Each site is secured according to state guidelines for entry-ways and classroom doors. All staff will be trained in the Standard Response Protocol prior to serving students.

Health Services: Students in the program will have access to appropriate health services and staff will be trained in childcare health and safety guidelines by the district health services director.

Special Education: The district Special Programs Director will provide support and training for instructors to ensure students receive appropriate services.

Programs such as High Impact Tutoring, CRIMSI, Blended Learning and P-TECH will be incorporated into the program. To avoid replication and waste of resources, program staff will be trained in each of these areas alongside regular school-day staff. Additionally, materials utilized for these programs will be shared where possible.

The ACE Steering Committee includes staff members who are aware of State and Federal Initiatives, their goals and their budgets. Members of this committee also have a vested interest in the development of the district and campus improvement plans that determine how these state and federal funds are allocated. This collective knowledge will assist the APISD/APFY in making decisions that will ensure the wise use of resources coming from various programs.

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.

Research into the sustainability of 21st Century Learning Centers shows that 100% of centers were able to sustain programming of the same scope and quality with more limited funds. APISD and its partner, APFY, believe that we too can achieve sustainability after grant funding ends and are committed to ensuring our students of most need continue to receive this important programming. In meetings with partners, preliminary plans for sustainability after grant funding ends were developed. A suggested timeline was then created.

- Fall of 2023-Spring 2024- Hold quarterly meetings with ACE Steering Committee to track progress toward program goals including sustainability
- Fall of 2023- Promote APISD/APFY ACE through various media outlets
- Fall of 2023-Spring of 2024- Research and apply for additional grant funding opportunities
- Fall of 2023- Develop a roster of potential new partners and create a communication/marketing plan
- Fall of 2023-Spring of 2024- Recruit potential partners
- Fall of 2023-Spring of 2024- At least quarterly, celebrate successes of the APISD ACE program and advertise
- Spring of 2024- Evaluate the program and develop plans for improvement including needs of the program
- Years 2023-2026- Continue the above strategies and:
  - o Determine return on investment for funds to create business plan
  - o Coordinate and leverage use of all funds
  - o Fundraising events
  - o Investigate strategies such as sliding scale fees for services after grant funding ends

The resources provided through the grant such as high quality training, program materials, equipment purchased and technical assistance will assist APISD/APFY ACE in achieving sustainability.

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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

A Memorandum of Understanding between Aransas Pass ISD (APISD) and Aransas Pass for Youth (APFY) has been developed and agreed upon by both parties, making this program eligible for priority points. Neither entity has ever received the 21st Century Learning Center grant; therefore, this grant will provide access to high-quality services that are currently unavailable in this community. Many of our target students are latch-key children and spend their after-school hours at home without an adult. These students do not currently have access to homework assistance or enrichment activities such as sports clubs or fine arts. This small community, unlike neighboring communities, does not offer many enrichment opportunities for our students. To get these types of opportunities, our students have to travel to one of the neighboring towns. Families of our target students do not have the resources to pay for these opportunities or provide transportation for their children to attend.

Aransas Pass for Youth has offered a fee-based after-school and summer program for this community for many years. This community-based organization has provided a valuable service, but because of the necessity to charge for the service and the inability to provide transportation, participation of our most at-risk students has been limited. Because participation is limited, opportunities for other children in these families are limited as well. For example, one of our high school students could not attend one of the district's industry-based certification programs because he had to provide transportation and care for his younger siblings after their school day ended. If the APISD/APFY ACE afterschool program had been in place, this could have been avoided. Because of budgetary constraints, staffing for the APFY program has predominantly included high school and college students which has limited the alignment to the school day program. With this partnership, our students will receive coordinated academic assistance from trained staff that will lead to school-day success.

Aransas Pass ISD has offered a free summer program to limited numbers of students for limited days and hours due to budgetary and staffing constraints. At times, the schedules and the goals of the two separate programs (APISD and APFY) were in conflict so that they were unintentionally competing for the same students. Through this new partnership, which has been in the process of development for several years, both organizations will benefit so that services for the after-school and summer programs can be greatly expanded to even more students.

The Community Engagement Specialist position was created through the partnership process to strengthen the bond between the organizations so that resources can be accessed to the greatest potential. Both organizations are united in the endeavor of being warriors for the futures of children in our community.

Due to the APISD/APFY partnership, our students who are most in need will benefit from academic support from trained staff from both organizations, engaging enrichment opportunities that allow for student voice and choice such as fine arts, STEM activities and clubs, a safe environment to stay after school and in the summer rather than being at home in an unsafe environment, transportation to and from the program, and access to healthy food. Besides High Impact Tutoring, APISD/APFY plans to offer our students quality enrichment such as dance, music, tumbling, basketball, book clubs, arts and crafts and coding. These are opportunities that are not currently available to them.

APISD/APFY is also working with other partners such as Del Mar College, ESC2, Coastal Compass and area mental health agencies to bring quality workforce readiness and continuing credit opportunities, Parent Literacy and Math Academies and small group mental health workshops to our families.

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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 APISD/APFY ACE program will coordinate with school-day personnel to ensure that measures of student success align with the regular academic program of the school and academic needs of participating students.

Program Priority 1- The APISD/APFY ACE program will integrate other TEA initiatives designed to accelerate learning and increase specific academic student outcomes. First, the APISD/APFY ACE program will include a **blended learning** component. During academic time, students will access technology and software, such as IXL, that is personalized to their learning needs. Students will work toward their individualized goals and track their own progress. APISD/APFY ACE program staff will be trained in blended learning best practices and the software integration by the district blended learning specialist. During academic enrichments, students will have voice and choice around the activities they participate in. Some examples are designing enrichment clubs and creating the frameworks for them, choosing from an array of enrichment activities and choosing community projects to work on. APISD has been a TEA **Blended Learning** district for 3 years and will continue to implement best practices for blended learning into this program. This year, APISD has participated in the TEA initiative **COVID Recovery Instructional Materials Support (CRIMSI)** by implementing Eureka Math in kindergarten through fifth grade district-wide. The APISD/APFY ACE Project Director will ensure that after school and summer instructors are trained by the district math instructional coach in the curriculum and the scope and sequence and specific pedagogical practices of the program. APISD/APFY instructors will assist students with their math homework daily using the program practices. The district instructional coach and each site coordinator will meet weekly with program staff to review Eureka Math content and skills for the upcoming week. The Community Engagement Specialist and the APISD math instructional coach will maintain a district math and literacy family website, that will include specific material on how to help their children with the curriculum, such as Eureka Math. The Community Engagement Specialist will also set up a Class Dojo for the program to keep parents informed daily of the ACE program activities. For summer programming, the instructional coach and each Site Coordinator will meet with program staff at the end of the year to design a robust summer academic program utilizing these materials based on the End of Year student data. This year, APISD has begun the **P-TECH** process in our Health Science program. Through the development of this program, APISD/APFY after school program students will participate in workshops given by the district health science teachers that expose them to health science careers as part of the academic enrichment portion of the program. The integration of these TEA initiatives are expected to help students meet state student standards in reading and math and offer them enrichment activities that complement their regular academic program.

Program Priority 2- The APISD/APFY ACE program will integrate supplemental **High Quality Instructional Materials** and **High-Impact Tutoring** products. APISD staff and tutors have been utilizing the TEA initiative supplemental math product, ZEARN, this year as a component of our HB4545 efforts. ZEARN is aligned with Eureka Math, our school-day math curriculum. To coordinate between the school and the ACE program, school-day teachers will bookmark ZEARN lessons so that after school tutors and students will know exactly where to start with lessons. In the area of reading, the APISD/APFY ACE program will utilize mCLASS Intervention to provide **High Impact Tutoring**. Focus lessons, based on student performance, from mCLASS Intervention will be delivered to students by tutors. Qualifying students in the APISD/APFY after-school and summer programs will receive **High Impact Tutoring** in small groups of 3 students for a minimum of 3 times a week for 30 minutes. The proposed schedule includes a 45 minute, rather than 30 minute, block. Tutors will be consistent and matched to student groups according to student strengths and needs. Tutors will be trained by the APISD instructional coaches in the proper use of the materials using the Research Based Instructional Strategies (RBIS), including specific program research-based instructional strategies and tutor-to-student relationship building, prior to tutoring. Student progress in each program will be monitored using the HQIM materials by the tutors who will respond to student needs based on data. APISD instructional coaches will meet with program staff and APISD/APFY Site Coordinators weekly to review student tutoring data and make recommendations about appropriate instructional moves related to the data. The proposed budget includes contracted services for training. These services will be utilized on a just-in-time basis to address staff implementation needs with the tutoring products to ensure successful implementation.

The proposed APISD/APFY program aligns well with the regular school-day initiatives and curriculum. Students who participate in this quality experience will enhance their opportunities for success in the regular school-day by their participation.

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)	

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	70,000
2.	Site Coordinators (2)	100,000
3.	Community Engagement Specialist (1/2 time)	27,500
4.	Program Instructors, professional and support staff extra duty pay, and bus drivers	266,930
5.		

Professional and Contracted Services

6.	Family Engagement Services- Workforce development/parent academies	1,200
7.	Staff Training not offered by TEA	3,000
8.		
9.		
10.		

Supplies and Materials

11.	Curriculum- STEM, Fine Arts and other enrichment curriculum	9,870
12.	Chromebooks	20,000
13.	Student supplies and materials	4,000
14.	Staff supplies- CES, Site Coordinators, Projector Director	4,000

Other Operating Costs

15.	Transportation- students to attend program and educational field trips	8,500
16.	Conference travel	5,000
17.		

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED: 520,000

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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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