



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: Texas Southmost College
Campus name: Texas Southmost College, CDN: [], Vendor ID: 1746002593, ESC: 1, UEI: F63XXM2B7K
Address: 80 Fort Brown, City: Brownsville, ZIP: 78521, Phone: 956-295-3394
Primary Contact: Angelica M. Fuentes, Email: angelica.fuentes@tsc.edu, Phone: 956-295-3375
Secondary Contact: Monica Gonzalez, Email: monica.gonzalez@tsc.edu, Phone: 956-295-3442

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] Debarment and Suspension Certification
[x] General Provisions and Assurances
[x] Lobbying Certification
[x] Application-Specific Provisions and Assurances
[x] ESSA Provisions and Assurances requirements

Authorized Official Name: Jesús R. Rodriguez, Title: President, Email: jroberto.rodriguez@tsc.edu

Phone: 956-295-3394, Signature: [Signature], Date: 01/22/2023

Grant Writer Name: Monica L. González, Signature: [Signature], Date: 01/18/2023

[x] Grant writer is an employee of the applicant organization. [] Grant writer is not an employee of the applicant organization.

For TEA Use Only:

Adjustments on this page have been confirmed with [] by [] of TEA by phone / fax / email on []

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.

Multiple data sources were used for the Grant-level Strategic Plan (Pre-award) Community Needs Assessment: TSC 2022 stakeholder meetings and surveys, 2020-2021 Texas Academic Performance Report, 2022 TEA Accountability Report, Campus Improvement Plans, and District Improvement Plans. Data revealed the need to improve academic performance in reading and math, improve attendance, decrease the number of in-school suspensions, improve positive mental health and social and emotional learning (SEL), improve student engagement and learning, and increase family engagement. TSC and Brownsville Independent School District (BISD) selected ten ACE Centers that are most in need of afterschool and summer programs to support students and their families. Significant disparities are evident between the state average and the average for the selected TSC ACE Centers. While the percentage of “at risk” students for Texas is 49.1, the average at ACE Centers is 69.9. The percentage of “economically disadvantaged” students statewide is 60.2, but ACE Centers average 94.1. The state average for English Learners is 20.6% statewide, but 32.6% for ACE Centers. The state’s average for the percentage of students at “meets” grade level or above is 45% in reading and 37% in math while ACE centers’ averages are 36% and 19% respectively. The percentage of “chronically absent” students in Texas is 6.7, but ACE Centers average 10.3%. 45% of Center students (6,798 students out of 15,107 total student enrollment for the ten campuses) have been identified as in need of accelerated learning support through House Bill 4545, and two Centers have been identified for “targeted support and improvement” in TEA’s 2022 Accountability Reports. Even though data indicates that BISD students are in desperate need of assistance and experiencing learning loss due to Covid-19, BISD students have an overwhelming potential to excel. Resilient and industrious, the body of student talent and dedicated education professionals boast numerous awards: A-rated school district with 4 Blue Ribbons Awards, TEA's Systems of Great Schools, and 20 NCUST awards. TSC proposes 10 ACE Centers to serve 2,000 Scholars for 60+ days, and 1,500 adult family members by incorporating quality academic support, various enrichment activities, and family engagement events that will be aligned with local and school day needs. To address academic underperformance in reading and math, TSC will provide academic activities with a 15 to 1 student to teacher ratio and a High-impact Tutoring (HIT) at a 3 to 1 student to teacher ratio and will be facilitated by highly-qualified staff using High-Quality Instructional Materials (HQIM) at least three times a week, for a minimum of thirty minutes. Peer student tutors enrolled in dual credit college courses will also assist Scholars. TSC will take its excellence program to the Centers. TSC and will provide TSI-prep workshops for college readiness. To address in-school suspensions and chronic absences and to improve school day attendance, TSC will implement student interest-based enrichment programs improve positive mental health and social and emotional learning. For family engagement, the ACE program will host a variety of mental health, SEL, and literacy activities, parent roundtables, military information sessions, and career information sessions. In service of strengthening the school-to-home connection, TSC will host events at least twice monthly. Targeted students and families will fall under the most indicators on the Demographic Information, Academic and Overall Student Success Outcomes from the Pre-award Needs Assessment.

For TEA Use Only:
Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

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.

As a strategy to improve academic performance in reading and math, attendance, in-school suspension, student engagement in learning, mental health/SEL, and family engagement, TSC ACE, will develop 10 Centers to serve 2,000 student participants (50 HIT per center) for 60+ days, and 1,500 adult family members by incorporating quality academic support, various enrichment activities, and family engagement events. Through these effective measures and by following the (a) Blueprint (b) Quality Assurance Process (QAP) (c) Project Plan - Capacity Development Process (including Strategic Plan) plus Accelerated Learning Guide (including HIT-High Impact Tutoring Toolkit HQIM-TEA Available Materials, and High-quality Enrichment and Family Engagement), TSC ACE will annually: (a) demonstrate growth in reading/language arts (RLA) by 20% on STARR; (b) implement HQIM and HIT for RLA; (c) demonstrate growth in math by 20% on STAAR; (d) implement HQIM and HIT for math; (e) demonstrate a 5% improvement in attendance; (f) demonstrate a 5% decrease in in-school suspensions; (g) demonstrate improved positive mental health and social and emotional learning (SEL; (h) demonstrate an improvement in teacher-reported engagement in learning; and (i) meet or exceed the goal of targeted adult attendance. QUARTERLY BENCHMARK-1: (1) 100% of staff will be hired; (2) 100% of staff will be trained; (3) Launch a comprehensive community outreach marketing plan; (4) Develop a comprehensive recruiting and retention plan; (5) 100% of Centers will be equipped and prepared with HQIM/Hi, enrichment and family engagement supplies; (6) Develop transportation plan; (7) Ongoing capacity building and professional development training (including HQIM/HIT); (8) 100% of Scholars and their adult family members will be recruited; (9) Hire an independent evaluator; (10) Develop logic models; (11) Compile data for the Quality Improvement and Compliance Deliverables (Capacity Development Process, Quality Assurance Process (QAP), TX21 Attendance and GPRA reporting, and Training Calendar); (12) 100% of Centers will make progress on all benchmarks, receive a score value of "Implementing" or higher on QAP (Quality Indicators) and use data to reflect, improve and strengthen the local program. QUARTERLY BENCHMARK-2:(13) Demonstrate growth in RLA by 10% on STAAR; (14) Demonstrate growth in math by 10% on STAAR; (15) Evaluate implemented HQIM and HIT activities and adjust as necessary; (16) Demonstrate a 2.5% improvement in attendance; (17) Demonstrate a 2.5% decrease in in-school suspensions; (18) Demonstrate improved positive mental health and SEL; (19) Demonstrate an improvement in teacher-reported engagement in learning; (20) Meet or exceed the goal of 80% of the 10 Centers' targeted Scholars attendance goals (200 per center attending 60+ days); and (21) Meet or exceed the goal of 90% of the 10 Centers' targeted adult attendance goals (150 per center). Each participating family will attend at least 1 Family Engagement Activity in Fall and Spring. QUARTERLY BENCHMARK-3 (22) Demonstrate growth in RLA by 20% on STAAR; (23) Demonstrate growth in math by 20% on STAAR; (24) Evaluate implemented TEA afterschool-approved HQIM; (25) Demonstrate a 5% improvement in attendance; (26) Demonstrate a 5% decrease in in-school suspensions; (27) Demonstrate improved positive mental health and SEL; (28) Demonstrate an improvement in teacher-reported engagement in learning; (29) Meet or exceed the goal of 100% of the 10 Centers' targeted Scholars attendance goals (200 per center attending 60+ days); (30) Meet or exceed the goal of 100% of the 10 Centers' targeted adult attendance goals (150 per center). (31) Each participating family will attend at least 1 Family Engagement Activity in Fall, Spring, and Summer; (31) 90% of Scholars with a prior-year unweighted grade point average less than 3.0 will demonstrate improvement; (32) 90% of Scholars will complete coursework and be promoted to next grade level, measured by GPA and grades; and (33) 100% of Centers will make progress on all benchmarks, receive a score value of "Implementing" or higher on Quality Assurance Process (Quality Indicators) and use data to improve and strengthen the local program for sustainability.

For TEA Use Only:
Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

6. Project Evaluation and Modification

If the benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program. Include a description of how the state activities for continuous improvement will be utilized for project evaluation and modification.

The evaluation plan will be grounded on a collaborative process and involve ongoing conversations with multiple stakeholders to reflect on continuous improvement. The plan includes collaborative efforts with ACE staff, school day, key stakeholder, TEA/Westat/QAP staff, to submit evidence, create logic models, document program activities, align performance measures with SMART goals, and document program effectiveness. Ongoing conversations are important to implement data-driven changes to improve the program - aligned with the Texas ACE - Local Evaluation Guide, Blueprint, Quality Assurance Process (QAP), Project Plan’s Capacity Development Process (CDP) including Strategic Plan, Project Plan’s Accelerated Learning Guide (including HIT-High Impact Tutoring Toolkit, HQIM-TEA Available Materials, and High-quality Enrichment and Family Engagement). External evaluators will evaluate the fidelity of activities to reach students and parents by focusing on (1) adherence, (2) exposure, (3) quality, and (4) participant engagement. They will use suggested methods (Texas Education ACE Local Evaluation Guide, 2019) to evaluate the outputs. Final Analysis, Deliverables, and Reporting. The deliverables will include descriptive statistics, qualitative data analysis, rubrics for teaching observations, and independent sample t-tests to measure changes in students before and after participating in after-school program activities. An annual grantee-level and/or center-level executive summary and evaluation report will be submitted to TEA by July 31 with the following elements: overall strengths and next steps, brief grantee and center overview, implementation, local needs and outcomes, and state outcomes.

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.

For TEA Use Only:
Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

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.

TSC ACE supports the creation of community learning centers that provide academic opportunities during non-school hours for Scholars who attend high-poverty and low-performing schools. The program helps Scholars meet state and local standards in reading language arts and math and offers a broad array of enrichment activities that can complement their regular academic programs. TSC ACE also offers literacy and other educational services to the families of participating Scholars. TSC ACE will help Scholars meet academic standards as defined by the measures of effectiveness with growth in district and state assessment, improved GPA, increased school day attendance, improved school day behavior, improved mental health and SEL, and increased student engagement in learning. TSC ACE will provide opportunities for academic assistance to students, including providing HQIM academic activities including HIT, to meet the challenging state academic standards. As outlined in the Texas ACE Blueprint, TSC ACE will establish and expand activities in community learning centers that will positively impact student outcomes. Designed to complement the regular academic program of participating students, TSC ACE will offer students a broad array of enrichment services, programs, and activities, such as youth development activities, service learning, wellness education, drug- and violence-prevention programs, counseling programs, arts and music programs, technology education programs, financial literacy programs, and environmental literacy programs. Balancing academic support with a variety of structured, engaging, and enjoyable extracurricular activities improves academic performance, and the broad array of services will increase the percentage of BISD students attending ACE during the school year and summer with demonstrate improved grades or GPA. Additionally, TSC ACE will offer families of students served by community learning centers opportunities for active and meaningful engagement in their children’s education, including opportunities for literacy and related educational development as well as services such as high school equivalency courses, English language support, workforce skills, parenting resources, and life skills classes. ACE will refer families to services that address barriers to Scholars’ academic success. Family services will increase percentage of BISD students participating in ACE during the school year and summer who had a school-day attendance rate at or below 90% in prior year and demonstrate an improved attendance rate in the current school year. To address academic underperformance in reading and math, TSC will provide academic activities with a 15 to 1 student to teacher ratio and a High-impact Tutoring (HIT) at a 3 to 1 student to teacher ratio. TSC’s well-rounded ACE academic activities are driven by well-trained and highly-qualified staff and High-Quality Instructional Materials (HQIM). Well-trained certified teachers will conduct activities at least three times a week, for a minimum of thirty minutes, using HQIM and incorporating HIT. Peer student tutors enrolled in dual credit college courses will also assist Scholars. TSC on-campus tutoring labs are certified by College Reading and Learning Association (CRLA)—a leader in learning assistance, reading, and academic support programs. TSC utilizes a tutor training program that meets CRLA’s rigorous standards and has successfully completed the International Tutor Training Program Certification (ITTPC) peer review process. Through the TSC ACE program, TSC will take this tutoring excellence to our TSC ACE Centers. Also, in support of reading and math skills, TSC ACE will provide TSI-prep workshops throughout the year and during summer so Scholars are eligible to enroll in college level courses, either as dual credit high school students, concurrent students, or high school graduates who want to matriculate to college. To address in-school suspensions and chronic absences and to improve school day attendance, TSC will design and implement student interest-based enrichment programs that are engaging and motivating to Scholars. Because Scholars have an opportunity to pursue their interests through hands-on learning experiences, they will feel an empowered sense of belonging in their school environment. Through these enrichment programs, Scholars will hone critical thinking and other higher-order thinking skills while developing a love for extracurricular activities such as dancing, art, music, chess, and robotics. In addition, these activities will improve positive mental health and social and emotional learning. To address family engagement, the TSC ACE program and community partners will host a variety of activities to engage everyone in the family, which will include the following: mental health and SEL activities, literacy activities, short-term workforce training sessions, parent roundtable discussions, armed forces information sessions, Workforce Solutions Cameron sessions, and career pathway information sessions. In service of strengthening the school-to-home connection, TSC ACE will host these ongoing events at least twice monthly and will feature higher education experts and representatives from Communities in Schools (CIS), Workforce Solutions Cameron, and the Cameron County Juvenile Justice Department.

For TEA Use Only:
 Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

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.

TSC ACE schedule plan for program activities will improve student academic achievement and overall student success by coordinating with the regular school day to address student needs and integrate program activities with the curricular program of the campus. Activity oversight will be provided by site coordinators, the project specialists, and campus deans/assistant principals. The program will ensure that activities are engaging for students by developing an ACE tool kit that monitors attendance, activities, teachers, parent feedback, and student surveys. The plan coordinates with the regular school day for realistic strategies for aligning the student activities with the core school day curriculum, state academic standards, Texas Essential Knowledge and Skills (TEKS) and STAAR, and other student needs so students are ready to learn. The ACE schedule plan includes engaging programming designed to encourage students to regularly attend and participate in the program with planned high-quality student activities clearly aligned with the curriculum of the school day. Well-trained certified teachers will conduct activities at least three times a week, for a minimum of thirty minutes, using HQIM and incorporating HIT. Peer student tutors enrolled in dual credit college courses will also assist Scholars. TSC on-campus tutoring labs are certified by the internationally recognized College Reading and Learning Association that meets CRLA's rigorous standards and has successfully completed the International Tutor Training Program Certification (ITTPC) peer review process. Through the TSC ACE program, TSC will take this tutoring excellence to our TSC ACE Centers. Also, in support of reading and math skills, TSC ACE will provide TSI-prep workshops throughout the year and during summer so Scholars are eligible to enroll in college level courses, either as dual credit high school students, concurrent students, or high school graduates who want to matriculate to college. Scholars and families will attend the following: mental health and SEL activities, literacy activities, short-term workforce training sessions, parent roundtable discussions, armed forces information sessions, Workforce Solutions Cameron sessions, and career pathway information sessions.

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.

Scholars at all Texas ACE Centers require transportation to and from home for daily 21st CCLC programming and related educational field trips. Building off the success of the existing cycle 10 partnership, TSC will coordinate with BISD for bus services to meet these needs. As specified in the board-approved cycle 12 MOU between TSC and BISD, BISD will provide safe travel to and from the centers and homes during the spring and fall term on an in-kind basis. With grant funds, TSC will cover transportation costs for the summer term and additional ACE supported field trips. Safe student travel will be ensured by strictly adhering to the forms, schedules, and rules clearly defined in BISD school day policies and TSC's 21st CCLC Transportation Plan for all centers. Parents will sign an ACE agreement for transportation privileges. Each Texas ACE scholar's address and emergency contact information will be kept on file by site coordinators and the project director. The TSC ACE transportation plan includes detailed procedures for the following: (1) General loading and unloading; (2) Process for danger zones/hazardous routes (community communication); (3) General rules and regulations; (4) Procedures for incidents/collisions; (5) Passenger restraint system/safety tips/school bus rules; (6) Procedures for mechanical breakdowns; (7) Guidelines for field trips; (8) Other school bus safety laws and security; (9) Safety procedures for Scholars who walk home.

For TEA Use Only:

Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

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.

The TSC Marketing & Communications team in cooperation with TSC 21st CCLC representatives will disseminate information about the center, including its location, to the community in a manner that is both understandable and accessible through diverse media. TSC will provide expertise in key areas to the success of the ACE program such as marketing, social media, public and media relations, advertising, and design. Program information will be shared through monthly/quarterly flyers, which are published in both English and Spanish. These flyers will be available at TSC’s public information office, shared with Learning Centers’ site-based decision-making committees, placed on bulletin boards at the Learning Centers, and made available at community events. Additionally, the dissemination methods through BIRD will include the following: district, campus, and project brochures; district, campus, and project newsletters; KBSD TV/Radio (district news media platform) PSA announcements; district, campus, and project newspaper articles; district marketing materials; new parent handbooks; radio and TV ads; campus bulletin boards posting project work; and Brownsville Herald (local newspaper) and ACE pictures in the front of the school. Every site school's website will also promote the ACE program. The district site utilizes Audioeye to provide accessibility options for the visually impaired. A daily menu of services will be encouraged for each site to direct parents and the community to appropriate classrooms for ACE signage and information. School announcements will be made concerning the ACE program. Cafeteria recruitment will occur with an ACE table for event recruitment. Monthly staff presentations will be made and a competition rewarding the top classrooms with ACE students in the program. Teaching staff will assist in disseminating information to parents and have a recruitment enrollment goal for keeping their classes active. The most important component will be word of mouth by students who will love the dynamic age-appropriate activities, caring staff, and safe and bully-free learning environment.

5. If the program plans to use volunteers in activities carried out through the community learning center(s), describe how the program will encourage and use appropriately qualified persons to serve as the volunteers. Explain the policy for screening and placing volunteers. If the entity does not plan to use volunteers, please indicate that in the space provided. (Choosing not to use volunteers will not lower review scores)

The Texas Education Code, 22.053, (b) defines a school district volunteer as “a person providing services for or on behalf of a school district, on the premises of the district or at a school-sponsored or school-related activity on or off school property, who does not receive compensation in excess of reimbursement for expenses.” Volunteers, chaperones on all field trips, booster club members, legal guardians, and PTA/PTO members need to fill out a volunteer application if they will have contact with students or will volunteer during school hours, or at any school-related events (including all Texas ACE events). Anyone interested in serving as a TSC school volunteer must do the following: submit a completed online volunteer application, and complete and sign the following forms: Legal Liability of Volunteers form, Criminal Background Check Authorization (filed/processed through the Department of Human Resources and must be clear before any duties may begin), Volunteer Waiver, and Volunteer Agreement. A Social Security Number may be requested in order to verify criminal history records. District legal policy requires a criminal history record for all school volunteers. Potential volunteers must provide evidence of identity after submitting the application with a copy of a valid (unexpired) Texas Driver’s License, state-issued ID, United States Passport, U.S. military card or draft record, or Alien Registration Card (with picture) to the campus parent liaison. Once volunteers meet these requirements, the campus administrator or parent liaison will receive an “Authority to Report to Volunteer” which allows the volunteer to begin service. Volunteers from the last school year must renew their applications for the new school year. All participants in the ACE program, including volunteers, will be required to sign in and out daily at each center as per ACE procedures.

For TEA Use Only:
Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

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.

TSC ACE Program Priority 1 (3pts): 21st CCLC integration plan includes BISS alignment and integration of the grant program with other TEA or local initiatives designed to increase specific academic student outcomes and will coordinate federal, state, and local programs to make the most effective use of public resources at each campus. All ACE programs will leverage district and campus resources to support ACE scholar's participation in afterschool and summer programming. For example, BISS will provide an afterschool supper to scholars; district security will patrol during afterschool and summer operating hours; a nurse will be on call for all centers; and special education accommodations will be made for all ACE scholars when needed. Last, a school day administrator is always present during afterschool and summer programming. Office and office set-up will be provided by each center school day administrator. The TSC ACE integration plan will align with the needs assessment results and present realistic short- and long-term goals for student academic achievement. In service of this plan, TSC ACE site schools participate in programs such as Additional Days School Year (ADSY) program, Early College High School (ECHS), Blended Learning Program, Work Based Learning (WBL), and Texas Regional Pathway Network (TRPN), and Pathways for Technical Early College High Schools (P-TECH). Other federal and state programs adopted by the district in support of students include but are not limited to the following: National School Lunch Program (NSLP), Texas Workforce Commission JET Grants, ED Innovative Approaches to Literacy Program (Project LIBRO), GEAR UP, and TEA teacher incentive grants to align extra duty pay and services.

7. Describe a preliminary plan for how the community learning center will continue after funding under this grant ends. Include how the resources provided by this grant will assist the program in local sustainability efforts.

The following are some of the sustainable elements that will be targeted for future development and continued in-kind use beyond the grant cycle currently under consideration by the TSC 21st CCLC advisory committee which includes representatives from the Brownville Independent School District and Communities in Schools, legal guardians, and program staff. The following areas are priorities: professional development, homework and credit recovery labs to improve student achievement in core subject areas, and family engagement activities. Professional development may include quality ACE professional learning opportunities plus online support; data disaggregation and item analysis training; self-assessment of progress; yearly STAAR data plan; high-quality data disaggregation to recruit and select students most in need of academic assistance; and greater teacher and student attendance. Homework and credit recovery labs may entail tutorials for at-risk/low-performing students (LP), I-tutoring as a requirement for students who are at risk of failing, and end-of-course STARR test training. Family engagement activities may include career exploration; college matriculation; parent and community evening events to engage academic support; technology support with ACE PD tech labs for teachers; Saturday events for PD, parents and students; parenting skills classes covering topics such as wellness; and partnerships with the community. Furthermore, TSC will continue to develop collaborative relationships with long-time partnering agencies such as Texas Workforce Solutions Cameron, Communities in Schools, and the Cameron County Juvenile Justice Department in service of the continued academic success of scholars and ongoing educational, career-centered support of their families in the areas of literacy, health and well-being, workforce training, and career pathway exploration. ACE scholars will have access to TSC's divergent programs to help scholars who may have received a misdemeanor for a non-violent crime.

For TEA Use Only:

Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

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

TSC proposes a partnership with Brownsville Independent School District (BISD), Communities in Schools (CIS), Workforce Solutions Cameron, and the Cameron County Juvenile Justice Department. These partnerships will contribute to achieving stated objectives and sustaining the program over time and will build off the long-time and well-established partnerships currently in place. In service of the TSC ACE Program, BISD will help recruit from their pool of highly-qualified certified teachers, paraprofessionals, and dual enrollment students to provide academic enrichment through afterschool academic activities at each of the ten TSC ACE Centers. In addition, BISD provides the following in-kind services: meals; required TEA data for reporting purposes; coordination and execution of transportation; office space for ACE staff; and classroom, cafeteria and gym space for after school and Saturday activities. Communities in Schools (CIS) is the nation's leading dropout prevention organization in over 26 states. CIS positions CIS coordinators inside schools to assess needs and deliver necessary family resources to remove barriers to success. With a strong presence already at each of the ten centers, CIS coordinators are available to act as liaisons between the TSC ACE program and CIS for collaboration on family engagement activities and events that are easily accessible to Scholars and their adult family members twice a month. This will ensure that CIS representatives reach not only the Scholars on campus, but also their adult family members who would have limited access to the range of services offered by CIS (such as utility assistance, child care resources, computer literacy basics, and COVID-19 wellness) without TSCACE family engagement opportunities. Workforce Solutions Cameron strives to meet the needs and demands of the local workforce community by educating, employing and empowering citizens for a better quality of life. Their collaboration with TSC ACE brings their services directly to Scholars and their adult family members at family engagement events conveniently hosted twice monthly at TSC ACE Centers. Workforce Solutions Cameron representatives conduct information sessions on short-term workforce training and career pathways to Scholars and their adult family members. The Cameron County Juvenile Justice Department works to improve the quality of life of children and families and to protect the community. Through their participation in the TSC ACE family engagement events, Scholars and their adult family members nurture a collaborative relationship with law enforcement versus combative relationships that at-risk youth may develop at an early age. Approachable and accessible representatives from the Juvenile Justice Department offer life-saving information on topics such as awareness and prevention of drug abuse, gang violence, and domestic abuse. Additionally, ACE partnerships provide a reasonable and specific plan for expanding the capacity of the organizations to achieve shared goals and increase the scope or quality of services that would not otherwise be as readily accessible to Scholars and their adult family members. Proposed services include: Summer camps including but not limited to Science, Technology, Reading, Engineering, Art, and Math (STREAM); TSC adult continuation education courses will be offered for ESL, GED, and on computer and wellness topics; access to short-term TSC Workforce Certifications for parents and students for in-demand, high-target high-paying occupations; and summer camps that provide positive social, cultural, recreational and interpersonal skills.

For TEA Use Only:
 Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

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.

PROGRAM PRIORITY-1

(a) Additional Days School Year (ADSY)- All 10 TSC ACE Centers participate in ADSY. TSC ACE will recruit students who participate in ADSY morning sessions to participate as Scholars in HQIM driven summer academic activities including HIT. (b) Blended Learning Program- One TSC ACE Center (Besteiro Middle School) participates in the Blended Learning Program. The TSC ACE site coordinator will collaborate with school day leadership, counselors, and faculty to identify students in the Blended Learning Program. TSC ACE will recruit Blended Learning students, and Center teachers will use Blended Learning data to identify student needs to place student in the most appropriate and beneficial academic activities. (c) Early College High School (ECHS)- Five TSC ACE Centers are designated ECHSs. TSC ACE will target Scholars from these sites to participate in family engagement activities pertaining to college readiness, workforce training, and career planning. These Scholars will also benefit from academic activities that lead to success in required state assessments and TSIs prior to college admission. (d) Pathways in Technology (P-TECH)- Three ACE Centers participate in the P-TECH program. TSC ACE will target Scholars from these sites to participate in family engagement activities pertaining to college readiness, workforce training, and career planning. (e) Texas Regional Pathways Network (TRPN)- Five TSC ACE Centers are part of the TRPN. TSC ACE will target Scholars from these sites to participate in family engagement activities pertaining to college readiness, workforce training, and career planning. (f) Work Based Learning (WBL)- Five TSC ACE Centers are part of the TRPN. TSC ACE will target Scholars from these sites to participate in family engagement activities pertaining to college readiness, workforce training, and career planning.

PROGRAM PRIORITY-2

TSC ACE will develop a grantee-level High Impact Tutoring Plan to incorporate TEA-approved HQIM products in academic activities designed to develop reading/language arts and math skills in alignment with the school day. The plan will include:

- (a) TSC ACE will purchase TEA-approved HQIM/HIT products by first quarter benchmark
- (b) TSC ACE will train certified teachers, paraprofessionals, dual-enrolled students, and ACE staff in HQIM and HIT by first quarter for successful product implementation, including school day alignment
- (c) TSC ACE teachers and site coordinators at each site will assess Scholars to determine their specific needs. Scholars exhibiting a well-documented need for maximum amounts of support will be placed in HIT to benefit from more direct instruction.
- (d) TSC ACE will incorporate TEA-approved HQIM products as part of an academic activity at the 15:1 or as part of a HIT model at the 3:1 ratio (three sessions per week, minimum of 30 minutes, immediately before and after school day).

For TEA Use Only:
Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

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"/>

For TEA Use Only:
Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

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 (1)	\$87,086
2.	Program Specialists (2)	\$121,430
3.	Site Coordinators (10)	\$523,540
4.	College and Career Subject Matter Experts (RLA and Math) @ \$25.00 hourly	\$40,000
5.	Fringe benefits 30%	\$231,617

Professional and Contracted Services

6.	Supplemental pay for Certified Teachers	\$500,000
7.	Paraprofessionals and youth workers	\$50,000
8.	Independent external evaluator	\$22,000
9.		
10.		

Supplies and Materials

11.	Supplies and materials - TEA approved HQIM/HIT	\$256,827
12.	Supplies and materials for high-quality enrichment and family engagement activities	\$75,000
13.		
14.		

Other Operating Costs

15.	Nutritional snacks for students & family members, including mental health & SEL activities	\$20,000
16.	Summer transportation for 25 days and educational field trips	\$52,500
17.	In-state travel - annual PD meeting, OSTI-CON, Parental Involvement Conference	\$20,000

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

For TEA Use Only:

Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

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"/>	

For TEA Use Only:
 Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.