Texas Education Agency

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 Sam Rayburn ISD

Campus name Sam Rayburn Elementary   CDN 074917   Vendor ID ____   ESC X   UEI J4RZP79QTA5

Address 9363 E FM 273   City Ivanhoe   ZIP 75447   Phone 903.664.2255

Primary Contact Wendy Keeton   Email wendy.keeton@srisd.org   Phone 903.664.2255

Secondary Contact Stephanie Laisy   Email stephanie.laisy@srisd.org   Phone 903.664.2205

2. Certification and Incorporation

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

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

☒ Grant application, guidelines, and instructions
☒ General Provisions and Assurances
☒ Application-Specific Provisions and Assurances

☒ Debarment and Suspension Certification
☒ Lobbying Certification
☒ ESSA Provisions and Assurances requirements

Authorized Official Name Lance Campbell   Title Superintenden   Email lance.campbell@srisd.org

Phone 903.664.2255   Signature _[signature]_   Date 01/23/2023

Grant Writer Name Wendy Keeton   Signature _[signature]_   Date 01/23/2023

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

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3. Shared Services Arrangements

Shared services arrangements (SSAs) **are** permitted for this grant.
Check the box below if applying as fiscal agent.

☒ The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing the fiscal agent and SSA member responsibilities. All participants understand that the "Shared Services Arrangement Attachment" must be completed and signed by all SSA members, and submitted to TEA before the NOGA will be released.

4. Identify/Address Needs

Evaluate the community needs and available resources for the community learning center by completing the community needs and community resource tables on the *Grant-Level Strategic Plan (Pre-Award)*. Then provide a narrative response describing the following:

- The multiple data sources used, and stakeholder feedback provided when conducting the need assessment.
- Why the needs assessment indicates the need for afterschool and summer programs.
- How the proposed program will address those needs, including the needs of working families
- How the needs assessment informed the targeted participation numbers for students and adult family members.

Our district steering committee conducted comprehensive community and campus needs assessments during the planning stages of the TCLASS11(After-School Pilot grant during pandemic) grant to identify the specific needs of students, families, and the community, as well as how the TCLAS11 grant was helping those that were attending and benefiting from the After-School program. It was decided that there was a great need to continue with the practices that were put into place from the spring of 2022 through this school year. Several data sets were compiled and reviewed, including campus-level data, student-level deficiencies, grant data, and student and parent voice. Assessments conducted at the elementary campus identified multiple available resources to support an ACE program, including the use of our facilities, classrooms, and current personnel to help build our after-school and new summer school program if we are awarded. The campus showed a low of 43% reached meets in all subjects and a low of 39% met in Math. Hard evidence showed us that if not for the four weeks of the pilot program in April of 2022, the district would have had more failures. One example was last year's 3rd-grade students had six students that attended every after school tutoring during the pilot program that was available and was predicted not to pass at the beginning of that semester. Half of those students reached meets, not just approaches. We give credit to the after-school program. This year's third graders have been hurt tremendously by the pandemic. There are thirty-nine students, and nineteen of those started the year with the NEWA(maps) tests showing they were not on grade level and in fact 50% of them were a grade behind. SRISD will provide computer labs, libraries, gymnasiums, security and janitorial service, classroom technologies, calculators, lab supplies, software, textbooks, etc. The TAPR (TEA) District Reports were used to help in analyzing needs for the grant as well as the HIT (high impact tutoring) programs such as Amplify and Zearn and maps testing (NWEA). Sam Rayburn is a small rural school in a farming community with a district attendance of 506 students, 283 in elementary and 223 in high school. From 2019 to 2021, the elementary scores dropped 11% and were just 1%-2% above state. How an SRISD ACE Program will address identified needs: SRISD used a strategy formulation process to ensure that the most appropriate strategies and program services would address and remedy the needs of students and families. The planning process included a "needs inventory" conducted by surveying the campus to identify current and existing out-of-school services and gaps in services. Once gaps in services were identified a planning process to design the most effective and appropriate out-of-school program to remedy the identified at-risk factors was implemented. Our community has working parents that have a need for a safe space for youth that is open till 6pm every day. Our need goes beyond just childcare, Sam Rayburn has a need for an after-school program that helps accelerate learning while keeping kids safe and allowing working families to build up our community. Going beyond after-school, a Sam Rayburn ACE Program would allow us to offer parent engagement activities during the ACE Program monthly meetings beginning with the commencement of the program. The Family Engagement Specialist (FES) will closely evaluate parent surveys and feedback from parents to ensure that programming topics, times, and locations meet working families needs. The FES will work with the Project Director and Site coordinator to address all needs.

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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.

SRISD was excited to implement the TCLAS 11 Afterschool Program this year, as forty-four percent of SREL students attended. SREL seeks to increase the numbers to 50% in the first year of the ACE grant while striving to continue that growth in the program. Without the ACE grant, we will be moving backward due to the data used to look at PK-2nd grade upcoming students.

Goal 1. Using (HIT) Amplify and Zearn among NWEA(map testing) as well as benchmarks, and TEKS Resource Unit tests as well, as HQIM(Highly Qualified Instructional Materials), we seek to have 100% of our students across grade levels demonstrate growth in literacy (reading and writing) scores by 50% from baseline (Aug 2023) to final (May 2024). The school must increase literacy and math skills across all grade levels.

Objective, 50% of SREL students will regularly participate in a high-quality K-6 Texas ACE program. The program will improve academic achievement and school success as evidenced by meeting reading and math achievement standards of the State of Texas Assessment of Academic Readiness (STAAR) in grades (3-6) and students in K-2 will be on grade level when using NWEA testing as well as Zearn and Amplify programs.

Goal 2 Provide a program that will impact performance, attendance, discipline referrals, advancement, and enrichment activities such as service learning, physical fitness, health and wellness, fine arts, and social and emotional well-being. Include research or evidence-based practices to provide activities that will complement and enhance academic performance by offering a broad array of additional services, programs, and services.

Objective: At-risk learners will be targeted for ACE, as well as on-grade learners that strive to learn more and push themselves to their best potential. A STEM specialist will coordinate with SREL, ACE, and educators to facilitate TEK-based enrichment projects exploring STEM topics and careers. Technology will be used to extend and share learning.

Goal 3 To address the needs of working families and parent engagement activities within the program.

Objective: Families in need will be targeted based on community data and parent surveys. A Family Engagement Specialist will coordinate SREL, ACE, and community activities; The school is the community for this district. We will facilitate services to meet academic, physical, social, and emotional needs and collect participant feedback.

Benchmarks: A strategic Action Task Force will be formed and will meet to conduct a current needs assessment and refine the model. Leaders will attend TEA training; Student recruitment criteria will be submitted. Targeted students will be recruited; Staff follows weekly planning to monitor academic, attendance, and behavioral data and to develop lessons; Lesson plans will be turned into ACE; ACE blueprint will be used to implement high-quality academic, enrichment, family engagement, college-to-career activities, Observations conducted utilizing ACE forms, Indicators, and rating scales. Ace staff will attend weekly planning to monitor lesson plans, enrichment, and family engagement. Data reported using TX21st and PEIMS; TEA monitors project spending, Stakeholder surveys, and focus groups conducted. Quality Monitoring Data will be collected in October 2023, February 2023, May 2023, and July 2023. We will be guided by TEA in analyzing all data. Plans will be revised to improve implementation and meet performance benchmarks. We will ensure that measures of student success align with the regular academic program of the school and the academic needs of participating students and be based on evidence-based research. The district will offer academic support using high-quality instructional materials(HQIM) and high-impact tutoring (HIT). Observations of instruction will be conducted and ongoing. Target students will be recruited on an ongoing basis. Data and spending will be analyzed monthly, and data will be collected and submitted to TEA. The grant will allow us to have family engagement activities that connect our parents to the school and community and give our parents the option of having our students stay in a safe place for three hours longer than the ordinary day. We will be guided by the ACE blueprint and TEA as well as our local staff, administration, and parents. . Benchmarks will be ongoing.

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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.

The SRISD ACE program will strive to ensure all children leave the district with a solid educational foundation that will allow them to pursue college and the workforce. The leadership team uses the ACE program's theory of action to plan, implement, and communicate with participants. Each year, the ACE Strategic Action Task Force will conduct a needs assessment and refine the logic model matching student and family needs to measurable program goals. The framework also visually outlines goals, inputs, outputs, and expected outcomes to achieve each program goal. Methods of Evaluation: Program evaluation will be conducted by an independent evaluator. Methods will include a formative and summative assessment based on processes outlined in the PRIME Blueprint for Texas ACE. They will address whether or not 1) activities are being implemented as planned, 2) the project is making progress towards achieving its objectives, and 3) services are positively impacting proposed outcomes
SRISD will meet all TEA and Statutory Requirements as demonstrated in this application and additional training when awarded. Using the independent evaluation in conjunction with the TEA-provided grant-level strategic planning process and the center-level Quality Assurance Process, SRISD will establish effective SMART goals implemented with fidelity. All data sets will inform the continuous improvement process so that the program will go from an implementation phase to an optimized phase throughout the grant. This continuous improvement will allow the program to demonstrate the need for sustainability with evidence-based evaluation data guiding the way. Training resources such as Out of School Time Initiatives Conference(OSTI-CON) and the use of (HQIM) and (HIT) will be implemented and will help with the monitoring of progress throughout the grant. SRISD will also take advantage of the My Texas ACE website and use the dynamic tool of the Texas ACE Brand to communicate the nature and characteristics of the program as well as the ACE Blueprint

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.

SRISD is in a high-poverty community located in Fannin County of North East Texas. The most common job groups, by the number of people living in Fannin County, TX, are Office & Administrative Support Occupations (1,662 people), Sales & Related Occupations (1,464 people), and Management Occupations (1,445 people). STUDENT SUCCESS: To increase student achievement and the number of high-need students entering and succeeding in rigorous pathways, SRISD will offer the ACE program in our elementary school, which is a Title 1 school with a socioeconomic makeup of 51.80%. The center will be located on the campus shared with Sam Rayburn High School, which is all under one roof. This is to ensure a safe, familiar, and appropriate learning environment. The ACE center will provide 156 days of programming outside the school day for 33 weeks of the fall, spring, and summer to increase mastery of grade-level content, goal-setting, leadership skills, attendance, positive behavior rates, and academic achievement scores. In addition, 150 hours of weekly programming will be provided during the six-week summer term to retain academic growth and prevent the summer slide. Certified teachers have been selected to deliver TEKS-based lessons using differentiated instruction: 1) Academics: K-6 ACE students will be expected to attend at least 45 minutes of tutorials. We will have a 45 min HIT hour, an Academic hour, and a one-hour Enrichment hour. High-performing campus teachers will develop intentional lessons that identify student needs and scaffold learning to meet classroom expectations in reading, language arts, writing, and math. 2) Enrichment: ACE programming in Math, Science, Technology, Engineering, Art, Math, Mindfulness, Enrichment, Health, and Reading will be project-based to improve math and read achievement and to inspire creativity, imagination, problem-solving, and self-awareness through fun and interactive games, projects, and service learning opportunities. The school Library will serve as an adjunct site for the program and host a Leap into Science enrichment program during the summer term. 3)Academic Support: The Family Engagement Specialist will host Parent University to communicate school expectations, information, and resources that empower families to support academic success. The FES will link families to social services to meet basic needs enabling students to attend and succeed in school. 4) SRISD/ACE ALIGNMENT: The Admin Team will confer with specialists from the Teaching and Learning, Bilingual, Special Education, and Health Services departments throughout the year to align ACE priorities with district curriculum and school improvement initiatives. The SRISD technology department will support ACE staff in maintaining a Facebook site and YouTube learning channel to provide instruction during summer and school closings. The district seeks programs offering adult basic education, parenting, fitness, and workforce preparation courses. OVERSIGHT: A Project Director and Site Coordinator will work with the Family Engagement Specialist, who will manage ACE. The staff members will use the ACE Blueprint, Texas ACE tools, and TEA guidance to implement a high-quality program. The Program Director will oversee the planning, development, implementation, and evaluation, as well as staff supervision and program reporting, and will work with the Site Coordinator to manage the center, including scheduling activities, events, and training; facilitating team meetings; conducting observations; reviewing lesson plans; and collecting and reporting data. Family Engagement Specialists will support educators in designing effective academic and support activities for students and family members to improve engagement, achievement, and overall success. The overreaching goal of the SRISD ACE Program is to provide accessible programming for students, families, educators, and the community which will improve the following outcomes for students: 1) Academic performance; 2) Attendance; 3) Positive behavior; 4) Grade promotion rates; 5) Graduation rates. SRISD ACE Program will provide a comprehensive ACE Program that will allow each student to participate in activities that best suit their needs for improving academic achievement and success. A balance between "extended learning" and enriched learning" will be sought." Extended learning will be tightly aligned with the school day through targeted tutoring and homework assistance provided by highly qualified tutors and off-duty certified teachers. Comprehensive learning flexibly aligns with the school day and takes many forms, including project-based learning and hands-on experimental activities. Activities to improve student achievement levels will include accelerated education activities and age and developmentally-appropriate academic enrichment learning programs to support students to improve academic achievement through • Project based enrichment activities; • Tutoring, and homework assistance; • Targeted literacy strategies; • Numeracy \Study skills development. This approach will rely upon innovative teaching strategies and technology-based, hands-on activities aligned with students' interests. Students needing additional assistance will receive individual or small group tutoring directly aligned with classroom instruction. Extra academic time will be balanced with structured co-curricular activities promoting youth development and social-emotional skills.

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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 SREL ACE program will integrate evidence-based ACE Blueprint components with research-based educational practices that enhance student performance and achievement. The site Coordinators will oversee day-to-day activities to ensure ACE components are implemented with fidelity. Full-time staff members will also serve as adult advocates to support learners in setting and meeting personal goals. (2) Students will attend ACE activities for at least 60 days each academic term and 15 days of summer. Educational research indicates that extended time in grade level content improves student performance in the classroom and achievement on state assessments. ACE Site Coordinator will participate in training to guide the development and implementation of intentional lessons using the ACE template. The Program Director and Site Coordinator will meet with educators and grade levels to develop SMART goals and TEKS-based tasks that spiral learning from basic concepts to high-level application skills. GISD specialists will work with ACE instructors to integrate the writing process into activities to practice, reinforce, and improve literacy. A STEM specialist will guide the design and implementation of STEAMER lessons, enrichment activities, and service learning projects that inspire students to develop teamwork and critical thinking skills as they build math and science competencies for the 21st-century workplace. (4) Student voice and choice will promote interest in learning and support positive behavior. Parents and students will work with project staff to co-design ACE menus, schedules, and activities. Weekday after-school academic instruction: SRISD has planned the proposed SREL ACE Program using evidence-based practices. The SREL ACE Program will promote physically and emotionally healthy lifestyles through the Coordinated Approach to Child Health (CATCH), which has over 100 peer-reviewed studies proving that it reduces childhood obesity. The ACE Blueprint uses state, regional, and national networks, resources, and strategies to identify best practices. Using research and evidence-based practices to implement academic, enrichment, college preparatory, and support activities will ensure ACE participants develop the skills to succeed in school; the ACE program will build our students to grow.

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 Sam Rayburn ISD Transportation Department operates a a small fleet of school buses and transportation services in compliance with all related local, state, and federal statute and guidance. The ACE center will be located on the student's home campus. Students needing transportation home will be transported home after the program is completed daily. Texas has the highest number of registered sex offenders, (safehome.org). Unfortunately, Fannin County in which our school resides has one of the highest rates in Texas with 156 registered offenders and in our county and there are 21 registered offenders in community. By having transportation home for our students we can ensure that these students do not go home to an empty house and that the registered adult is there to see them home safely. The bus drivers make sure they are dropping off students to signed guardians.
Grant funds will be used to pay compensation for a bus driver employed to drive routes and transport ACE students home. ACE students will also be provided transportation from the centers to specialized events. For example, district busing will be used to transport ACE learners to different planned educational field trips to two businesses which is farming and bee collecting within the district, as well as any other educational field trips that might be planned by the steering committee. Students are escorted by teachers to their designated ACE Program area at the end of the regular school day and once the ACE program is over they are escorted by ACE staff to the bus pick-up area for their bus ride home. Parents or their designee (signature on file) may pick up the student at any time during the after school/summers hours, but we stress that they need to stay at least through the HIT/ Academic hour rotation which ends at 5:15. Teachers will follow a check-in and check-out of all students. All ACE staff will wear a name tag while in the center and on school buses. This will allow ACE staff and bus drivers to identify students, address positive and negative behavior, and ensure safety while participating in ACE activities. The Project Director and Site Coordinator will communicate with the Transportation office to resolve bus issues including failure of students to observe bus rules.

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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 SRISD ACE Program will use multiple media tools to communicate with students, teachers, parents and the community. The SRISD ACE Program Director, Site Coordinator, Family Engagement Specialists and all key personal will be devoted to the outreach and marketing efforts to ensure local residents are fully aware of the community learning center, education opportunities,schedules and campus contacts. ACE Program staff will work closely with participating school administrators and staff at each campus since the district shares cafeterias and gyms. Local community and faith-based organizations will be used to disseminate program information and implement an extensive marketing/community outreach initiative which will include: 1) promoting program utilizing the district's websites and social media pages (Facebook, Twitter, Web Site, Marquee); 2) creating and distributing informational flyer's, brochures, and district newsletter (electronic and hard copies) to students, parents, caregivers, teachers, and community; 3) distribute flyers and posting information on the electronic sign that is used at the school 4) There is a county radio station for public service announcements and press releases; 5) posting of information in the county newspaper; 6) announcements and presentations at SRISD new student/parent orientation, monthly/ quarterly district Board and parent meetings. To ensure that all outreach efforts are understandable, accessible, and transparent, marketing information will be available in both English and Spanish. This extensive outreach campaign will commence immediately upon award of the grant project. The Project Director will play a critical role in community-wide dissemination of information and in student recruitment efforts by making presentations at various school events and functions including PTO meetings and Parent University meetings, Back to School Nights, student assemblies, in-school announcements and all staff meetings. Upon program commencement, the program will regularly communicate program information through: 1. district website and monthly a-newsletters - a website link to the After School Program will be housed on the district 2. marquees will advertise ACE program activities

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)

SRISD ACE Program is eager to enlist the support of volunteers of all ages to engage student participants in ongoing learning and enrichment activities and incorporate seniors in a peer education volunteer model. This model includes establishing a Parent University consisting of trained and qualified parents, grandparents, and senior citizens to be effective volunteers in after-school, weekend, and summer activities with students and parents. SRISD has students at all grade levels who are raised or supervised by their grandparents after school. As a result, grandparents have valuable input and feedback regarding their grandchild's education. Research indicates that senior adults are proving to be effective tutors and mentors and demonstrate critical factors needed to make a difference in the lives of students, including patience, taking the time to listen to children, and the capacity to be responsible and show up to events consistently (United Way, 2016). Recruitment: The Project Director, Site Coordinator, and Family Engagement specialists will recruit volunteers during the registration process and throughout the project period. The Project Director will work with the Director of CTE to schedule high school volunteers during the first weeks of school. Volunteer candidates will fill out a "Sam Rayburn ISD Application for School Volunteer" form and submit it to the Program Director at the admin office. Parents will automatically receive a volunteer application to fill out when they complete registration for ACE. All volunteers will be fingerprinted and ran through through the Texas DPS system. The completed application will be sent to the SRISD Admin office. Qualified persons will be approved to serve as volunteers based on meeting district guidelines, including a criminal history check. Once the application is approved, The Site Coordinator will keep a copy of all volunteer applications and participation at the center. ACE will follow all district guidance and restrictions concerning volunteer programs at all times. The SRISD system developed for recruiting, applying, and documenting volunteers will provide the appropriate screening and placement to ensure the ACE center is safe environments conducive to learning.

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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.

SRISD will coordinate all grant funds with appropriate local, state, and federal funding revenues to maximize academic, enrichment, support, and college preparatory activities. SRISD has dedicated district and campus personnel, training opportunities, libraries, gyms, and technology labs to implement a high-quality ACE project. In addition to personnel and resources, SRISD-administered assessments (NWEA, STAAR, Amplify, ZEARN) and data systems (Eduphoria) will be used to collect and report academic growth and achievement data for ACE participants. Educational research indicates students from low-income backgrounds score below their affluent peers on reading and math assessments. One of the factors attributed to lower performance levels is a decline in academic skills that occurs over the summer months when school is not in session. The Project Director will work closely with the Administration, Site Coordinator, and ACE Staff to ensure that students that need to be recruited for summer understand the importance of continuing the learning process over the six weeks of summer school. The Project Director will work with the Food Service Director to provide a healthy snack and the Security Officer to help ensure that our students are provided a safe environment to learn and work in. ACE staff will work with SRISD leaders to integrate ACE, TEA, and local summer learning programs. Funding, training, and resources from each program will be coordinated to provide a full schedule of summer learning opportunities designed to reduce the impact of summer slides, improve student achievement, and prepare students for secondary CTE career pathways. SRISD receives federal funding through Title I, Title II, Title IIIA, and Title IV, School Improvement, REAP, IDEA grants, and state general funds. Grant funding allows SRISD to expand pedagogy, improve student academic performance, and support high-quality programs that enhance youths' literacy skills development and increase student achievement (IAL). SRISD will integrate the ACE Program with these and other local initiatives designed to improve specific academic student outcomes with a commitment to expand the program and lead to sustainability

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.

SRISD will develop an advisory board that will work every year toward sustainability. SRISD is committed to establishing ACE as a school improvement initiative of the district to ensure the after-school program is integrated into SRISD leadership, curriculum, and operations in the years after the project period ends. ACE goals, activities, personnel, resources, and expected outcomes are included in annual District and Campus Improvement Plans. SRISD leaders across all departments have been allocated to support ACE project planning, implementation, and evaluation. The SRISD Assessment and Accountability Team will work with ACE staff to identify data reports to monitor and evaluate student growth achievement, attendance, suspensions, promotion, and graduation rates. The Business Manager will work with the Project Director to develop and monitor an annual ACE budget that meets the program's needs, maximizes district funding sources, and conforms to state and federal guidelines. SRISD is a District of Innovation and has established numerous school improvement programs to improve student performance and achievement through grant funding. Integration of the project into the work and systems of the district to meet the district's student achievement and workforce success goals will ensure ACE continues to build students, families, and the community beyond the project period. • PRELIMINARY SUSTAINABILITY PLAN: During the conceptualization of the ACE Program, initiatives will include working with the SRISD executive team to support and guide sustainability efforts; accessing TEA state-level resources that assist programs in implementing sustainability strategies; and researching/securing external grants and funding opportunities for future support. • BUILDING SYSTEMIC INFRASTRUCTURE: SRISD will seek partners and use Texas ACE funds to build upon its systemic infrastructure of expanded learning opportunities. We realize how much this would benefit our students, community, and families in enhancing and enriching the SRISD educational process. Currently operating a TCLASS11 program has already established a solid organizational base, sustainability plan, and systemic infrastructure. The need to continue the After-school program is essential to the growth of our students, families, and community.

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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

SRISD is a rural school with no businesses except farming or a sand plant. The nearest town is twenty-five miles and colleges are forty-five miles away. We are finding an appropriate partner within proximity proved to be challenging. After extensive research and no programs in the county, such as Boys and Girls Club or YMCA, Sam Rayburn will be using our local assets. Our assets are our students and our farming community. We seek volunteers to help in this endeavor. As far as true partnerships, we will have none to start the program, but we will be seeking them during the process; we will have our high school students being used as volunteers with our younger students. We have a group that will read to our students. Our FFA students will conduct information activities with our students. They will demonstrate the art of showing cattle, chickens, and rabbits as well as how to grow food in a garden plot to our students and show them the hard work it takes to accomplish their goals. We have church volunteers and will recruit them as well as other members of the community to help with the ACE program. The school is the community where everything happens in the area. Community members use the school for meetings of all kinds.

Sam Rayburn ISD will continue to seek and foster partnerships that address Academic Enrichment, Leadership, and Socio-Emotional components, which are critical to student success. The Project Director has made it a top priority to seek out partnerships if this grant is awarded. There were several contacts, but personal seemed to be a problem with establishing a partnership. Although we could not form a partnership, we will continue to form partnerships with our volunteers to enrich our students' and families education.

We will apply for Priority points, although we could not form a partnership. We were a TCLASS 11 participant and want to continue using Accelerated Learning that was allowed in receiving that grant, Amplify, and Zearn, among other HQIM packages.

Program Priority 1 - 21st CCLC Program Integration. Priority points will be awarded to proposals that clearly describe the integration of the grant program with other TEA initiatives designed to accelerate learning and increase specific academic student outcomes. Examples of programs that integrate with 21st CCLC include, but are not limited to, the Additional Days School Year (ADSY) summer or full-year redesign programs, TCLAS Decision 11: High-Quality Afterschool, Blended Learning Program, COVID Recovery Instructional Materials Support Initiative (CRIMSI), Early College High Schools (ECHS), Pathways in Technology Early College High Schools (P-TECH), Work Based Learning (WBL), and Texas Regional Pathways Network (TRPN).

Program Priority 2 - Accelerated Learning. Priority points will be awarded to proposals that clearly describe a plan to implement supplemental High-Quality Instructional Materials and/or High Impact Tutoring products. The program must demonstrate how the applicant would support centers in successful product implementation, including training and school-day alignment. A list of currently available products can be found at TEA Available Materials.

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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.

The overarching goal of the SREL(Sam Rayburn Elementary) ACE Program is to provide accessible programming for students, families, educators, and the community which will improve the following outcomes for students: 1) Academic performance; 2) Attendance; 3) Positive behavior; 4) Grade promotion rates; 5) Graduation rates. SREL ACE Program will provide a comprehensive ACE Program that will allow each student to participate in activities that best suit their needs for improving academic achievement and success. A balance between "extended learning" and enriched learning" will be sought." Extended learning flexibly aligns with the school day and takes many forms, including project-based learning and hands-on experimental activities. Activities to improve student achievement levels will include accelerated education activities and age and developmentally-appropriate academic enrichment learning programs to improve students' academic achievement. COORDINATION WITH REGULAR SCHOOL DAY: SREL ACE will provide an all-inclusive out-of-school program beyond the regular school day that will offer a wide array of additional academic, artistic, and enrichment opportunities to students and their families, particularly those identified as at risk of academic failure or drop out. Academic enrichment accelerated learning, and tutoring activities will align and be integrated with the regular school day and state standards to address student needs. Enrichment activities will enhance academic activities and will include interactive project-based learning. All activities will be aligned with TEKS and STAAR and are designed to support students in meeting academic achievement standards in core academic subjects while complementing students' regular academic programs.• IMPROVING STUDENT ACHIEVEMENT: Our center will provide services that close achievement gaps, improve student achievement, and create an educational structure that supports all learners to improve academic performance, promotion rates, and graduation rates, creating a generation of college and workforce-ready students. To improve overall student academic achievement, including benchmark, STAAR scores, and grades in core subjects, SREL ACE will provide developmentally appropriate: 1) targeted, TEKS-aligned, evidence-based academic interventions, academic enrichment, prescriptive Tutoring, homework support, study skills development, ELL support and credit recovery to students in most need of academic assistance; 2) theme-based literacy and numeracy instruction; and 3) STAAR- preparation. If needed, ACE will incorporate remote student learning, including virtual instruction, homework support, and E-Learning. • ENGAGING STUDENT ACTIVITIES: SREL ACE will seek and work with joint partners (Statutory Priority 2) to offer a wide array of engaging activities. Students will participate in active learning through innovative, evidence-based instructional techniques and behavioral interventions, including 4) enrichment activities such as • educational field trips •, project-based learning, • physical fitness/wellness arts, • computer literacy; 5) Socio-Emotional Learning (SEL), including • youth leadership/character development; 6) college awareness, and 7) job readiness in STEM), Architectural Design, and Engineering Graphics Technology (SREL ACE). 8) Saturday Academies will engage students and parents in learning such as • expanded tutorials, enrichment, and SEL opportunities for youth; Saturday Family Engagement will include parenting skills, fostering involvement in the child's academic success; • financial literacy and adult education; and • referrals to GED, ESL. Parents can access virtual learning and online resources to support student and family learning. Activities will be aligned with other local and TEA initiatives(Program Priority 1). • SUMMER ACTIVITIES: SREL ACE will host a Summer Learning Institute to support continued learning and minimize summer learning loss. The Institute will operate six weeks, 6 hours per day (Mon-Thurs).). It will encompass literacy development, grade recovery, and Socio-Emotional Learning (positive behavioral skills, character, and youth leadership development). The Institute will include a STEM component, exposing youth to advanced learning through interactive, hands-on activities.• ACE OVERSIGHT: The ACE Project Director will coordinate and monitor all activities, supported by Site Coordinator and Family Engagement Specialist. ACE staff will survey students/parents.

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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	137
2. Enrollment in 21st CCLC of students attending participating private schools	0
3. Total 21st CCLC program and participating private school students (line 1 plus line 2)	137
4. Total year 1 proposed grant budget for serving students in all centers	368,000
5. Applicant reservation for required staff payroll.	
6. Total grant amount for provision of ESSA PNP equitable services (line 4 minus line 5)	0
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)	

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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/Site Coordinator/Program Specialist	$145,000
2.	Auxiliary Staff, Data Clerk & Bus Driver,Aids and Student Workers,	$26,430
3.	6 Certified Teachers regular program 3 hrs x 156 days @ $35 per hr	$98,280
4.	3 Certified Teachers summer program 6 hrs x 25 days @ 35 per hr	$15,750
5.		

Professional and Contracted Services

6.	External Evaluator	$3,000
7.	Experts in recreation, health, arts, music, dance, academic	$22,440
8.		
9.		
10.		

Supplies and Materials

11.	Supplies and Materials	$45,000
12.		
13.		
14.		

Other Operating Costs

15.	Youth Program Quality Training and Tools	$11,000
16.	Staff Travel and Professional Development	$7,500
17.		

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs: [   ]

TOTAL GRANT AWARD REQUESTED: $374,400

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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

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