



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 City Independent School District
Campus name: [] CDN: 084906 Vendor ID: 1746002392 ESC: 4 UEI: 074194945
Address: 1700 Ninth Avenue North City: Texas City ZIP: 77590 Phone: 408-916-0100
Primary Contact: Kelley Romar Email: kromar@tcisd.org Phone: 409-939-7418
Secondary Contact: Anthony Furman Email: tfurman@tcisd.org Phone: 409-916-0113

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: Dr. Melissa Duarte Title: Superintendent Email: mduarte@tcisd.org

Phone: 409-916-0100 Signature: [Handwritten Signature] Date: 1-23-23

Grant Writer Name: Kelley Romar Signature: [Handwritten Signature] Date: 1-23-23

[x] 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 # 701-23-106/180-24

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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.

A needs assessment was conducted using multiple data sources, including the Galveston County Community Health Needs Assessment, Texas Workforce Commission employment information, and U.S. Census Bureau data to identify needs and issues affecting the community's growth and development. In addition, TEA's website provided TAPR data to explore trends in students' STAAR performance, attendance, economic status, promotion, discipline, and enrollment in targeted Texas Afterschool Centers on Education (ACE) communities compared to the district and the state. STAAR, Renaissance benchmark assessments, course grades, and McKinney-Vento eligibility reports, obtained from campus administrators, instructional specialists, counselors, and teachers, helped to identify which students and the numbers of students in each community who would benefit from intensive interventions, such as High-Quality Instructional Materials (HQIM) and High Impact Tutoring (HIT). Federal Fiscal and Compliance reports showed that all proposed Centers were Title I schools, where students and their families fall well below the poverty level, thus having limited access to quality, equitable services provided through ACE. An in-depth review of academic data revealed that less than 40% of students at targeted sites, consistently met or exceeded state standards. Without additional support to strengthen literacy, STEM skills, and build foundational knowledge in content areas, these students will not be prepared to enter college and meet the workforce demands revealed in the community needs assessment. Inequities and learning gaps have consistently been evident when reviewing student data. Chronic absenteeism rates were high at all targeted campuses, and typically, fell below district and state rates. High incidents of disciplinary actions and crime in communities revealed the need to offer behavior-related interventions to students and adults in the after-school program. Students, teachers, parents, school administrators, School Board members, and community members were surveyed prior to the grant. The data indicated the need for more engagement opportunities for families. Students, overwhelmingly, revealed the need and interest for more hands-on academic support and innovative enrichment activities. Community members expressed the need to build students' employment skills, character, and the ability to work well with others on the job. The lack of accessible community recreational facilities for children and adults was evident. Establishing an after-school and summer program in the community will provide a safe, extended learning environment for learning and recreation. The program will also increase access for adults to gain skills to help their children in school and improve their personal educational growth. Finally, most teachers and school administrators acknowledged that the current ACE program had a positive influence on student's behavior, attendance, and academic performance. They also observed more engagement among parents whose children participated in innovation activities offered through ACE. High stakeholder interest, lagging academic performance of large numbers of students, lack of availability of community resources, and the willingness of school staff and district administrators to support the program, were key factors in determining the targeted number of students and adults. ACE participation trends from previous years were also considered for this grant.

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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 for this program included SMART goals designed to improve reading and math achievement, school day attendance, student engagement in learning, and family engagement. To achieve these goals, the program will conduct monitoring activities to track students' progress to ensure that goals are met in a timely manner as planned. Specifically, to ensure that students at all Centers meet or exceed standards on the STAAR reading and math assessments from spring 2023 to spring 2024, the Project Director and Site Coordinators will review reading and math benchmark assessment data at three data points: beginning-of-year (BOY), middle-of-year (MOY), and end-of-year (EOY). The expectation is that students' performance improves at each interval over time by at least 20%, to be on track for meeting standards on the spring 2024 STAAR. Students' report card grades will be used as benchmarks to assess whether students are performing on grade level, particularly, in reading and math courses. Grades will be monitored at each grading cycle. Students who show decreases in course grades will be considered for more intensive interventions, such as High Impact Tutoring (HIT). Project staff will also review TX21st program activity reports weekly and document participation in activities that are particularly related to academic performance areas, such as reading, math, and literacy. Lack of improvements or positive feedback may indicate the need for more individualized HIT and the need to increase frequency of program monitoring to ensure that High-Quality Instructional Materials (HQIM) are being used with fidelity. Implementation of these types of innovative strategies may have a direct impact on student recruitment and adult family member recruitment in the program. To decrease the percentage of ACE students at all Centers who are chronically absent during the regular school day, the Project Director and Site Coordinators will obtain school attendance data from the school Registrar. Considering that students must attend school at least 90% of the days for credit, a benchmark of three absences during the semester will warrant conferences with teachers and telephone contacts by ACE staff with parents to discuss why students are absent and to provide personalized assistance to families. Encouraging more engagement of parents in their child's education may contribute toward retainment of students and adult family members in the program. To increase engagement in the program, student and adult participation in program activities at all Centers will be monitored from fall 2023 to spring 2024 using the TX21st reporting system. Fluctuations in program activity attendance or downward trends of at least 10% over a two-week period will require a review of program operations. The review will consist of gathering feedback from stakeholders, including students, adult family members, school-day teachers, and ACE instructors. Program staff will collaborate with school day teachers, conduct classroom visits to observe engagement, and attend professional learning community meetings during the regular school day to ensure alignment between the regular day and ACE. The review will also involve reassessing the skills of teachers and contracted service providers and provide professional development training, resources, and support. Modifications to the program will be made based on the surveys, observations, interviews, student interest, and family engagement trends. Periodic surveys in fall and spring will help gauge improvements in program implementation. Increase in recruitment and retainment may be an indication that modifications in program operations are effective, intentional, and delivered with fidelity.

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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.

If the benchmarks or summative SMART goals do not show progress, evaluation data sources that will be used to modify the program include TEA's quality and compliance monitoring system, state and local evaluation, program monitoring and risk assessment, training, resources, and technical assistance tools to assess the quality of the program and determine how well the program met grant requirements. The program will apply local and state evaluation tools, such as the Texas 21st CCLC Student Tracking System (TX21st), to identify trends in daily activity attendance and determine whether students and parents received sufficient time engaged in the program and highly engaging instructional approaches were used to warrant progress in targeted areas. Qualitative evaluative data, including focus groups, interviews, and surveys will explore fidelity of program implementation and program benefits. Targeted groups include students, parents, teachers, school administrators, and community members. Information gained from grant activities, resources, professional development, conferences (OSTI-CON), TEA site visits, grant-level strategic planning, and the Quality Assurance Process, will be reiterated with ACE teachers and staff. The Project Director and Site Coordinators will review the program to determine whether best practices were used with fidelity, including High-Quality Instructional Materials (HQIM) and High Impact Tutoring (HIT), to improve student attendance, behavior, and achievement. Additional technical assistance will be requested from Education Specialists who manage the Texas ACE Help Desk, to address the antecedents for lack of progress, review operations plans, suggest interventions, and offer training. The Centers will use the Texas ACE Local Evaluation Guide and Toolkit and an external evaluator to supplement services provided by TEA to help Centers develop quality tools for continuous improvement and to synthesize assistance at the community level.

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.

The ACE program will integrate content, such as reading, math, college preparation, technology, and the arts into a program that will enhance learning. The following activities were selected based on feedback gathered through the need assessment, test data, and school reports. Some activities will appeal to elementary, middle, and high-school students and some activities will appeal to students across multiple grade levels. Some selected activities will be introduced at the primary level and bridge forward to advanced levels in high school. Specific activities will be offered daily, while other activities will be geared toward student's special needs or at a targeted scheduled time. The balance and quality of the expanded learning program is expected to have a sequence of activities that are active and engaging, focused on academic, personal and social skills, and that target specific skills and outcomes. All extended academic opportunities and support systems are intentionally-designed to align with the regular school day. Academic assistance will be focused on developing reading, mathematics, and writing skills, with a secondary emphasis on science learning. There will also be a variety of enrichment and instructional practices with real-world experiences to engage students in fun and interesting ways.

Targeted Academic Support Activities - will include high-quality after school curriculum that is aligned with the regular school day and state standards.

- Math, Reading, Science and Writing Academic Homework Assistance and Tutorials
- High Impact Tutoring (HIT) using High-Quality Instructional Materials (HQIM)
- Specialized instruction in STEM to help develop problem-solving, critical thinking, and analysis skills
- Activities will be offered in Aviation and Drone careers (e. g., introduce STEM, aviation careers/opportunities; instruction on flight simulators)
- Robotics and Science-related projects, including the Girls In STEM partnership with NASA

Student Interest-based Enrichment Activities - will be conducted in a collaborative style to capture youth voice and choice and build supportive relationships between staff and students. Students will be offered instruction in the following areas.

- Career Technology Education (CTE) - Photography, Sewing, Fashion Design, Radio Broadcasting, Multi-Media Productions, Floral Design, Cosmetology, and Graphic Design to develop job training skills, increase employability, and higher education
- Health and Fitness Classes - will improve mental health and well-being, promote social and emotional development
- Gardening and Horticulture Sessions - will include community gardening in conjunction with the Grandparent's Program
- Sports and Recreation will consist of activities, such as yoga, volleyball, basketball, Zumba
- Culinary Arts Classes - to develop healthy eating, cooking, preparation of food, and enhance math skills
- Technology - will incorporate interactive learning activities, including Coding, Computer skills, and 3D Printing,
- Other Enrichment Activities - Arts and Crafts, Character building and Social and Emotional Learning (SEL) , Animal Creations using towels (used by hotels and cruise ships in the area), Financial Management , Global Awareness, and Service Learning (e. g., food drives, recycling, volunteer at senior citizen facilities)

Family Engagement Activities - will build relationships with program staff, schools and family members to develop critical assets. Activities will be intentionally-planned based on needs, interest surveys, and community partnerships.

- Family events and meetings
- Ongoing outreach, communication, and support to develop and maintain good relationships with parents
- Parent Orientations/ Meet and Greet
- Family and Community Resource Fair
- Health and Wellness classes through a partnership with the Galveston County Food Bank
- The National Lights On After School Event
- Academic support classes for parents (i. e., ESL, GED)
- Family Fun Nights and organized family field trips

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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.

The program will use evidence-based practices to engage students and their families in academic, attendance, behavioral, college/workforce readiness, and physical/social activities to improve outcomes in these areas. This includes continuously identifying and focusing on the needs of targeted students and families, engaging stakeholders, and implementing on-going process improvement efforts based on feedback from participants, school staff, and the community. The program will utilize resources, including the Texas ACE Blueprint, the U.S. Department of Education's Institute of Education Sciences What Works Clearinghouse, The Promising Practices Network, and Social Programs That Work, that allow educators to find programs, interventions, and activities found to have a positive impact on students' academic, social, behavioral development, and postsecondary and workforce readiness. Resources for Learning will be used to improve program quality and offer a Quality Assurance Process for center and grantee levels. These resources are noted for publishing research on at-risk, economically-disadvantaged students, students with disabilities, and English language learners, who face additional challenges at school, at home, and in the community. The Texas Education Agency has contracted with a national research organization who are experts in locating information on best practices for after school programs. This organization will be used to provide technical support to the proposed ACE program on best practices. Continuous feedback will be gathered using surveys and interviews from students, parents, and teachers along with course grades, state assessment data, attendance, and disciplinary action reports, to determine how effective these strategies are toward improving outcomes among targeted students and families, and specific subgroups of the population, including students at risk for dropping out of school, with disabilities, and with limited English.

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.

The school district policy requires that students must be transported to and from school if they reside more than two miles from school. The 21st CCLC Texas ACE program will adhere to all district transportation policies and procedures. Prior to the start of programming, the Project Director and Site Coordinators will assess student's transportation needs and develop an action plan to include parent communications and safety rules for bus and car riders. Bus rosters with names of students and parents, address and contact numbers will be submitted to the Texas City Independent School District's Transportation Department to develop safe routes and to determine the number of buses needed. Most targeted students live more than two miles from the ACE centers. Due to the time of dismissal from the after school program and to ensure student safety, all students will be eligible for transportation who participate in the after school program. The Transportation Department will also provide transportation to the ACE summer program, and from the after school centers and home. Most students will be attending ACE programs located on their regular school day campuses. Upon dismissal from the ACE program, Site Coordinators, teachers, and associated staff will be available to escort all car riders to their designated location to meet their parent or guardian. Bus riders enter buses based on a list of students and seat assignments, if necessary. Transportation safety procedures are in place to ensure the safety of the students upon arrival and dismissal. Specifically, (1) parent(s) must designate authorized adults to pick up their child; (2) designated adult signs dismissal log; and (3) designated adult must present photo identification to be compared to a copy on file. Any student transported by bus will sign out and indicate on the dismissal log that they are taking the bus home. Attendance is also logged in by the bus drivers for their records before departure. All buses have a communication system using dispatcher walkie talkies and cell phones. The Project Director and Site Coordinators regularly monitors these procedures to ensure that the program maintains compliance throughout the school year and during the summer program.

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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.

The applicant will disseminate information about the program to the community. The information will be provided in both English and Spanish, and include a clear description of the program, services offered, targeted population, Center locations, and days and times that the program will be offered. Some key dissemination activities include:

- Texas 21st CCLC flyers and brochures will be sent to homes by targeted students and through mailings.
- Automated telephone messages will be sent to targeted student's home.
- Announcements will be made in the local newspaper.
- Memos will be posted to district and campus websites.
- Program information will be posted on the district's Facebook and Twitter pages.
- Announcements will be made at all campus sporting events and school functions.
- In-person information sessions will be conducted on targeted campuses.
- Posters will be displayed in local businesses.
- Presentations will be held at the local Rotary, Lions Club, and the Galveston County Community Resource Coordination Group (CRCG).
- Program information will be handed out at school registrations on every campus and ACE Center.
- Campus PTAs and PTOs will be used to disseminate information.
- Presentations will be conducted at TCISD school board meetings.
- Program information will be posted on school marquees.
- Program information will be posted in geographical areas near Centers where social services are offered.
- Program information will be posted in areas where displaced families and unaccompanied youth frequent.

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)

There are no current plans to utilize volunteers. However, the district will distribute a general notice for program volunteers. If volunteers come forward with an interest to participate, and their qualifications align with the needs of the program, then background check will be performed. Training will take place before they begin their work.

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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.

Federal, state, and local programs will be combined and coordinated to make the most effective use of public resources. The program will coordinate, with the school district, to expose students to other available programs to ensure their educational success. A list of activities, along with the purpose, and funding sources are addressed below.

1. STAAR tutors will be funding through Title I Part A (federal) using a \$10,000 Allocation of Title I funds.
2. Materials and supplies for homeless and unaccompanied youth will be provided through McKinney-Vento Funds (state).
3. The program will coordinate with the TCISD Foundation and Community Advisory Board to support and sustain the ACE program. The TCISD Foundation provides grants to teachers to improve student learning.
4. The program will use special education practices, procedures, and theories to educate children identified as gifted and talented using challenging Project-based Learning (PBL) activities.
5. Students will be introduced to college prep workshops, collaborate with school counselors, and participate in college tours. Dual Credit offered by the College of the Mainland/Collegiate High School will the number of students graduating with college credit.
6. Coordinate with the Special Education Department to address accommodations and special needs.
7. District Law Enforcement to address school safety and cybersecurity

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 Community Learning Centers in Texas City ISD will develop a preliminary plan that emphasizes financial sustainability, to help the after school program continue to thrive after the grant has ended. The Texas ACE Blueprint will be used as a resource to develop the plan. ACE staff will participate in trainings and webinars on sustainability conducted through MyTexas ACE. The plan will include an itemized list of resources needed to help students meet program goals and objectives in the targeted areas. The plan will also include specific tasks, along with who will complete the tasks, and the timelines for completion. The availability of current resources and resources that are required to meet program goals and objectives will be specified along with community organizations and individuals who have the financial and human capital to facilitate the process. The plan will address areas of need, including volunteers and community partnerships, that have the capacity to move the program forward through in-kind goods and services. Considering that transportation is critical for student participation, alternative strategies will be explored to ensure that students consistently participate in the program. The plan will consider partnerships with local organization who conduct activities that are provided in the after school program, such as STEM education and GED services for parents. The plan will also incorporate access to education and technology-based resources that may not require additional cost and that are grounded in evidence-based practices. The plan will be developed at the beginning of the grant and reassessed annually to consider changes that may have occurred within Texas City ISD and among individuals who are considered vital to the sustainability of the program. Annual reassessment of the sustainability plan will also help to determine where the proposed strategies and services meet the needs of the current students and families, and whether there have been changes in leadership and mission of Texas City ISD.

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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

Objectives for the proposed ACE program related to academic, attendance, behavioral, college/workforce readiness, and the physical/social needs of targeted participants identified in the needs assessment were considered when planning a partnership. Further, the surrounding community and the program's setting and physical environment were integral in the decision-making process for a partnership. The partnership will expand the learning opportunities for students and families outside of the confining walls of the school. The planned partnership with the Texas City Parks and Recreation Center will be an asset to the ACE program because it is located in close proximity to La Marque schools and neighborhoods where students and families reside. This public organization is representative of a significant population of the community and provides educational and related services currently to students and their families in the targeted population. Students and families are familiar with the organization and have been known to frequently use services there. The partnership will help to expand program offerings of the La Marque ACE. Community resources offered at the partnership will help meet the needs of children and their families, and function as an adjunct site to the ACE program. The partnership will offer additional services and programs, such as GED and English as a Second Language classes. The service provider for the classes will be the College of the Mainland. Additional extended services will be located in the Carver Park facility in La Marque, Texas. Carver Park will offer after school and summer projects that benefit the education, health, social, cultural, and recreation needs of students and families. The proposed ACE program will expand the number of students who currently frequent the facility to engage in sporting activities, such as soccer, volleyball, and basketball. Students will be offered academic support, enrichment activities, and free snacks. A special agricultural environment, Gardening with Grandparents, is planned at the site under the direction of AgriLife master gardeners. A family engagement room will be available through the Carver Park partnership where families can conveniently meet to receive services and information regarding their child's educational progress and develop intervention plans for improvement or advancement. Health-related activities, including healthy meal preparation classes, yoga, and exercise will be offered to parents through the partnership facilities. Parents will have access to a computer lab to develop their computer skills and seek employment opportunities. Students will use the computer lab for academic support. A partnership with the Galveston County Food Bank will provide healthy nutrition classes to families. The Girls in Science program will be implemented through a partnership with NASA. The ACE program is expanding access to literacy resources through a partnership with the La Marque Public Library's on-site services during special events.

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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.

Program Priority 1- Program Integration - The ACE program will coordinate with the regular school day and integrate supplemental accelerated instruction for students. HB4545 tutorial services were implemented in one of the elementary ACE Centers during the 2021-2022 school year. The supplemental instruction was offered to students who did not perform satisfactorily on the STAAR grades 3 and 5 reading and math assessments. There was great results. This grant proposes to offer the same HB4545 reading and math tutorials to students who do not perform satisfactorily on the STAAR grades 3-8 or STAAR EOC assessments. It will entail hiring classroom teachers who are certified in the content areas The instruction/tutoring will be offered during the ACE after school program and meet all HB4545 requirements.

Program Priority 2 - Accelerated learning activities will be implemented using supplemental High-Quality Instructional Materials (HQIM), such as Zearn Math and Amplify and High Impact Tutoring (HIT) products. The Centers will be supported by offering the prescribed training for the selected TEA approved products. The High Impact Tutoring will be used to improve educational learning outcomes for elementary and middle school students. Students will be identified and intentionally-targeted based on benchmark assessment data and course grades. The eligible and selected students will participate in accelerated learning after school and during the summer program. Qualified teachers will be used to administer and monitor the computer-assisted instruction to small groups of students (1-3 ratio) three days per week, The sessions will last 30-60 minutes per day based on HIT student's attendance requirements. All HIT students will also participate in innovative enrichment programs.

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9. Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

- The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group Barrier
Group Barrier
Group Barrier
Group Barrier

10. PNP Equitable Services

Are any private nonprofit schools located in the public school attendance zones of the campuses and feeders proposed to be served by the centers in the application?

- Yes No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

Are any private nonprofit schools participating in the grant?

- Yes No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

Assurances

- The applicant assures that it discussed all consultation requirements as listed in Section 1117(b)(1), and/or Section 8501(c)(1), as applicable with all eligible private nonprofit schools.
The applicant assures the appropriate Affirmations of Consultation will be provided to the TEA Private Schools Ombudsman in the manner and timeline to be requested.
The applicant assures that the total grant award requested includes any funding necessary to serve eligible students from private nonprofit schools within the attendance area of the public schools to be served by the grant.

Equitable Services Calculation

1. Total 21st CCLC program enrollment for all centers
2. Enrollment in 21st CCLC of students attending participating private schools
3. Total 21st CCLC program and participating private school students (line 1 plus line 2)
4. Total year 1 proposed grant budget for serving students in all centers
5. Applicant reservation for required staff payroll.
6. Total grant amount for provision of ESSA PNP equitable services (line 4 minus line 5)
7. Per-pupil grantee amount for provision of ESSA PNP equitable services (line 6 divided by line 3)
Grantee's total required ESSA PNP equitable services reservation (line 7 times line 2)

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 | 93,500 |
| 2. | Site Coordinator | 285,000 |
| 3. | Program Specialist | 73,000 |
| 4. | Certified Teachers | 140,000 |
| 5. | Support Roles and Benefits (Benefits for all staff) | 118,000 |

Professional and Contracted Services

| | | |
|-----|---|---------|
| 6. | Vendors to provide high quality, engaging and innovative activiites for students and family | 305,000 |
| 7. | Professional Development | 5,000 |
| 8. | Evaluation Specialist | 12,000 |
| 9. | | |
| 10. | | |

Supplies and Materials

| | | |
|-----|---|--------|
| 11. | Technology such as laptops, monitors , printers , software | 40,000 |
| 12. | Center Level operating cost (academic materials, printing, supplies and equipment) | 53,500 |
| 13. | Grantee Level operating cost (supplies, equipment, Family Engagement material) | 34,000 |
| 14. | | |

Other Operating Costs

| | | |
|-----|--|--------|
| 15. | Student transportation | 50,000 |
| 16. | Travel and conference fees and registration | 12,000 |
| 17. | Educational field trips (allowable as per guidelines) | 15,000 |

Capital Outlay

| | | |
|-----|--|--|
| 18. | | |
| 19. | | |
| 20. | | |

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

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