



**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

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
- General Provisions and Assurances
- Application-Specific Provisions and Assurances
- Debarment and Suspension Certification
- Lobbying Certification
- 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.

Jubilee Academies (Jubilee) is a charter system comprised of 13 high-need charter schools serving students (PreK-12) across central and south Texas, in Austin, Brownsville, Harlingen, Kingsville, and San Antonio. Jubilee's community and target population includes a high percentage of minority, limited English proficient, low-income, underserved and some of the most at-risk and undereducated students in Texas. Hence, Jubilee engaged in Strategic Planning to fully evaluate the community needs and available resources for the ACE centers. (1) Data: The comprehensive community and campus needs assessments involved a review of multiple data measures regarding the need for after school and summer (ACE) programs/activities in the schools and communities. Data findings identified targeted needs of students, families, and the community to prioritize schools with students that are most in need of out-of-school time/services and resources through an ACE program. For example: State Accountability Ratings: 4 of Jubilee's 13 schools had a C rating; 5 schools were not rated per Senate Bill 1365, 3 campuses were identified for comprehensive support and improvement; 1 campus was identified as targeted support and improvement. STAAR outcomes are low in grades 3-5 Reading (22%) and Math (16%) compared to the State at 40% and 37%, respectively; grades 6-8 Reading (21%) and Math (13%) compared to the State at 41% and 33%, respectively and grades 9-12 Reading (11%) and Math (7%) compared to the State at 54% and 41%, respectively. Jubilee schools currently serve 6,166 students in grades PreK-12, many are 3,463 (56.2%) at-risk, 6,166 (100%) Title I, and 1,445 (23.4%) Bilingual/ESL students. (2) Data sources: TAPR, PEIMS, ESEA, Title I, Accountability, and other key data compared to the state included: state assessments (STAAR, SAT/ACT, TSI, etc.), academics (grades, GPA, etc.), demographics (race, ethnicity, SES, ELL, etc.), attendance (ADA, sign ins, etc.), behavior and discipline (PEIMS), etc. (2) Feedback: Parent, Community and Student Perceptual/Interest feedback was derived from focus groups, surveys and rubrics, pre-post, etc. (3) Needs: To determine the needs of students and families (including those working), comprehensive data and information gathering occurred to include but not limited to: focus groups held of students, parents, school administrators, teachers and student. Parent surveys were also gathered (Fall 2022). Parents shared preferred time ranges and types of services, meetings and revealed a high need for engaging after-school programs for youth in grades K - 12 (90%). Also very important were: academic support (85%), and college/career readiness (82%), safe learning environment (95%). Students showed interests in afterschool programs providing homework help (70%), arts, music (80%), sports (85%), and college/career readiness (75%). (4) Participation: After conducting the needs assessments, Jubilee and purposefully selected partners (Big Thought (BT), Texas A&M University Higher Education Center at McAllen (TAMU-HECM) and Children's Bereavement Center) and are proposing 10 ACE Program centers in its most at-risk schools: Austin 1, Brownsville 2, Harlingen 1, Kingsville 1, and San Antonio 5, with one feeder to serve 965+ target at-risk students with support using high-quality instructional materials (HQIM) Amplify, Carnegie, Eureka, high-impact tutoring (HIT: Amplify, MCLASS Burst Lessons, etc.), and/or school-day aligned academic activities and services, enrichment and family engagement, etc. to improve academics, attendance, GPA/graduation, engagement, college readiness, etc.

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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.

Jubilee created 5 summative SMART goals (Attached: Strategic Plan) aligned to the Performance Measures (GPR), based on Jubilee's ACE Program data analysis, and supported by the comprehensive, systemic community and campus needs assessment conducted in Fall of 2022. Specific needs of students, families (including working families), and community were identified to determine gaps in services and the heightened demand for enhanced after-school centers supported by CCLC Cycle 12 Grant funding. Additionally, Jubilee established the following benchmarks along with quarterly timelines that will be used to measure progress toward meeting the SMART goals, key strategies are embedded aimed at ensuring the availability and effectiveness of high-quality academic, enrichment, workforce, youth development and family engagement opportunities. Baseline data has been collected for a number of the proposed measures, any lacking baseline data will be collected upon award. Also, upon award Fall (Aug. 2023-Oct. 2023) Jubilee ACE will: Notify constituents by press releases and social media; Recruit staff by posting positions and qualified job applicants; Finalize for all contracted positions; Complete an updated needs assessment by August 1, 2023; Identify target students, parents and adult family members; Ensure strong program operations by creating effective program structure, hierarchy and filling specific job duties for all qualified personnel at all program sites; Review the activity and budget plan to ensure alignment with needs and SMART goals; Meet with school board to announce the project and solidify commitment to the project; Recruit target students through referrals, flyers, before, after school and lunchtime awareness booths/tables, flyers, informational materials, social media, meetings, etc.; Engage parents and adult family members by hosting events, meetings and workshops; Align with the school-day by supporting accelerated and engaged learning, HQIM Amplify, Carnegie, Eureka, and HIT: Amplify, MCLASS Intervention Burst Lessons, etc.; Commence Jubilee ACE activities with targeted students; Continuously check attendance records to ensure students are receiving effective program dosage. Thereafter, (Nov. 2023-Feb. 2024, ongoing), Jubilee ACE will conduct: TEA Fall Qualitative Assessment Process (QAP); Fall semester reporting of activities to TEA via TX21st data system; Continuous monitoring fidelity of program implementation by reviewing and revising project plan to incorporate mid-course corrections based on data; Focus groups and surveys to establish baseline qualitative and quantitative formative data; Evaluation activities with external evaluator; Teacher and other program staff evaluation for effective learning practices; Professional development activities per project plan; Additional teachers and project staff recruitment (as needed); Community feedback sessions to inform project modifications; Engaging enrichment opportunities, outreach and personalized support, etc., to retain students; STAAR testing preparation activities for targeted students and parents; Discussions with campus administration and parents in January 2024, about summer program; Continuous review of student performance and attendance data from the fall semester at charter, campus and student levels; Develop action plan to implement the TEA Winter and Spring QAP. In the following spring/summer (Mar. 2024-Jul. 2024) Jubilee ACE will conduct: Continuous program evaluation activities; Spring semester activities TEA report via TX21st data system; Summer plan by April 2022, ensuring activities address current needs data and include academic support using high quality instructional materials, i.e. HQIM (Amplify, Carnegie, Eureka, and high-impact tutoring (HIT: Amplify, MCLASS Intervention Burst Lessons, etc.), that support learning; Identification and recruitment of students performing below grade level expectations for summer program; On-boarding/hiring high quality teachers and staff for the summer program; Professional development activities per project plan; Community feedback sessions to inform project modifications; STAAR testing results analysis and target activities for students who need retesting; Parent training on strategies to reduce summer learning loss; Charter and campus staff meetings to plan for the school year; Student performance review and attendance data from the spring semester at the district, campus and student level; TEA QAP review of feedback and implement findings with the evaluation findings and overall monitor program fidelity with ongoing program review, grant continuous improvement process and action plan, etc.

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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.

Jubilee's evaluation will: include ongoing program monitoring through both formative and summative methods, gauge the ongoing progress toward meeting the benchmarks or summative SMART goals, make modifications based on findings for continuous improvement and ACE sustainability. Jubilee continually assesses student/family outcomes to provide and modify services to serve those most in need. The evaluation will be aligned to: SMART goals, performance measures, and the Texas ACE Blueprint and assist in the improvement of program quality, address needs and improve participants' outcomes. Selection (procurement) will occur of an independent external evaluator with knowledge in ACE grant evaluation. To inform necessary program modification for sustainability, evaluation and data collection will address implementation of project activities, progress on benchmarks, etc. State activities will be compared with Jubilee ACE performance, inform project evaluation and ongoing improvement efforts, etc. In the event benchmarks or summative SMART goals do not show progress, data will inform changes, adjustment and modification. Data and information analysis will include: academic, state assessment STAAR performance, grades/GPA, attendance, engagement, youth development, workforce/college readiness, graduation, parent engagement, etc. Findings will be critical in determining progress or any necessary program modification based upon effectiveness and impact of ACE services on all goals, benchmarks such as student achievement, etc. Program effectiveness will be assessed through data methods aligned to performance measures to include collecting both program, student and adult family member level data. Surveys, ACE activity participation logs, student, teacher, adult training/PD and other qualitative and quantitative data e.g. total students and parents/adult family members served, comparison of pre-post records including performance and ACE project observations, etc. Continuous improvement efforts, comparison of state activities with Jubilee ACE performance will inform project evaluation, etc. State activities and tools (QAP, Qis, etc. Blueprint, etc.) will guide Jubilee ACE.

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.

Jubilee's target population is at-risk and under served youth and includes a high percentage of minority, limited English proficient, low-income, and some of the most undereducated students in Texas. After conducting extensive community and charter-wide needs assessments, Jubilee and partners are proposing to implement a highly engaging after-school and summer program at 10 participating (most at-risk schools) centers with one feeder school. Services will be provided to students who attend schools implementing targeted support activities, including high quality instructional materials (HQIM - Amplify, Carnegie, Eureka), and high-impact tutoring (HIT – Amplify, MCLASS Intervention Burst Lessons, etc.), that support learning particularly of the at-risk population (62.7%) - greater than the state's at-risk rate of 50.6% (Statutory Priority 1- Targeted Services, Program Priority 2-Accelerated Learning).

Jubilee's ACE will offer evidence-based academic services and interventions, enrichment opportunities, parent support, and college and career/workforce readiness activities, particularly at-risk, low-income, and English Learner students, during non-school hours. During the regular 2023-2024 school year (fall/spring), each Jubilee ACE center will exceed the required 155 days and will operate five days/week, Monday-Friday (3:45pm to 6: 45pm, 3 hours day) for 182 days. Services will be provided at no cost to participants. Services will also focus on academics, enrichment, accelerated learning (HQIM and HIT), align and be integrated with the regular school day, campus curricular programs, and state standards to address students' needs. Enrichment activities will take into account students interests (survey, input, etc.), enhance academic activities including interactive, hands-on and technology based engaged learning. Activities will be aligned with TEKS and STAAR and are designed to support students in meeting academic achievement standards in core academic subjects while complementing students' regular academic program. Centers will provide services which close achievement gaps, improve student achievement, and create an educational structure that supports all learners to improve academic performance, promotion rates, and graduation rates, creating a generation of college and career ready students.

(1) Targeted Academic Support: To improve overall student academic achievement, including benchmarks, STAAR scores, GPA and grades in core subjects, Jubilee ACE will provide developmentally appropriate academic supports including: Theme-based literacy and numeracy; Targeted Instruction, TEKS aligned, evidence-based academic interventions, academic enrichment, prescriptive tutoring (HIT, etc.), homework support, study skills development, and ELL support to students in most need of academic assistance and STAAR-EOC preparation.

(2) Student Interest Based Enrichment: Jubilee ACE will work with joint partners: Big Thought (BT), Texas A&M University Higher Education Center at McAllen (TAMU-HECM) and Children's Bereavement Center) per Statutory Priority 2 and service providers to offer a wide array of engaging, age-appropriate activities for youth in grades K-12. Students will participate in active learning based on interests through innovative, evidence-based instructional techniques and behavioral skill development, including: enrichment (coding, STEM): physical fitness/wellness activities, art, technology and educational field trips, youth development and trauma-informed and Socio-Emotional Learning (SEL) as well as youth leadership and character development, etc. Students will have access to adult mentors (BT, Children's Bereavement Center, etc.)for prevention (drug, alcohol, violence, etc.) training, and TAMU support for workplace and college awareness (applications, college visits, career readiness and exploration).

(3) Family Engagement: Adults/family members will have access to weekly activities to include informational sessions on: financial literacy, adult education, college/career awareness, GED, ESL. parenting skills, parent involvement in child's academic success, etc. Activities will be aligned with other local and TEA initiatives (Program Priority 1). Jubilee will host a Summer ACE Academy to support continued learning and minimize summer learning loss. The Academy will be held for a minimum of 27 days, 4 days a week (Monday-Thursday) from 8am to 2pm for 6hrs./per day. Age/grade (K-12) appropriate activities will include: literacy and math development, targeted tutoring (HIT – Amplify, MCLASS, Burst, etc.), STAAR-EOC preparation, enrichment activities, interactive and hands-on STEM activities, and Socio-Emotional Learning (positive behavioral skills development, character and youth leadership development). Activities for older students will include college and career readiness (assistance with college admissions and financial aid applications, college search, and trips to local colleges/universities), career exploration, and standardized test prep. The Jubilee ACE Project Director will coordinate and monitor all activities, supported by Site Coordinators and Specialist (Family Engagement). ACE staff will survey students and parents at all 10 centers for engagement, feedback, interests and suggestions, etc.

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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.

Jubilee will rely heavily on the Texas ACE Blueprint and QAP, Qis, etc., to guide how to measure performance and achievement. Jubilee will also conduct local observations and gather feedback to identify areas for improved practices. Jubilee is committed to applying research and evidence-based practices to provide educational and enrichment activities that enhance academic performance, achievement, college/workforce/career readiness, and positive youth development of students. Guided by Texas Standards for High Quality Afterschool, Summer and Expanded Learning Programs developed by the Texas Partnership for Out of School Time, the proposal planning process was based on national best practices. All 10 Jubilee ACE centers will also use the You for Youth Research, (2021) developed. for the U.S. Dept. of Ed., to guide center services. Research by Afterschool Alliance indicates that regular student participation in after school programs such as 21st CCLC programs was consistently associated with higher state assessment scores in reading and math and noted, students who participate in after school programs achieve higher grades and standardized test scores than students who do not participate in these programs (Shernoff, D., 2018). To ensure student mastery of STAAR core academic concepts, program activities will complement daily learning, academic instruction, extended day learning with targeted academic support using HQIM and HIT, etc., and school-day aligned academic activities. Each center will offer after school learning supports and intervention activities for students Monday-Friday. Students will be served age-appropriately at each center, Targeted tutoring (i.e., HIT, etc.), homework assistance, and hands-on learning activities (Technology,STEM etc.) for each grade level will support students (at-risk,etc,) with: state and local (regular day) academic achievement, academic intervention and support; academic proficiencies in core subjects; and college and career readiness. Along with partners, ACE will support students' positive youth development, with social-emotional learning (SEL) and skills building activities to strengthen leadership skills, character development, etc. Activities will also support youth and families with college, career and workforce readiness, searches, application, tours, financial aid, etc.

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.

Jubilee will operate 10 ACE centers in its charter schools across Texas including: Jubilee San Antonio, Jubilee Highland Hills, Jubilee Lake View University Prep., Jubilee Leadership Academy, Jubilee Kingsville, Jubilee Living Way, Jubilee Harlingen, Jubilee Wells Branch, Jubilee Brownsville and Jubilee Westwood with one feeder school Jubilee Middle School. (1) Needs: Jubilee's Community Needs Assessment indicates that a majority of students in grades K-8 either ride a school bus (to and from) school or are transported by parents or families. Students in grades 9-12 either ride a school bus or provide their own transportation by driving themselves or securing rides with parents/guardians or other licensed individuals. An approved ID system is in place that identifies adults who are authorized by parents to pick up youth.(2) Traveling safely to and from each center: Most students participating in the ACE program will be directly dismissed from their school day to the program located on their home campus and will not require transportation to the center after school. Students attending the one feeder school - Jubilee Middle will feed into the Jubilee Westwood ACE Center. However, because Jubilee Middle School is located on the same property site as Jubilee Westwood, students will be onsite and therefore not require transportation to the ACE Center immediately after school. (3) Traveling safely home from each center: Once daily ACE programming ends, all students will have the option of securing their own transportation or utilizing bus transportation provided by Jubilee ACE. Bus transportation will be available for youth participants from the Center back home throughout the regular school year (fall/spring semesters) and summer. (4) Traveling to off-site and from ACE activities: Jubilee buses will also provide transportation services for students while participating in off-site program activities. Further, during activities located in areas other than the home center site, Jubilee ACE will provide transportation from the location back to the home center site. (5) Parent and adult family member transportation: Jubilee ACE may also transport family members to off-site program activities, as feasible, and as space permits, Throughout all transport of students to and from centers and activities, bus safety policies will be enforced as well as required student to adult supervisory ratio strictly adhered to and enforced.

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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.

Jubilee's Leadership and Community Engagement expert staff, with support of ACE partners, have planned and will execute an extensive outreach and marketing plan to recruit potential participants as well as to disseminate information about the community learning center (including its location) to the community in a manner that is understandable and accessible throughout Austin, Brownsville, Harlingen, Kingsville, and San Antonio. (1) Plan to inform about ACE: Outreach information will be disseminated through a multitude of measures to ensure it is easily accessible by local students, parents, and families. Upon grant award, Jubilee's Community Engagement Team, partners, and ACE staff (upon hire) will work with local community organizations and other youth-serving entities to disseminate program information and implement an extensive marketing and community outreach initiative including: Promoting the ACE Program through Jubilee's and partners' websites and social media pages; Creating and distributing informational flyers, brochures, and district newsletter (electronic and hard copies) to partner organizations, students, parents, families, caregivers, teachers, and community; Distribution of flyers and posting of informational posters throughout local neighborhoods and communities; Public service announcements and press releases; Posting of information in local newspapers, announcements and presentations at new student and parent orientations on campuses, monthly and quarterly School Board meetings, and PTSA meetings. (2) Outreach efforts will be understandable, accessible, and transparent, all marketing information (written, online, etc.): will be in home-language: English and Spanish, etc. Texas ACE© logo will be included in all outreach and communication materials and will comply with Texas ACE© branding guidelines. Jubilee will host recruitment drives at ACE Centers throughout the school year, at least once per semester. Site Coordinators will disseminate information for recruitment efforts by presenting at various school events and functions including Back to School Nights, student assemblies, and in-school announcements. Jubilee will also post informational displays at participating campuses.

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)

Jubilee implements safe, structured volunteer programs. In accordance with Texas Education Code, and as delineated in the Texas ACE Blueprint, all volunteers will go through a thorough screening process from application, review and on-boarding. Those in direct interaction with children and youth must be fingerprinted and undergo a criminal background check to ensure youth safety. Jubilee maintains a dedicated group of volunteers (Local/Community, Parents/Adult Family Members, Community Organizations, Internal Core Content Experts, etc.) at each of its campuses and encourages the assistance of appropriately qualified volunteers to support student success. Best practice research on out-of-school time indicates that volunteers can positively impact student engagement (Lindsay, S., 2019). Therefore, Jubilee ACE will call upon current qualified volunteers to assist with activities such as literacy and numeric education, enrichment activities, social development, decision-making, homework assistance, parent and family engagement, ESL classes, financial literacy, etc. Ongoing volunteer recruitment will include presentations and dissemination of information at local community events, social media postings, etc. Qualified adults (retired teachers, etc.) will be trained by ACE staff to be effective volunteers with both students and parents. Research also shows that students with parents involved in their schooling are more likely to have higher grades, test scores, and better behavior in school (Henderson, A., 2020). Parents will be encouraged to volunteer and attend ACE meetings to provide feedback on activities, increase community awareness, evaluate program effectiveness, and inform operations and sustainability plans. Jubilee and partners also have the support of professional organizations, businesses (financial institutions, medical facilities, etc.), educational institutions, non-profit organizations, and leaders for potential volunteers. Professional volunteer opportunities may include sharing knowledge through ACE Career Speaker Series, providing presentations on in-demand careers, college and career readiness, financial literacy and financial aid workshops, mentoring, tutoring, training and supporting services, etc.

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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.

Jubilee will coordinate (as appropriate, reasonable, allowable and allocable) public resources from federal, state, and local programs with the ACE program to supplement district efforts to increase academic performance levels, increase attendance rates, decrease behavioral referrals and increase parental involvement by using resources that facilitate learning and student support, like Core Academics, Special Education Services, Health/Nutrition Services, College and Career Readiness, etc. Other funds to be leveraged include the following, (which are per campus and per year): Local/state revenue to provide district and campus administrator time spent on implementing, managing and evaluating ACE program and personnel, facilities and overhead costs; Title I revenue will be used to pay for curriculum and tutoring during out of school time, etc.; Summer Food Service Program will allow ACE centers to be community feeding centers for all children. Jubilee ACE will also integrate the following initiatives aligned to Program Priority 1 (Program Integration) to help meet SMART goals and outcomes. All program coordination will be co-designed by the project director, site coordinators and campus leadership to ensure services are supplemental (Not Supplant) and aligned to student needs. Jubilee currently oversees successful educational programming funded by the US Dept. of Ed. including GEAR UP, etc. Jubilee is also a TCLAS Decision 1,2,3,6,8 grant awardee, and COVID Recovery (CRIMS) funds will be coordinated to support Instructional Materials, etc. Jubilee Wells branch is a ECHS planning grant recipient and Jubilee Brownsville campus P-TECH. Aligned with Jubilee's needs assessment, program coordination of such TEA initiatives will not only ensure an appropriate, safe, and equipped facility but also address student academic performance beginning at the earliest levels of education and on as students' progress to college and career. Program coordination where appropriate of Jubilee ACE with other TEA initiatives will also serve to impact SMART goals by supporting youth in gaining academic skills and competencies, particularly in literacy and numeracy, etc., and impacting overall improved academic performance. Overall Jubilee's ACE coordinated activities and opportunities will make the most effective use of public resources at each campus.

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.

Sustaining the program will commence immediately upon contract award. All partners, Jubilee Leaders and ACE staff will implement on-going strategies for sustainability efforts. As a novice applicant to this TEA 21st CCLC opportunity, Jubilee Academies intentionally worked with key partners (BT, TAMU-HECM and Children's Bereavement Center) to develop coordinated strategies and preliminary plans for continuing the ACE program after funding ends. Initiatives will include working with Jubilee's Executive Leadership Team to support and guide sustainability efforts; coordinating TEA state-level resources which assist programs in implementing sustainability strategies; and researching/securing external grants and funding opportunities for future support. Jubilee and partners (letters attached) will use Texas ACE funds to build a systemic infrastructure of expanded learning opportunities. Funds will enable Jubilee to establish a strong organizational base, sustainability plan, and systemic infrastructure (i.e. policies, procedures, systems, schedules, etc.) for ACE Programs. Jubilee's resources among its 13 campuses statewide will also be maximized for student use and to support program sustainability. For example, the proposed 10 centers will host the ACE Program at their facilities utilizing district technologies and resources at no-cost to the program. Jubilee and joint partners will work with additional partners and community stakeholders to develop sustainability plans that address local needs, consider local resources, and demonstrate how the program will continue after funding under this grant ends. Jubilee will ensure the needs of the community drive this program and will conduct ongoing assessments of local resources to identify potential program supporters. Jubilee will invite local businesses and community members to visit ACE centers and observe student learning, benefits to the overall community, and encourage their participation in developing strategies for sustainability. Jubilee's visionary leaders and staff have been successful in securing significant (Federal, State, Local, Private, In-kind, etc.) dollars in educational funding and will continue ongoing extensive efforts to secure additional funding to sustain best and proven program practices that positively impact outcomes of students, parents and adult community members. Further, Jubilee's ACE staff will also give diligence to ongoing extensive efforts to identify and secure future funding.

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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

Jubilee’s visionary leaders and staff have been successful in securing meaningful partnerships with common vision of positively impacting outcomes of communities, students, parents and adult community members. Jubilee ACE forged partnerships will offer and enhance activities, support as well as services otherwise not accessible to target students with highest need. Partnerships will expand access to high-quality services available in the community that contribute to achieving ACE objectives and sustaining the program over time. Jubilee (Applicant LEA) is proposing to implement an ACE Program which meets Texas ACE objectives to: improve academic performance, school day attendance, positive behavior, grade promotion rates, and graduation rates, etc. Jubilee intentionally sought eligible key partnerships with non-profit community-based organizations: Children’s Bereavement Center and Big Thought (BT), as well as public university Texas A&M University Higher Education Center at McAllen (TAMU-HECM) - Letters of Partnership attached. Partners will assist in program development, expand Jubilee’s capacity to successfully implement the ACE Program and achieve program goals, increase the scope and quality of services provided, and sustain the program over time. From the onset, partners were engaged in the planning/development of this initiative and will continue collaborate with Jubilee’s Executive Leadership Team and ACE staff. Jubilee will provide leadership and administrative oversight, arrange meetings and trainings, provide professional development and resource materials to program partners, and ensure that all administrative and statutory requirements are met. Partners will play key roles in delivering academic strategies and enrichment services required to meet or exceed program objectives, particularly academic enrichment, college awareness/career readiness and socio-emotional learning (self-esteem, character, etc.), activities not readily accessible to students who will be served, expanding access to high-quality services in the community. Jubilee and ACE partners (Big Thought, TAMU-HECM, etc.) will contribute to improving academic achievement through the provision of academic and enrichment activities designed to support students in meeting academic achievement standards in core academic subjects while reinforcing and complementing students’ regular academic program. All partners and service providers will support Jubilee ACE in delivering academic and enrichment activities for example, fine arts, robotics, engineering, STEM, etc.) behavioral and social skills development, student leadership training, and financial aid and literacy workshops for students and parents. Partners will also promote a college-going culture, providing information to students, parents, and educators about college admissions and financial aid processes and exposing students to high demand careers (health care, STEM, etc.). Service providers will offer youth access to workforce readiness (resume writing, interviewing skills, and job search), job skills training, and employment readiness. Jubilee partners will offer youth access to internships, mentoring, job skills training, and job shadowing. Partners will offer culturally diverse service and engaging activities in fine arts, dance, and music. ACE services will be integrated with other TEA initiatives including ECHS, P-TECH, etc. (Program Priority 1). With 100% of Jubilee ACE Centers located in areas with low socio economic status, these services expand access to these high-quality services that are not available in these communities. All partners and service providers will contribute toward meeting TEA’s requirements for ACE including: Students’ and families’ active participation and engagement in learning; Students’ and families’ increased sense of involvement in school; Implementation of strategies learned through training and; Use of assessment data to revise/evaluate student services. Sustainability efforts will include: Establishing collaborative relationships with partners (aligned to procurement) to support programming, and to identify corporate/other funding, opportunities, etc.

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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.

During the regular school year (fall/spring), each Jubilee ACE center will operate five days/week, Monday-Friday (3:45pm to 6: 45pm, 3 hours day) for 182 days. Program integration of services will provide an all-inclusive out-of-school program beyond the regular school day, offering supplemental academic, artistic, and enrichment opportunities to students and families particularly youth identified as at risk of academic failure or dropping out. (A) (Program Priority 1). Jubilee ACE will be integrated with other TEA initiatives to accelerate learning such as: TCLAS (D-1,2,3,6,8), ECHS, P-TECH, etc., to a common goal of increased outcomes through highly engaging after-school and summer program at 10 ACE centers with one feeder. Integrated TEA - ACE services and targeted support activities will occur for schools that have an at-risk population (62.7%) greater than the state's at-risk rate of 50.6%. Jubilee's ACE Program will offer evidence-based academic supports and interventions, enrichment opportunities, parent support, and college and career readiness activities to students and their families, especially at-risk, low-income, and English Learners - during non-school hours. TCLAS (D-1,2,3,6,8) integrated academic, enrichment, accelerated learning, and tutoring (HIT, etc.) activities will align and be integrated with the regular school day, campus curricular programs, and state standards (TEKS) to address student needs. Enrichment activities will enhance academic activities and include interactive STEM, arts, etc. All activities will be aligned with TEKS and STAAR and are designed to support students' needs, interests and meet academic achievement standards in core academic subjects while complementing students' regular academic program. Centers will integrate programmatic services which close achievement gaps, improve student achievement, and create an educational structure that supports all learners to improve academic performance, promotion rates, and graduation rates, creating a generation of college and career ready students. To improve overall student academic achievement, including local benchmarks, STAAR scores, and grades in core subjects, Jubilee ACE will integrate and enhance developmentally appropriate academic and high-interest support including: 1) Theme-based literacy and numeracy instruction; 2) Targeted, TEKS aligned, evidence-based academic interventions, academic enrichment, prescriptive tutoring, homework support, study skills development, and ELL support to students in most need of academic assistance; and ; 3) STAAR-EOC preparation. Jubilee ACE will work with joint partners (Statutory Priority 2) and local providers to offer a wide array of engaging, age-appropriate high-interest K-12 activities. Students will participate in active learning through innovative, evidence-based instructional techniques and behavioral interventions including; 4) Enrichment activities such as: Hand on learning (STEM, PBL); physical fitness/wellness/mental health activities; arts (visual, dance); technology (robotics) and educational field trips; 5) Socio-Emotional Learning (SEL) including: youth leadership and character development; 6) Mental health support, drug, alcohol, and violence prevention training; 7) College awareness including: college search, college admissions, financial aid applications, college visits; career readiness and exploration; and 8) Activities will also include informational sessions addressing parenting skills, parent involvement in child's academic success; financial literacy; adult education; college/career awareness; and referrals to GED, ESL. (B).(Program Priority 2): Jubilee ACE is designed to deliver targeted academic support and acceleration aligned to each individual student's needs. Jubilee's has experiential implementation of Accelerated Learning: HQIM and HIT strategies in its current after school programming. The prior noted integration with TCLAS (D-1,2,3,6,8) lays the foundation for ACE to prioritize academic support through ongoing provision of HQIM TEA approved resources: Amplify, Carnegie, Eureka, etc. High-impact tutoring: Amplify, MCLASS Burst Lessons, etc., will be provided to students to work with teachers/tutors in a 3:1 ratio, 3 times for 30 minutes a day. Further Summer Learning will support acceleration, continued learning and minimize summer learning loss and operate 27 days, 4 days a week (Monday-Thursday) from 8am to 2pm for 6hrs./per day. Age appropriate activities will include: literacy and numeracy development, targeted tutoring (HIT, etc.), STAAR-EOC preparation, enrichment activities, interactive hands-on STEM activities, Socio-Emotional Learning, positive mental health, behavior, character, leadership, etc.

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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, Program Specialist - Family Engagement & Program Assistant	\$150,000
2.	10 Site Coordinators	\$600,000
3.	30 Teachers, 10 Educational Aides, 20 Tutors	\$563,400
4.	Employee Benefits	\$170,240
5.		

Professional and Contracted Services

6.	Services for Educational & Enrichment activities, High Impact Tutoring, STEM activities, etc.	\$105,000
7.	Health & Fitness, Fine Arts, Character Education activities	\$30,000
8.	Parent Education and College and Career Education Awareness	\$5,000
9.	Professional Development and other Support Services	\$28,000
10.	External Evaluator	\$30,000

Supplies and Materials

11.	Center supplies for High Impact Tutoring and High Quality Instructional Materials	\$100,000
12.	Center supplies for enrichment activities, family engagement activities and outreach	\$15,000
13.	Supplies for daily overall program operations	\$10,000
14.	Maintenance and miscellaneous costs	\$10,000

Other Operating Costs

15.	Required travel to Texas ACE state and regional training, meetings, workshops, etc.	\$3,000
16.	Transportation for all program students from the center home	\$30,000
17.	Nutritional snacks	\$15,000

Capital Outlay

18.		
19.		
20.		

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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