



**2023-2024 Nita M. Lowey 21st Century Community Learning Centers (CCLC),
Cycle 12, Year 1**

Competitive Grant Application: Due 11:59 p.m. CT, January 23, 2023

NOGA ID

Application stamp-in date and time

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

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

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

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

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

Amendment Number

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

1. Applicant Information

Name of organization

Campus name CDN Vendor ID ESC UEI

Address City ZIP Phone

Primary Contact Email Phone

Secondary Contact Email Phone

2. Certification and Incorporation

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

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

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

Authorized Official Name Title Email

Phone Signature Date

Grant Writer Name Signature Date

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

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RFA/SAS #

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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.

• **MULTIPLE DATA SOURCES/WHY NEED ASSESSMENT INDICATED NEED FOR PROGRAM:** Our organization, the Boys and Girls Club of Trinity, was established with the purpose to effectively and efficiently work with public and private partners to address the state’s most pressing youth issues. As part of a way to address youth issues, our organization will partner with Trinity ISD, a local school district, to implement an ACE program. As residents of the area, we understand the necessity of this program and have conducted a comprehensive needs assessment incorporating multiple data sources and stakeholder input. If awarded, we are eager to move forward and make a positive difference in our community. One source that was utilized is the Texas Academic Performance Report (2020-2021). This report, which was used to complete the Grant-Level Strategic Plan, showed the following needs: 66% of the campuses qualify as a Targeted Support/Comprehensive Campus (3 priority points); an Economically Disadvantaged rate that is 27% higher than the state's average; students pass the Math STAAR at a rate that is less than half the state's average; and Reading pass rates on the STAAR that are 27% lower than the state's average. Another source we used was the latest United States Census Bureau. This source showed only 13.4% of individuals within our area have a bachelor's degree or higher, which is nearly 3x less than the state average (40.3%), and poverty-stricken communities in Trinity that contribute to a 17.1% poverty rate, which is 3x higher than the state average of 5.3%. In addition to this data, we solicited stakeholder input from district Teachers and community members to gather needs/feedback for the program.

• **HOW NEEDS ASSESSMENT INFORMED THE TARGETED PARTICIPATION NUMBERS:** To ensure widespread awareness of our grant application, we at the Boys and Girls Club of Trinity (B&G Club of Trinity) employed multiple communication channels, including our website, social media accounts, the Trinity ISD Superintendent, and in person dissemination of flyers. All these initiatives enabled us to reach the community and district students/staff effectively, determine needs, and project targeted participation numbers.

• **ADDRESS WORKING FAMILIES' NEEDS:** We at the Boys and Girls Club of Trinity (B&G Club of Trinity) are devoted to aiding working families. To fulfill this aim, we will create an ACE Program that provides aid to mothers and children, including offering our ACE Program year round for a total of 155 days in the Fall/Spring and 25 days in the Summer. This will reduce parents' burden of finding and paying for caretakers. Additionally, we will offer parenting and financial literacy classes, as well as parental/family engagement opportunities. All activities will follow a hybrid model involving in-person and online activities to accommodate parents' work schedules. This will be done to help address the current poverty rates identified above that plague our community.

• **ADDRESS STUDENT NEEDS:** To address academic deficiencies, we here at B&G Club of Trinity will: Hire highly qualified teachers to conduct High-Intensity Tutoring (HIT) using High-Quality Instructional Materials (HQIM) that address the weaknesses identified by Trinity ISD current teachers and state TAPR reports; Assist students with homework completion; and Pay for internship opportunities that give high school students work experience in an in-demand industry sector and encourage them to enroll in and/or improve in their CTE coursework.

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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.

PERFORMANCE MEASURES: The performance measures we will follow are from the grant guidelines and include: 1) percent (%) of students in grades 4 through 8 who have shown growth in reading/language arts state assessments. 2) percent (%) of students in grades 4 through 8 who have shown growth in mathematics state assessments. 3) percent (%) of students in grades 7 through 8 and 10- through 12 with a GPA below 3.0 who demonstrated improvement. 4) percent (%) of students with an attendance rate of 90% or less who showed improved attendance. 5) percent (%) of students that experienced in-school suspensions compared to the previous school year. and 6) percent (%) of students who demonstrated teacher-reported engagement in learning.

BENCHMARKS: The entire SMART Goals cannot be referenced in detail here; however, the topic of our SMART Goals, along with some of our benchmarks, include: 1) Improve Academic Performance in Reading and Math – By September 5, 2023, Paras and Teachers who can provide HIT will be identified and recruited; HQIM will be purchased; and Students will start receiving HIT. 2) Improve School Day Attendance – We will meet with ISD personnel to review local/PEIMS data monthly to determine academic and attendance improvement; The Program Director will meet with parents of students who aren't showing improvement after 2 consecutive months; and Incentives will be distributed every quarter to students who are meeting academic and attendance goals. 3) Improve Student Engagement – Program activities will begin no later than September 5, 2023; Students will have taken one field investigation by December 1, 2023; Surveys for students will be administered monthly to garner feedback on the program and determine what new activities should be offered. 4) Improve Family Engagement – A calendar of family engagement activities will be created by September 30, 2023; Engagement activities will be offered monthly throughout the grant program; and Parent surveys will be administered quarterly to gauge what activities are engaging/practical and desired.

ALIGNING TO THE SCHOOL DAY: Students' academic improvement depends on our ability to correlate after-school lesson plans with regular school day lessons. Our center is within walking distance of campus facilities, so we will maximize this proximity with frequent collaboration. Therefore, we will frequently have B&G Club members meet with Teachers to ensure our academic programming component correlates to what is being taught during the school day. Additionally, we plan to offer High-Intensity Tutoring. To provide quality tutoring, we plan to hire regular district teachers as part of our program staff to help reinforce and complement regular academic programming. These teachers are the key to the program's tutoring portion because of their expertise with the students and their assigned grade levels during the regular school day.

RECRUITING/RETAINING STUDENTS: To recruit students, we will target students at risk of academic failure, chronically absent, and who have behavioral, disciplinary, or attendance concerns. We will contact parents/guardians to retain these students and provide them with information on the importance of attendance. As part of the recruitment process, students will be made aware of all the new and exciting enrichment activities offered through the ACE Program. We will also provide incentives such as learning games or special events on Fridays for those who attend programming during the first 4 days of the week. Our B&G Club usually attract memberships and we expect no different with this ACE program.

MONITORING PROGRAM IMPLEMENTATION: Program Staff will be recruited and hired based on experience with after-school programming and expertise in the education field. These individuals will be tasked with monitoring the fidelity of program implementation. In addition to hired personnel, an ACE Steering Committee will be created and involve key stakeholders such as B&G Club administration, parents, students, etc. This committee will also provide program oversight and ensure program fidelity and quality implementation. Lastly, an external evaluator will be hired to create an evaluation report to track program outcomes. This evaluation will refine, improve, and strengthen the program and be made available to TEA.

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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.

HOW EVALUATION DATA WILL BE USED TO MODIFY PROGRAM: We want nothing more than to offer a program that is impactful to the students and parents of our community. Adjustments will be data-driven from the short-term results of the program. Therefore, to ensure we stay on track and meet all our SMART Goals and benchmarks, we will contract an external evaluator. This evaluator will collect and review data to monitor student academic achievement, attendance, behavior, and participation. This will help evaluate program effectiveness and enable him/her to provide us with suggestions/adjustments for improvement. Suppose the benchmarks provided in this proposal cannot be met. In that case, we will discuss immediate and impactful modifications to the timeline, processes, or objectives, depending on the cause of the failure to meet the benchmark. If additional guidance is needed, we will reach out to our TEA-assigned technical consultant to receive potential suggestions for improvement to these deficiencies.

HOW THE STATE ACTIVITIES WILL BE UTILIZED: To avoid failure and ensure our benchmarks are met, we will use the state activities/resources TEA provides as part of the ACE program. These activities/resources will help us build our local capacity to implement a high-quality ACE Program. Some of the services/resources we will use include 1) The Data Collection and Reporting System (Texas 21st CCLC Student Tracking system (TX21st)) – To ensure target numbers are met, and academic improvement is documented correctly. 2) State and Local Evaluation – To gather baseline data and determine growth percentages in academics, student engagement, and parental involvement. 3) Program Monitoring and Risk Assessment – Ensure funds are being appropriately spent and all local and state policies are adhered to. 4) Technical Assistance – To assist with answering program-related questions. 5) Training Resources (i.e., Out of School Time Initiatives Conference, Texas ACE Blueprint, etc.) – To ensure the Program Director and Program Specialist have the info needed to implement the program (Will also provide regular program-specific in-person training and document).

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.

If awarded the ACE Program, we will promote strong program operations. This will ensure a safe, supportive, and educationally enriching environment for all students, staff, and families at each of the 3 targeted centers. With this program, we intend to improve academic achievement, student engagement, and parental involvement. The following activities will be provided based on student assessments, stakeholder feedback, and meetings held with administration/teachers.

TARGETED ACADEMIC SUPPORT: Because 2 of our 3 targeted campuses are identified as Targeted or Comprehensive campuses, improving academics is of the utmost importance to us. As part of our academic support, we will offer High-Intensity Tutoring in a 1-to-3 teacher-to-student ratio, homework assistance in core subjects, and SAT/ACT preparation courses. Regular school leaders and ACE staff will be paid to ensure academic deficiencies are addressed and academics are improved.

HOW ACTIVITIES WILL IMPROVE ACADEMIC ACHIEVEMENT: By providing students with access to these varied resources and extended learning time, we are confident we can close achievement gaps, improve student achievement, and create an educational structure that supports all learners to enhance academic performance, promotion rates, and graduation rates. To ensure progress is evident, we will work with district staff to access PEIMS data, 6-week grades, and attendance reports. If there is no progress, we will use data and feedback to develop action plans to address areas of improvement. A statewide program evaluation of Texas ACE compared participants with non-participants determined that participants had higher test scores in Reading/English language arts and Mathematics while in Grades 9-12; and an increased likelihood of grade promotion overall (American Institutes for Research, August 2020). Hence, with implementation of the ACE program, we expect to see the same positive results.

STUDENT INTEREST-BASED ENRICHMENT: Thankfully, despite funding limitations, we have still been able to offer students some enrichment activities after school. Current enrichment activities include Triple Play: A Game Plan for Mind, Body, and Soul (promotes personal health and wellness); Smart Moves (addresses drug prevention); Arts and Crafts; Basketball; and Pee-wee football. However, with grant funds, we will now have the funds needed to not only deliver these offerings free of cost but expand our services to more students and offer new and engaging activities such as Robotics, e-sports, and volleyball. Additionally, with grant funds, we will be able to take students on field investigations that increase student engagement and promote post-secondary/career pursuits. Field trips include career fairs, universities, businesses, zoos, Huntsville State Park, and Grapeland Safari. Students will be exposed to wildlife, animal habitats, and food webs in addition to thrilling activities like fishing.

FAMILY ENGAGEMENT: As mentioned in our needs assessment, parent engagement is a massive component of programming to us. To help strengthen the connection between school and home, we will offer at least one parental involvement activity monthly. Activities will be in-person and virtually to accommodate parents' work schedules. Activities that will be provided are financial literacy classes, which will be offered through local financial institutions (i.e., banks), as well as parenting classes. Additionally, to promote active and meaningful family engagement, parents will be encouraged to participate in the ACE Steering Committee (at no cost to the grant). In this committee, parents can provide feedback that improves program quality, helps build community awareness, help evaluate program effectiveness, and offer suggestions for operations and program sustainability.

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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.

Studies that demonstrate the effectiveness of our proposed ACE activities include:

ACADEMIC PERFORMANCE AND ACHIEVEMENT: We will offer tutoring sessions daily and HIT sessions 3 days a week, for a minimum of 30 minutes a day. A study conducted by San Bernardino Valley College (2016) states, “the effects of tutoring on student success demonstrate a significant trend: the more academic support students receive, the more likely they are to pass their courses and stay enrolled.” We will ensure that the tutoring covers the same curricula but is presented and practiced in a different way, so the students will not feel like they are still in school.

POSTSECONDARY PREPARATION: College tour visits, such as the ones proposed, have been proven to benefit students in demonstrating: higher levels of knowledge about college, a decreased desire to attend technical school, and a higher likelihood to enroll in advanced math and science/social science courses in 9th grade (Swanson, Kopotic, Ritter et al, 2021).

WORKFORCE PREPARATION: As mentioned, we will provide paid internship opportunities for students. Numerous studies have concluded that students graduating with internship experiences are more likely than students without those experiences to find employment upon graduation (D’Abate, 2010; and Knouse & Fontenot, 2008). Additional research shows students who complete three or more internships are more likely to secure full-time employment (Sharp, 2016).

POSITIVE YOUTH DEVELOPMENT OF THE STUDENTS: A study by Henderson & Mapp published in (2002) determined that “Family engagement in schools contributes to positive student outcomes, including an improved child and student achievement, decreased disciplinary issues, improved parent-teacher and teacher-student relationships, and improved school environment.” Therefore, holding monthly activities that involve youth and parents will be beneficial not only for the parent but help improve students' academic achievement as well.

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 AND HOW THEY WILL BE ADDRESSED: Our facility will serve as an adjunct site for all three of the targeted centers (Lansberry Elementary, Trinity Middle School, and Trinity High School). Thankfully, the location of our site sits on Trinity ISD premises; therefore, transportation to our site is not needed. Additionally, for our current program, parents pick up their child(ren) once the student is ready to leave. Therefore, we don’t foresee any transportation needs to or from the ACE Program. However, if it is determined that providing transportation will improve attendance rates, discussions have already been held with Trinity ISD to hire their bus drivers. This will ensure bus routes don’t need to be re-learned and student transportation needs are met.

SAFELY TO AND FROM EACH CENTER AND HOME: In the case that Trinity ISD bus drivers are not utilized to provide transportation, we will help ensure the safety and security of students by requiring their parent or guardian complete and sign an ACE Student Participation Form. This form will list the names and relationships of individuals authorized to pick up a student. Only persons designated as authorized pick-ups by the parent/guardian of record will be permitted to take the child. Finally, if needed, ride-shares like Lyft and Uber may be used.

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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.

PLAN TO INFORM COMMUNITY ABOUT CENTERS AND PARTICIPATION IN PROGRAM: To inform the community about the centers, their location, and their participation in the 21st CCLC program, we will disseminate information in both English and Spanish via our various community outreach mediums. These range from online avenues, such as social media, to facility bulletins and local news publications.

Additionally, we will also work with Trinity ISD to create and post an audience-friendly and legible flyer that will include information on the purpose of the 21st CCLC program; activities that will be offered to students and parents; times, start dates, and program contact information for inquiring parents; and the goal/objectives of implementing the 21st CCLC Grant.

To ensure this flyer is completed quickly, we will use Texas ACE Branding marketing materials and templates. By expediting this process and using various communication avenues, we will be able to ensure we disseminate the notice of the awarded 21st CCLC Program in a way that is understandable and accessible.

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)

PLAN FOR VOLUNTEERS: We currently include and promote volunteer involvement. We incorporate volunteers into our programming because we know the huge impact they can play in aiding the effectiveness of after-school programming. In fact, Miller (2020) published in the Journal of Youth Development, that volunteers "connect organizations to their communities and enable them to offer services that might otherwise not exist." The study also stated volunteers "provide many intangibles that cannot be easily quantified," and their contributions "improved organizational outcomes and/or achieved broader community and social impacts."

ENCOURAGE AND USE QUALIFIED PERSONS: To ensure volunteers utilized during this after-school program are qualified, we will implement specific policies and procedures to recruit, select, and train them. Volunteers we are already working with, those with qualifying experience (such as computers, technology, STEM, etc.), former/retired teachers, guidance counselors, and coaches, will be given preference. We will also seek college students through continuous recruitment efforts through various forms of media (i.e., newspaper), social media, and direct recruitment.

Any volunteer interested in being part of the program will fill out a form that includes information about the volunteer's background, such as former employers, education, and references. Those selected to assist with the program will be fingerprinted and undergo a criminal background check (following TEA procedures). Once the volunteers are approved to serve, they will receive extensive training in student safety, program protocols, acceptable behavior from volunteers, mandated reporting, and other relevant information.

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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.

EFFECTIVE USE OF PUBLIC RESOURCES: To combat learning losses caused by COVID-19, TEA set aside large funding allocations, such as the COVID Recovery Materials (CRIMSI) Grant. Trinity ISD, our partner, capitalized on these funding allocations and used them to purchase printed unit materials, texts, and manipulatives; professional development; and ongoing coaching. The manipulatives and materials purchased will also be used during our ACE programming, and the training will be offered to ACE program staff to ensure they provide effective and efficient tutoring during after-school hours. This will maximize the resources and funds utilized in the ACE program.

Additionally, Trinity ISD is a Texas Regional Pathway Network Grant member. This grant aims to expand opportunities for students to complete career and education pathways that lead to credentials with value in the labor market. As a result of this grant, Trinity ISD has developed relationships and strong connections with local businesses (i.e. Brookshire Brothers, City of Trinity, etc.). These same partnerships and connections will be maximized when coordinating students' ACE paid internship experiences.

COORDINATE WITH FEDERAL, STATE, AND LOCAL PROGRAMS: Moreover, in addition to these resources, Trinity ISD will also make use of its federal Title I (to purchase software and technology) and Title III (to obtain ELL-specific software and materials) funding, which has already built a foundation of aid to low-income, disadvantaged students. Additionally, annually, we receive grant funding from the Texas Alliance of Boys & Girls Clubs. With this grant, we purchase materials such as basketballs, footballs, arts and crafts, instructional curriculum, etc. These funds and initiatives will maximize funds and aid us in meeting our goal of offering engaging extracurricular activities for low-income students/parents.

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.

LOCAL SUSTAINABILITY EFFORTS: Not all resources offered under this grant will be completely replaceable without some budgeting dedicated to the program. Therefore, the ACE Steering Committee, which will be created specifically for this grant, will consider this when planning for sustainability. This committee will investigate ways to incorporate the Texas ACE Program into our budget and the Trinity ISD budget. This committee will be tasked with compiling resources needed for the long-term sustainability of the program, tracking donations and funding from businesses and vendors, and locating other grant opportunities at the federal, state, and foundation levels.

Another critical component to promoting sustainability will be to build and maintain a strong relationship with our program partners (i.e., Trinity ISD, Sam Houston State University, and local businesses). Through these partnerships, we will be able to secure several volunteers for after-school activities, internships, and field trips at no extra cost to the students.

We know that with effective marketing of the program, we will garner more interest in donations and buy-in from local organizations and businesses who wish to be recognized for their constructive support of their community's children. This, in turn, will increase our ability to sustain the program once funding has expired.

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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

PARTNERSHIP(S): Our grant program will include numerous partnering organizations . Due to space constraints, not all partners can be listed. However, some partners involved will include Trinity ISD (Local Education Agency); Sam Houston State University (Institution of Higher Education); First National Bank (Public Entity); and Local Businesses: Flair Beauty Salon, O'Reilly Auto Parts, and Martin Senior Services Center (Private Entities).

PARTNERSHIP CONTRIBUTION: Each partner will play a key role in achieving our grant goals and sustaining the program over time. How these partnerships will contribute to program success can be seen below:

- Trinity ISD – **CONTRIBUTION TO GRANT:** Will provide our organization with the target students and parents for the program, assist in tracking student academic growth and behavioral development, and identify personnel that can provide High-Intensity Tutoring (HIT) for students that are performing low academically. **PROGRAM SUSTAINABILITY:** This will assist in sustaining the program over time by increasing student traffic to the Boys and Girls Club center; thereby, increasing revenue once funding ends so grant activities can be sustained.
- Sam Houston State University – **PROGRAM SUSTAINABILITY:** Will provide students with information and knowledge regarding post-secondary education, develop a pipeline between Trinity ISD and the IHE, and help identify volunteer college students that can provide academic/peer mentoring for students partaking in the program. **PROGRAM SUSTAINABILITY:** This will help sustain the program by ensuring we have access to volunteers who can provide academic mentoring and tutoring at no cost.
- First National Bank – **PROGRAM SUSTAINABILITY:** Will provide parents with financial literacy classes that teach them the basics of budgeting, saving, and debt management. **PROGRAM WILL BE SUSTAINED:** This will eliminate some financial constraints faced by parents and will enable them to cover our organization's fees once the funding has ended, which, in turn, will help sustain grant initiatives and activities.
- Local Businesses – **CONTRIBUTION TO GRANT:** Will provide students with work-based learning opportunities in the following fields of study: Cosmetology, Auto Mechanics, and/or Health Science. **PROGRAM SUSTAINABILITY:** To help sustain the program, a representative of the business (es) will be a member of the ACE Steering Committee to ensure sources needed for sustainability are purchased. **ACTIVITIES WILL BE EXPANDED:** All activities mentioned above are either new or being expanded at the time of submission. Please see below, which describes this:
 - Trinity ISD – At the time of submission, Trinity ISD currently promotes after-school activities to be conducted at our Boys and Girls Club site. However, as of now, no HIT sessions or extensive enrichment activities are offered due to funding constraints. With funds, services will be added to now include this.
 - Sam Houston State University – As of now, students meet with college staff to learn more about post-secondary education. However, if this grant is awarded, services will be expanded to include volunteers from the college who can provide academic mentoring or tutoring sessions for students.
 - First National Bank – At the time of submission, we do not offer financial literacy classes for parents. However, if awarded, we will work with First National Bank and other financial institutions to provide these services.
 - Local Businesses – If awarded, business partnerships will increase to include various partners. Partners could include business such as: Stevenson Distribution, Trinity County, Flair Beauty Salon, etc. These partnerships will expand the real-world experience students will receive and enable them to receive paid internships.

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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.

MEASURES OF STUDENT SUCCESS WILL ALIGN WITH THE REGULAR ACADEMIC PROGRAM: To ensure the activities we offer demonstrate improvement in student outcomes, measures of student success will align with regular academic programming. These measures include but are not limited to: STAAR scores, report cards, benchmarks, PEIMS reports, etc. To ensure these measures demonstrate improvement, we will provide academic enrichment, accelerated learning, and tutoring activities that are aligned and integrated with the regular school day, campus curricular programs, and state standards. Additionally, as previously mentioned, ACE program staff will work with Trinity ISD administrators and teachers at each campus bi-weekly to share lesson plans from the regular school day and the after-school program to ensure learning consistency. Lastly, regular school-day teachers will be enlisted in our B&G Club's ACE program to help create a seamless transition between the school day and after-school program.

PROGRAM PRIORITY 1: Trinity ISD, our partner, was awarded the COVID Recovery Materials (CRIMSI) Grant. This grant aims to support educators in reducing COVID-related learning loss. To do this, TEA provided Trinity ISD with unique research-based printed unit materials, texts, and manipulatives; professional development; and going coaching. These manipulatives will be used during after-school programming to promote academic growth. Additionally, since regular school-day teachers will be hired for after-school tutoring, these will be the same individuals who have already benefitted from the professional development provided through the CRISMI Grant; hence, making them more effective during ACE program hours. Moreover, Trinity ISD is a Texas Regional Pathway Network (TRPN) Grant member. (3 priority points) This grant aims to expand opportunities for students to complete career and education pathways that lead to credentials with value in the labor market. As a result of this grant, Trinity ISD has developed relationships and strong connections with local businesses. As of now, paid internships are not offered through this grant. However, through the ACE Grant, services will be expanded to offer paid internship experiences at these business sites.

PROGRAM PRIORITY 2: As seen in our needs assessment located on the strategic plan, many Trinity ISD students require additional academic assistance and are currently low performing. To help with this, we will integrate supplemental HIT and HQIM product use (3 priority points). To ensure each student gets the assistance they need, HIT will be offered 3 days a week, 30 minutes per day, for 30 days. Unlike traditional tutoring, instead of following a 1:15 adult-to-student ratio, HIT will be implemented in a 1:3 adult-to-student ratio. This size reduction will lighten the teachers' workload, enabling them to focus on the quality rather than the quantity of their tutoring. In this smaller group, students will be more comfortable voicing their opinions, asking questions, and making their needs known.

Therefore, these HIT sessions, if coordinated with TEA initiatives, will help students meet the challenging state academic standards. Particularly, it will those help students of Trinity ISD, which come from high poverty (Economically Disadvantaged rate: 87.9%) and low-performing schools (66% of school identified as targeted/comprehensive campuses).

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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"/>

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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 hired to manage the 21st CCLC Program.	\$50,000
2.	Part-time Program Specialist (PS) and full-time Secretary for data entry.	\$50,000
3.	Teachers and paraprofessionals to assist with implementing program activities.	\$111,120
4.	Employee benefits for program staff.	\$31,668
5.		

Professional and Contracted Services

6.	IHE partner to provide mentors, ACT/SAT prep, and post-secondary information.	\$5,000
7.	Financial Institutions to provide on-going finance courses, money management courses, etc.	\$5,000
8.	Robotics/STEM vendor to provide hands-on manipulatives that improve academics.	\$10,000
9.	ELA/Math Professionals to provide learning activities and curriculum that improve academics.	\$10,000
10.	Academically aligned enrichment activities, trainings, and family engagement activities.	\$43,760

Supplies and Materials

11.	Supplies, PBIS incentives, and materials to provide students' activities.	\$61,250
12.	Supplies and materials to provide Parental Involvement activities and workshops.	\$14,000
13.	Supplies needed by ACE staff to monitor and track student participation.	\$6,642
14.		

Other Operating Costs

15.	For Educational Field Trips and Student Internships .	\$10,160
16.	Travel for staff to attend conferences and nutritional snacks and drinks for participants.	\$7,000
17.	Travel for staff and for students to go to and from site, if needed.	\$5,500

Capital Outlay

18.	Electronic boards to facilitate SAT/ACT prep, financial literacy courses, etc.	\$16,500
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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