



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: VALERE PUBLIC SCHOOLS
Campus name: East Austin College Prep
CDN: 227824
Vendor ID: 26-1609474
ESC: 13
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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: Dr. Sal Cavazos
Title: Superintendent
Email: scavazos@eaprep.org
Phone: 512.287.5050
Signature: [Signature]
Date: 01/20/2023

Grant Writer Name: Erica Gonzalez
Signature: [Signature]
Date: 01/20/2023
Grant writer is 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.

NEEDS ASSESSMENT: Valere Public Schools, a charter system and Local Education Agency (LEA), currently operates 4 college preparatory schools in Austin (2 schools), Corpus Christi (1 school), and Brownsville (1 school), Texas. In developing the ACE Program, Valere conducted extensive regional, community, and campus needs assessments to determine schools with students most in need of out-of-school time services. **MULTIPLE DATA SOURCES:** Overseen by the charter’s Superintendent of Schools, and with support of its ACE Steering Committee, assessments of objective data were conducted across schools to: • identify specific needs of students, working families, and the community; • identify gaps in services; and • determine the need for out-of-school time programs. Data sources included TEA TAPR, PEIMS, school report cards, and Accountability, ESEA, Title I, Part A and data collected at the campus level. These data were compared to state reporting including demographics (at-risk, ELL, economically disadvantaged, etc.), state assessments (STAAR/EOC, SAT, ACT, TSI, etc.), local academic performance (grades, GPA, etc.), attendance, and student behavior and discipline (PEIMS). Stakeholder feedback was solicited through Administrator, Teacher, Parent, Student and Community surveys and focus groups.

QUANTIFIABLE NEEDS: Data was used to identify and prioritize campuses with highest needs for out-of-school time services. Guided by TEA’s Strategic Plan process, Valere charter system determined that East Austin College Prep Elementary (EAPrep) and EAPrep Secondary schools, located in one of Austin’s most at-risk and economically disadvantaged communities, are in most need of ACE resources and supports. TAPR 2021-22 results indicate that proposed campuses consist of an average at-risk student population of 73.9%, far above the state-wide rate of 53.5%. Also, 86% of students are economically disadvantaged (vs State 60.6%) while 28.5% are English Learners (vs State 21.7%). Students’ academic proficiencies also fall well below State average. In 2021, on average only 30% of students met grade reading levels (vs State 53%) and only 9% met grade math levels (vs State 42%). An average of 49% of students from proposed schools are in need of accelerated learning support (HB 4545) while an average of 28.6% are chronically absent. These findings indicate a significant need for after school and summer programs to support student learning and minimize achievement gaps.

WORKING FAMILY NEEDS: EAPrep schools conducted student and parent surveys to identify and prioritize needs. Parent surveys identify engaging and safe after-school programs (90%), student academic support (95%), and college/career readiness (85%) as the highest need. Student surveys identify homework assistance (80%), engaging enrichment activities (90%), athletics/sports (84%), and college/career readiness initiatives (85%) as their highest needs.

TARGET PARTICIPANTS: Comprehensive needs assessments and surveys assisted in identifying campuses with the most students and families in need of after school program academic supports.

STRATEGIES: ACE centers will be established in 1) EAPrep Elementary, and 2) EAPrep Secondary (see MOU). The program will serve: 125 at-risk students with academic support, tutoring, college/career readiness, student interest-based enrichment activities (field trips, STEM, arts, fitness); 50 parents/families through monthly family engagement activities, parenting skills, financial literacy, etc.; and 40 students through targeted academic support using high-impact tutoring (HIT) and high-quality instruction materials (HQIM).

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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.

East Austin College Prep (EAPrep) Elementary and Secondary schools established SMART goals for improved student academic performance in reading and math, school day attendance, student engagement in learning, and family engagement (see Strategic Plan SMART goals). **PERFORMANCE MEASURES:** The following performance measures are aimed at ensuring availability and effectiveness of high-quality academic, enrichment, and family engagement opportunities. Baseline data has been collected for several measures while missing baseline data will be collected upon award. Q1 Measures (Aug 2023 - Oct 2023): • 100% of ACE staff will be hired; • 100% of centers will implement community marketing campaign to recruit students and families; • 100% of targeted students, HIT participants, and adult family members will be recruited to ACE program; • 100% of centers will be equipped with academic materials and supplies to provide high quality services; • 100% of centers will meet transportation needs of students to travel safely to and from ACE centers; • 100% of ACE staff will engage in school-day capacity building and professional development training; • 100% of students with a school attendance rate at or below 90% in the prior school year will be identified for targeted services; • 100% of high need and at-risk students will be identified for targeted services. Q2 Measures (Nov 2023 - Jan 2024): • Student progress in reading and math will increase by 3% or more annually (STAAR, benchmark assessments); • In-school suspensions will decrease by 10% or more from prior year (PEIMS); • Student and parent data will reflect 25% or more engagement in student learning and 95% progress in family engagement (attendance logs); • 90% of students will be promoted to next grade level and 90% will improve GPA; • 75% of students will be exposed to college and career awareness. Q3 and Q4 Measures (Feb 2024 - July 2024): • 90% of students will complete coursework and be promoted to next grade level, measured by grades and GPA; • 90% of students with a prior-year unweighted grade point average (GPA) less than 3.0 will demonstrate improvement; • 75% of students will be exposed to college, career culture and post-secondary educational experiences; • 95% of students and parents will engage in Summer Learning Institute; • 25% of parents will report gaining skills and knowledge through monthly family engagement activities; • Students will demonstrate a 3% increase from baseline on STAAR Reading and Math; • 100% of centers will meet goals, benchmarks and be rated "Implementing" or higher on TEA (Quality Indicators); • All schools will improve TEA rating to a minimum 'C' or better. **RECRUIT/RETAIN STUDENTS:** ACE staff will work with partner campuses to identify students in need of academic support (perform below grade level, etc.). Students will be recruited during school events, via social media, PTSA meetings, etc. Student retention will include ongoing outreach, interest-based enrichment, individual support, etc. **ENGAGING FAMILIES:** Monthly family engagement activities will strengthen connections between school and home. The ACE Program will offer families time for meaningful & active engagement in their child's education (literacy and academic skills, parent workshops, etc.), school, and community. **RECRUIT STAFF:** EAPrep will post positions online (website, LinkedIn, etc.), at universities, and throughout community to recruit applicants to implement high quality activities. **PROGRAM OPERATIONS:** ACE staff will ensure centers provide a safe, supportive, and educationally enriching environment for all students, staff, and families. ACE Centers will include a structured operational hierarchy including Project Director, Site Coordinator, Program Specialist, teachers, and tutors. **MONITOR FIDELITY:** The Project Director will monitor program fidelity through a regular review of student performance and attendance data, quality and compliance risk scores, etc. TX21st data, GPRA, and SMART outcomes will inform recommendations for program improvement, need for more targeted services, etc. **SCHOOL DAY:** To comprehensively address students' needs, ACE staff will maintain ongoing collaboration with EAPrep teachers and staff to align and integrate ACE academic, learning, tutoring, HIT, interest-based enrichment, and family activities with the regular school day, curricular programs, and state standards. ACE staff will attend school professional development and coaching opportunities to ensure regular alignment and connection with the school day. ACE activities will also align with TEKS and STAAR and support students in achieving academic standards.

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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.

EVALUATION: Valere and EAPrep will select a highly qualified independent external evaluator for ACE project evaluation. The evaluation will include ongoing program monitoring through both formative and summative methods. The evaluation will be designed to assist the improvement of program quality and increase academic outcomes aligned to: benchmarks, SMART goals, performance measures, and the Texas ACE Blueprint. **MODIFICATION:** In the event benchmarks or summative SMART goals do not show progress, EAPrep will use evaluation findings to modify program components, as needed. Formative evaluation data collection will address implementation of project activities, determine progress, and inform necessary program modifications in the following areas: • Academic Performance and Growth on State Assessments; • Attendance; • Positive Behavior and Decrease Suspensions; • Grade Point Average (GPA) and Promotion; • Student Engagement; • Graduation; • College Preparation/Readiness; and • Parent Engagement. Ongoing findings will inform any necessary program modification(s) based upon effectiveness of activities, services, and impact on all goals and benchmarks (overall student achievement, etc.). Program effectiveness will be assessed through data analysis aligned to performance measures and will include program-and student-level data. Qualitative and quantitative data will be collected via: • surveys (annually); • participation logs (daily); • activity logs (weekly); • types of student, teacher and adult training activities (topics, frequency, participation, and competencies) (weekly); • total students and parents served (weekly); • comparison of pre/post records student performance (attendance, grades, GPA, graduation, discipline, promotion, engagement, etc.) (monthly); and • observations by project staff (quarterly), etc. **STATE ACTIVITIES:** In support of data practices and evaluation plan, continuous improvement efforts will utilize State activities and tools for project evaluation and modification such as Texas ACE Blueprint, Project Plan, Quality Assurance Process and Indicators (Qis), etc. Evaluation will determine progress toward SMART goals and will include recommendations for sustainability.

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.

Statutory Priority 2 – Joint Partnership: Valere Public Schools and EAPrep have established a joint partnership (see MOU) consisting of 2 charter schools and 2 community-based organizations (see Letters of Support). EAPrep is proposing to implement an exciting, fun, and effective after-school and summer learning program at its 2 Austin schools – EAPrep Elementary (grades K-6) and EAPrep Secondary (grades 7-8). Both campuses receive funding under ESSA, Title I, Part A, and are located in an extremely impoverished area in East Austin, Texas, where: 60% of residents are underserved minorities (55% Hispanic, 25% African American); over 41% live in poverty; and 23% of adults age 18+ have not completed high school (US Census, 2019 American Community Survey). Statutory Priority 1 – Targeted Services: 72% of students to be served attend a school identified as a comprehensive campus for 2021-2022 (EAPrep Elementary). Additionally, 100% of the students to be served attend schools whose “at risk” population (average 73.9%) is far greater than the state average (53.5%), per TEA TAPR 2021-22. Because targeted students are at high risk for academic failure and/or dropping out of school, EAPrep ACE will implement targeted support activities including high impact tutoring (HIT: MCLASS Reading Intervention, Amplify Tutoring, etc.) and high-quality instructional materials (HQIM: Amplify Reading, Eureka Math, etc.) that support ongoing student learning. EAPrep’s ACE Program will offer evidence-based academic supports and interventions, enrichment opportunities, parent support, and college and career readiness activities to students and families, particularly at-risk, low-income, and English Learners, during out-of-school hours. During the regular 2023-2024 school year (fall/spring), each ACE Center will operate Monday-Friday from school dismissal until 6:30 pm for a minimum of 155 days. During the summer (2024), EAPrep ACE will operate Monday through Friday, 6 hours per day, for 25 days. Each center will provide age and grade appropriate services. TARGETED ACADEMIC SUPPORT: Academic, academic enrichment, tutoring, and accelerated learning activities, including HQIM and HIT, will align and be integrated with the regular school day, campus curricular programs, and state standards to address student needs. IMPROVING STUDENT ACHIEVEMENT: 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 college and career ready students. To improve overall student academic achievement (STAAR, GPA, grades, etc.) EAPrep ACE will provide: developmentally appropriate academic supports, evidence-based instructional techniques, academic interventions, and tutoring; theme-based literacy and numeracy instruction; targeted, TEKS aligned academic enrichment; prescriptive tutoring (HIT – Amplify, MCLASS Intervention Burst Lessons, etc. - Program Priority 2); homework support, study skills development, and STAAR-EOC preparation; and ELL support to students in most need of academic assistance. STUDENT INTEREST-BASED ENRICHMENT: Enrichment activities will be both academic and enriching and will include physical fitness, health and wellness, fine arts, college and career readiness, academic field trips, service learning, youth leadership, etc. Activities will enhance academic learning and will include interactive project-based learning aligned with TEKS and STAAR. EAPrep ACE will work with joint partners (Statutory Priority 2) and service providers to offer a wide array of engaging, age-appropriate activities for youth in grades K-8. Students will participate in active learning through innovative, evidence-based instructional techniques and behavioral interventions including: project-based learning and enrichment techniques (robotics, STEM); physical fitness/wellness (partner Just Keep Livin); arts (dance, spoken word); music (partner Austin Sound-waves); educational field trips; socio-emotional learning(youth leadership, character development, etc.); college awareness (virtual college tours, etc.); and career exploration. FAMILY ENGAGEMENT: Monthly family engagement activities will be implemented to that connect parents and families to their child’s school and the community and will include informational sessions addressing parenting skills, fostering parent involvement in child's academic success, financial literacy, adult education, college/career awareness, referrals to GED or ESL, etc. SUMMER ACTIVITIES: Each ACE center will host a Summer Learning Institute to support continued learning and minimize summer learning loss. The Institute will offer age and grade appropriate activities including: literacy and numeracy development, targeted and accelerated tutoring (HIT), STAAR-EOC preparation, enrichment activities, interactive and hands-on STEM activities, socio-emotional learning (positive behavioral skills development, character and youth leadership development), college awareness, and career exploration. PROGRAM OVERSIGHT: The ACE Project Director will coordinate and monitor all activities, supported by a Site Coordinator and Program Specialist. Students and parents will be surveyed to solicit feedback, ensure youth are engaged in program activities, and incorporate suggestions, as feasible. ACE activities will align with local and TEA initiatives (Program Priority 1).

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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.

EAPrep and partners used the Texas Standards for High Quality Afterschool, Summer and Expanded Learning Programs, based on national best practice data, and Texas ACE Blueprint which incorporates research-based best practices into each quality indicator continuum, to guide program development and will use these best practices to create educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students. EAPrep ACE will also use evidence-based resources and best practices identified by the National Institute on Out of School Time (NIOST) to guide ACE strategies and services such as engaging STEM programming, particularly for girls, and increasing students' math, reading, and science literacy. To ensure student mastery of STAAR core academic concepts, ACE activities will complement daily learning and academic instruction with targeted academic support. High-impact tutoring (HIT, Program Priority 2) will be implemented using proven effective high-quality instructional materials (HQIM) such as BookNook, Amplify, Carnegie, Eureka, Zearn, MCLASS Reading Intervention, etc., and will be aligned with school-day activities. ACE staff will receive training in HIT and use of HQIM to ensure successful implementation. NIOST best practices in summer learning will be integrated to minimize summer learning loss through development of creative program activities that make summer learning fun and intellectually stimulating. Research-based best practices and resources from the National Center on Afterschool and Summer Enrichment will be used to complement and enhance academic performance, achievement, and positive youth development including Strengthening Students' Social and Emotional Learning (SEL) skills, Community and Family Engagement, and College and Career Exploration and Readiness (virtual and in-person tours, interactive research and projects in careers and professions, etc.). Positive youth development activities will support youth in enhancing self-esteem, leadership skills, and character development. Operational best practices (Building, Sustaining, and Improving After School Programs, etc.), will be implemented to ensure ongoing delivery of high quality services.

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.

TRANSPORTATION NEEDS OF STUDENTS: EAPrep will operate 2 ACE Centers in Austin, Texas, both of which are on the same property but in different and distinct school campuses. During ACE programming, student participants will remain separated by grade levels at their respective schools (EAPrep Elementary - grades K-6; and EAPrep Secondary grades 7 - 8). School properties are located directly off of a major Texas Highway (US-183). Due to the proximity to this high traffic highway, Community Needs Assessments and stakeholder surveys revealed that a majority of students attending EAPrep Elementary and EAPrep Secondary either ride a school bus or are transported by a parent, guardian, or other adult to and from school. TRANSPORTING STUDENTS TO THE ACE CENTER: Student participants will be directly dismissed from their regular school day to their respective campus ACE Center on site. As such, no transportation will be needed to get students to the ACE Center after school. TRANSPORTING STUDENTS HOME: Once daily ACE programming ends, all students will have the option to secure their own transportation to return home or utilize bus transportation provided by EAPrep ACE. Bus transportation will be available for youth participants from their respective Center back home throughout the regular school year (fall and spring semesters) and summer. STUDENT TRAVEL TO AND FROM OFF-SITE ACTIVITIES: EAPrep ACE will provide bus transportation services for students while participating in off-site program ACE activities. Further, during activities located in areas other than the home center site, EAPrep ACE will provide transportation from the location back to the home center site. As feasible, and as space permits, the ACE Program may also transport family members to off-site program activities. Throughout all transport of students and/or families to and from centers and activities, bus safety policies will be enforced as well as required student supervisory ratio. EAPrep ACE may also provide bus transportation assistance, as feasible, to families participating in monthly family engagement activities. All local ISD transportation guidelines and policies will be followed.

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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.

As a previous ACE grantee, EAPrep maintains an ACE Marketing Team consisting of EAPrep staff and teachers, educators, parents, and community members and have always had success in student recruitment. With support of ACE partners, the Marketing Team will execute an extensive community outreach and marketing plan throughout the East Austin service area to share information about the program and recruit potential student participants. OUTREACH/MARKETING AND RECRUITMENT PLAN: ACE program information will be disseminated through several measures to ensure that it is easily accessible by local students, parents, and families. The ACE Marketing Team, Project Director, Site Coordinator, Program Specialist, and partners will work with school administrators, community organizations and youth-serving entities to share program information and recruit prospective ACE students and parents. Extensive marketing and community outreach initiatives will include: Promoting ACE Program through Valere Charter and EAPrep partner campus websites and social media pages; Creating and distributing bilingual (English/Spanish) informational flyers and ACE program newsletters (electronic and hard copies) to students, parents, families, teachers, and the community during school registration, Back to School events, district open houses, and other campus events; Distributing flyers and posting of informational posters throughout local neighborhoods, communities, and at partner organization sites; and Posting of information in local neighborhood newspapers. ACE staff will also provide bilingual (English/Spanish) presentations at EAPrep new student and parent orientations, PTSA meetings, and monthly and quarterly School Board meetings. The Site Coordinator and Program Specialist will assist in student recruitment by providing presentations at parent and family school events, student assemblies, and during in-school announcements. EAPrep ACE will post informational displays at each partner campus and will host recruitment drives at ACE Centers throughout the school year (minimum once per semester). The Texas ACE© logo will be included in all outreach/communication materials in accordance with Texas ACE.

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)

Best practice research on out-of-school time (Taylor, C. et al, 2020), as well as Texas ACE critical success factors, indicate that volunteers can positively impact student learning and student engagement. Both EAPrep Elementary and Secondary campuses maintain a dynamic group of volunteers and encourage the assistance of appropriately qualified volunteers to support ongoing student success. PARENT VOLUNTEERS: 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., 2019). Parents of ACE students will be encouraged to volunteer as part of the ACE Parent University and/or the ACE Steering committee (both voluntary). ACE staff will call upon current and new adult volunteers from each campus to form this cooperative Parent University to assist with ACE activities such as literacy and numeric education, enrichment activities, social development, decision-making, homework assistance, parent and family engagement, financial literacy, and accessing virtual learning resources. Ongoing volunteer recruitment will include presentations and dissemination of information at local campus and community events, social media postings, school newsletters, etc. and qualified adults will be trained by to be effective volunteers with both students and parents. Parents will also be called upon to participate in the ACE Steering Committee (at no cost to grant) to provide feedback on ACE activities, increase community awareness, evaluate program effectiveness, and inform operations and sustainability plans. VOLUNTEER SCREENING/PLACEMENT: EAPrep has many years of experience implementing volunteer programs and has established a safe and structured plan for screening and placing volunteers. As delineated in the Texas ACE Blueprint, and in accordance with Senate Bill 9 and participating school districts' policies, all volunteers who will have direct interaction with youth will be fingerprinted and undergo a criminal background check to ensure youth safety. Interested adults will be screened for qualifications and interests prior to placement and will be assigned by appropriateness, interest, experience, knowledge, and need for support.

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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.

As appropriate and allowable, Valere Public Schools charter and EAPrep campuses will coordinate public resources from federal, state, and local programs with ACE resources to make the most effective use of public resources and to achieve ACE SMART goals and objectives. This may include coordination of core academic resources and materials, special education services, health and nutrition, and college and career readiness resources and information. Additional resources that will be leveraged, include: district and campus administrator time spent implementing and managing ACE program and staff; facilities and overhead costs; Title I revenue to fund curriculum and tutoring during out of school time; and Summer Food Service Program which will allow ACE centers to be community feeding centers for all children. Moreover, partner schools will integrate the following TEA initiatives (Program Priority 1 - Program Integration) and share resources (as allowable) to assist in meeting SMART goals: COVID Recovery Instructional Materials Support Initiative; Blending Learning Program; Work Based Learning; Reading and Math Academies for students at risk of not mastering the Reading and/or Math STAAR; etc. High Quality Instructional Materials (HQIM) currently being used by partner schools (Mathia, Eureka Math, Amplify Reading, etc.) will also be used in coordination with ACE. Additionally, EAPrep Secondary is part of a local Upward Bound Program funded by the US Department of Education. Resources from these educational programs will be leveraged to support EAPrep ACE programming. All program integration will be co-designed and coordinated by the ACE Program Director, Site Coordinators, and campus leadership to ensure services are supplemental and aligned to student needs. Further, ACE and EAPrep educators and staff will attend professional development provided by Region 13 Education Service Center aimed at increasing knowledge in evidence-based practices to positively impact student reading and math achievement. ACE program integration of other TEA and local initiatives will enable EAPrep to monitor and support student academic performance beginning at the earliest levels of education as students progress through elementary to secondary and beyond.

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.

PRELIMINARY SUSTAINABILITY PLAN: Valere Public Schools charter system, EAPrep, and partners developed strategies and preliminary plans for sustaining the program after funding ends. Plans include: • working with charter Board of Directors and school Leadership Teams to support and guide sustainability efforts; • accessing TEA state-level resources which assist programs in implementing sustainability strategies; and • securing external grants and funding opportunities for future support. Valere and EAPrep will also turn to current and existing partners to support ACE through their continued delivery of services or in-kind support and will solicit the support of its ACE Steering Committee and Parent University for sustainability guidance. **BUILDING SYSTEMIC INFRASTRUCTURE:** Valere Public Schools and EAPrep will use Texas ACE funds to build upon its systemic infrastructure of expanded learning opportunities. Valere currently participates in several successful educational programs funded by the US Department of Education (Upward Bound) and TEA state funded initiatives (Blended Learning Program, Work Based Learning, and Covid Recovery Instructional Materials Support Initiative). Through these educational programs, Valere charter system and EAPrep campuses are establishing a strong organizational base, sustainability plan, and systemic infrastructure (policies, procedures, schedules, etc.). EAPrep will use Texas ACE funds to maximize their charter and campus resources for student use and to support program sustainability. For example, each of the proposed campuses have agreed to host ACE centers at their facilities utilizing district technologies and resources at no-cost to the program. **USING RESOURCES TO ASSIST LOCAL SUSTAINABILITY:** Valere charter and EAPrep will work with local providers, community stakeholders, and partners to develop sustainability plans that address local needs and consider local resources. EAPrep will ensure the needs of the community drive the ACE program and will conduct ongoing assessments of local resources to identify future program supporters. EAPrep will invite local businesses and community members to visit ACE centers and observe student learning, overall community benefits, and encourage their participation in developing sustainability strategies. Finally, Valere Public Schools' development department will commence extensive efforts to secure additional 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

Valere Public Schools charter system and East Austin College Prep Academies (EAPrep) are proposing to implement a high quality, engaging ACE Program which meets Texas ACE objectives to: improve academic performance, school day attendance, positive behavior, grade promotion rates, and graduation rates. Valere and EAPrep strategically established a planned joint partnership (Statutory Priority 2) with community organizations Just Keep Livin Foundation(physical fitness/wellness/character development activities) and Austin Soundwaves (music) (see letters of support) to: • assist in program development; • expand each school’s capacity to successfully implement the ACE Program and achieve program goals; • increase the scope and quality of services provided; • expand student interest-based enrichment opportunities; and • program sustainability. Additional partners in program implementation include: Nexlore, Mad Science, and ESTEAM (STEM activities); Tutor Doctor (small group tutoring); Austin Bat Cave (creative writing); Empowerment Network (social emotional learning); and Creative Action, Leap of Joy, and Beat 4 Beat (Fine Arts). Partners were involved in ACE Program planning from the onset and will continue involvement through the EAPrep ACE Steering Committee (at no cost to grant). EAPrep will provide leadership and administrative oversight, arrange meetings and trainings, secure professional development, share resource materials to program partners, and ensure that all administrative and statutory requirements are met. Partners will assist in delivering academic strategies and student interest-based enrichment activities required to meet or exceed program objectives, particularly academic enrichment, college awareness, and career readiness activities. Services are not readily accessible to students in this geographic area and will expand access to high-quality academic and enrichment services. ACHIEVING OBJECTIVES: Targeted educational enrichment activities will support students in improving academic competencies and meeting core subject achievement standards while reinforcing and complementing students' regular academic program. Nexlore, Mad Science, and ESTEAM will support EAPrep in delivering academic enrichment activities including project-based STEM and STEAM instruction while Austin Bat Cave will provide youth opportunities to develop their creative and expository writing skills. The Just Keep Livin Foundation and Girls Empowerment Network will assist in providing socio-emotional learning (self-esteem, character development, etc.), social skills development, and youth leadership training. Local culturally diverse artistic groups (Austin Soundwaves, Creative Action, Leap of Joy, and Beat 4 Beat) will offer engaging activities in visual and theatre arts, dance, music, and creative expression. Monthly Family Engagement activities will include financial literacy, college and career readiness, parental involvement, and teach parents how to support youth success in school etc. Partners will promote a college-going culture, providing students, parents, and educators developmentally appropriate college readiness information such as virtual and in person tours of local colleges and universities, college admissions, and financial aid processes, and will expose students to high demand careers (STEM, health care, etc.). ACE services will be integrated with other TEA initiatives including Blended Learning Program, COVID Recovery Instructional Materials Support, and Work-Based Learning programs (Program Priority 1). All partners and service providers will contribute towards meeting TEA’s Critical Success Factors for ACE. SUSTAINING ACE PROGRAM: Supported by the ACE Steering Committee, all partners will: • implement on-going strategies for sustainability; • establish collaborations with community partners to support programming; • identify corporate, foundation, and government grant funding; and • secure in-kind resources to sustain activities. Grant funds will supplement, not supplant, programs and services provided with local or state funds.

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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.

SCHOOL DAY COORDINATION: The EAPrep ACE Program will fully coordinate with the regular school-day to ensure measures of student success align with the schools’ regular academic program and the academic needs of students. All ACE activities will be aligned with TEKS and STAAR and will support students in meeting academic achievement standards in core academic subjects while complementing students' regular academic programs. ACE centers will provide services which close achievement gaps, improve student achievement, and assist in creating educational structures that support all learners to improve academic performance, promotion rates, and graduation rates. To accelerate learning and improve student outcomes in reading/Language Arts and math, EAPrep ACE will provide developmentally appropriate academic supports including: theme-based literacy and numeracy instruction; targeted TEKS aligned, evidence-based academic interventions; academic enrichment prescriptive tutoring (HIT, etc.); homework support; study skills development; and ELL, HB 4545 supplemental instruction, etc. support to students in most need of academic assistance. EAPrep ACE will regularly assess academic benchmarks, STAAR scores, and core subject grades to help measure student progress and success. **PROGRAM PRIORITY 1 - PROGRAM INTEGRATION:** EAPrep ACE staff will collaborate with school administration and teachers to coordinate the integration of TEA initiatives such as the Blended Learning Program (BLP), COVID Recovery Instructional Materials Support Initiative (CRIMSI), Work-Based Learning (WBL), and others with ACE programming. The aim of program integration will be to comprehensively support academic enrichment, accelerated learning, tutoring (HIT, etc.), campus curricular programs, and state standards. For example, the Blended Learning Program (BLP) combines in-person instruction with online learning to help teachers effectively differentiate instruction to meet the learning needs of all students. Blended learning models and software (Station Rotation, Imagine Math, etc.) will be used at during ACE programming to supplement in-person instruction. TEA’s Work-Based Learning continuum will also be integrated in ACE centers and will include developmentally- appropriate career awareness, exploration, preparation, and training. ACE staff will also create strong collaborations between core academics, career and technical education, work-based learning partners, and TEA WBL programming. COVID Recovery Instructional Materials Support Initiative (CRIMSI) resources will be used to supplement ongoing student learning for ACE students most in need of academic support. **PROGRAM PRIORITY 2 – ACCELERATED LEARNING:** Rigorous research provides strong evidence that high impact tutoring consistently leads to large improvements in learning outcomes for a wide range of students (TEA High Impact Tutoring Toolkit). As such, EAPrep ACE staff will collaborate with school administrators and teachers to coordinate the delivery of targeted academic supports and acceleration aligned to students’ needs. Each partner campus currently uses high-quality instructional materials (HQIM: Amplify, Carnegie, Eureka Math, etc.). The EAPrep ACE Program will support school teachers and staff in enhancing their use of HQIM products as well as in rolling out high impact tutoring (HIT) through modalities such as MCLASS Reading Intervention, Amplify Tutoring, etc. that support ongoing student learning. EAPrep school teachers/educators/staff and ACE Program staff will work cooperatively to receive training, professional development, and coaching through TEA’s High-Impact Tutoring Implementation Workshop Series and ongoing training by Region 13 Education Service Center, etc. ACE HIT will be provided by teachers and hourly tutors with expertise in core subjects and will enable ACE students to work with teachers and tutors in a 3:1 ratio, 3 times per week, for 30 minutes per day in alignment with each school’s experiential implementation of MCLASS interventions, Amplify tutoring, etc. Further, ACE centers will integrate implementation of HQIM and HIT TEA approved resources currently being used at EAPrep schools such as, but not limited to: Amplify, Carnegie, Eureka Math, Istation, BookNook, etc. EAPrep ACE will also utilize TEA’s High Impact Tutoring Toolkit to: guide HIT delivery instructional strategies; provide training for tutors; align curriculum to classroom instruction; and evaluate HIT services.

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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	\$73,500
2.	Site Coordinator	\$52,000
3.	Program Specialist	\$54,500
4.	Program Administrator	\$22,000
5.	Tutors	\$33,000

Professional and Contracted Services

6.	Academic and enrichment opportunities in STEM, Health & Wellness, SEL, Fine Arts	\$23,000
7.	Local Evaluations	\$4,000
8.	Transportation	\$7,500
9.	Academic Support	\$14,500
10.	Staff and Volunteer Fingerprinting	\$500

Supplies and Materials

11.	Office Supplies	\$2,300
12.	Family Engagement Supplies	\$2,700
13.	Student Academic Supplies	\$5,000
14.	Snacks	\$3,500

Other Operating Costs

15.	Out-of- State Travel for employees	\$4,300
16.	Educational Field Trips	\$4,000
17.	Miscellaneous Operating Costs	\$9,700

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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