



**2021-2022 Nita M. Lowey 21st Century Community Learning Centers (CCLC),
Cycle 11, Year 1**

Competitive Grant Application: Due 11:59 p.m. CT, January 21, 2021

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 to **Pre-award costs:** permitted for this grant

Required attachments:

Amendment Number

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

1. Applicant Information

Name of organization

Campus name CDN Vendor ID ESC DUNS

Address City ZIP Phone

Primary Contact Email Phone

Secondary Contact Email Phone

2. Certification and Incorporation

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

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

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

Authorized Official Name Title Email

Phone Signature Date

Grant Writer Name Signature Date

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

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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 80% reserve on the NOGA is lifted.

4. Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Improve attendance by addressing the need for a true community learning center that is able to extend the school day and offer intentional activities for all students.	Create a program that reflects student interest by engaging youth voice in program design; providing programs like music and martial arts that are not offered during the school day; providing a safe, consistent, nurturing environment daily that advocates for the youth and is designed to improve not only academics, attendance, and parental involvement, but behavior, and student engagement.
Improve academic outcomes by offering learning opportunities that support students, provide tutoring and homework assistance, and target the low performing areas shown in the district.	Provide academic intervention and enrichment that aligns with our curricula needs/TEKS by hands-on project based teaching; support students reading below grade level; monitor improvement through on-line assessments; share results with classroom teachers to align in/out of school; activities based on research; tutoring.
Improve parental involvement and relationship with the school (more than 50% of the parents surveyed feel disconnected from the school and would like more opportunities to connect).	Provide an exciting program for students during the traditional work hours after school and summer; increase access to family learning opportunities through communication, parent classes, and showcasing students' learning; employ family-to-family engagement activities to build relationships and eliminate barriers; and provide homework assistance from qualified adults.

5. SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

The ultimate goal is to ignite a passion for learning that students can carry back to their regular day classes; provide application and practice for school day skills and knowledge in a way that strengthens learning, builds connections, demonstrates the usefulness of content and builds confidence based on accomplishment; and enhances learning with the kind of experiences that the school day has less time to provide. To be SMART by definition this must be specific. SMART Goal-Miller Grove ISD will exceed the number of expected participants with 80% of all regular attendees increasing their core classes by 2 points each semester, meet their personal MAP goal for each testing period, and show an increase not only reading levels, but also on STAAR. 90% of the regular participants (with low attendance) will show an increase in attendance, and at least 30 adult family members will attend a family event.

6. Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

Program attendance
 Report cards-Grades and attendance
 Failure reports given each 3 weeks
 MAP testing, BOY data and student goals
 I-Station and RAZ kids reading level data
 Previous years' STAAR data
 STAAR benchmark data
 Parent sign-in sheets and communication logs

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6. Measurable Progress (Cont.)**Second-Quarter Benchmark**

Program attendance
 Report cards-Grades and attendance
 Failure reports given each 3 weeks
 MAP testing, MOY data and student goals
 I-Station and RAZ kids reading level data
 STAAR benchmark data
 Parent sign-in sheets and communication logs
 Parent/Student/Teacher surveys
 Classroom teacher interviews

Third-Quarter Benchmark

Program attendance
 Report cards-Grades and attendance
 Failure reports given each 3 weeks
 MAP testing, EOY data and student goals
 I-Station and RAZ kids reading level data
 STAAR testing
 Parent sign-in sheets and communication logs
 Parent/Student/Teacher surveys
 Classroom teacher interviews

7. Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

Data will be gathered from the variety of programs and reports listed above, which also will include informal assessments such as teacher records and walk-throughs. Program data required for grant reporting will also play a crucial role in program evaluation. Some of this data will be reviewed/analyzed on a weekly basis and others, when reports are generated each 3, 6 or 9 week period. MAPs data will be analyzed at the beginning, middle and end of year when the students test. Miller Grove ISD will look to past data to get a baseline understanding of students. Past data indicates what skills students have learned and in what areas breakdowns occurred. There will be a mix of data types to evaluate student performance, including both qualitative and quantitative methods. It is very important to understand the ways in which data can and can't be used and allows program staff to analyze data more effectively. Analysis of the right data allows program staff to identify contributors to student success and failure. All data that is gathered will be used by program staff to analyze the performance and effectiveness of the program. In order to know when and how to modify a program, it is imperative that those assessing it are aware of the goals and expected data outcomes. Much of this data is quantitative and a spreadsheet can be created as a comparison of where the data needs to be, where is, was last analysis, and where it is currently. The other data can be assessed in other manners, but still be as effective. When the results are not what is expected, then changes need to be made to ensure the goals are met. It is important that stepping stone goal outcomes are created to ensure the end result can be achieved in the time frame necessary. We can not wait until the end to see if the goal is obtained, but rather must set goals along the way to be able to adjust accordingly. The findings will then be discussed by program staff and modifications will be made to ensure success. If data does not show progress, the data and methods of retrieval will first be assessed, and then the data itself. Student's lack of progress will be addressed immediately and a plan of action will be put into place to ensure success. The data will be analyzed not only for program effectiveness, but also used by the Campus Advisory Committee to help make decisions on addressing the needs of the campus. All confidential information will be removed for that purpose.

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8. 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 program will take place in a safe facility that is properly equipped and easily accessible.
2. 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.
3. The program will target students who primarily attend schools eligible for schoolwide programs under ESEA as amended, Section 1114 and the families of such students.
4. Applicants that receive priority points for serving: 1) students in schools implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA as amended, Section 1111(d) and other schools determined by the local education agency to be in need of intervention and support and 2) students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities or who lack strong positive role models assure that they will target these students.
5. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy. Funds will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case, supplant federal, state, local, or non-federal funds.
6. 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.
7. 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.
8. The applicant provides assurance to adhere to all Statutory Requirements, TEA Program Requirements, and Performance Measures, as noted in the 2021-2022 Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 11, 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.
9. The applicant agrees to all applicable program-specific assurances as described in the 2021-2022 Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 11, Year 1 Program Guidelines.

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9. Statutory/Program Requirements

1. Applicants are required to evaluate community needs and resources and describe the results, including the resources available in the community, and how the program strategies and activities proposed to be carried out in the center(s) will address the identified needs of students and their families. In alignment with the information provided in the application, *Part I: Identify Address Needs*, please provide the following information related to needs assessment.

- Describe the needs assessment process, center-level needs assessment process, multiple sources of data used, and stakeholder feedback that occurred for this grant application.
- Describe the results including the student population deemed "most in need" for each campus proposed to be served and provide the estimated number of students that meet the need-based criteria, including the percent of eligible students at the campus that the program plans to serve.
- Describe the plan for how the center will continually assess and recruit the students most in need and how the plan addresses the needs of working families.

Process-The Project Leadership Team (PLT) worked closely with the school community, including families, students, parents, community members and community-based organizations to determine needs and then prioritize those needs. Campus representatives were asked to provide supporting evidence of the need for the program. The team analyzed indicators including MAP, STAAR, Rti, and IStation scores, report card data, socio-economic status, school referrals, college readiness, and a range of many other at-risk factors that could affect a students' ability to be successful in school. The team also reviewed the campus improvement plan, and conducted interviews with administrators, staff, teachers, students, community members, and possible partners to identify the gaps. The comprehensive needs assessment was conducted in order to determine what our true needs were and to create the most beneficial program for our students and community. This allowed us to understand what types of activities would be meaningful and to see what community resources can be used to address our needs and possible gaps in services. A mapping process was used to identify the targeted population, determine the most pressing needs, prioritize those needs, determine our ultimate desired outcome, and create a SMART goal that would successfully address those needs. Finally, the PLT developed a project plan based on those factors with research based practices that are proven to address the needs identified. Results-Miller Grove ISD a small rural school located in an unincorporated town in Hopkins County and has a population of 115 at the last census. Miller Grove ISD is a 1A school with 186 students Pk-6th and 118 students 7-12th for a total of 304 students. The grades are split in two different buildings, but they are all considered one campus. Many of the students live outside of the unincorporated town, but within our school district due to limited housing. Most of the town is farm land, with no industries or business located in the local area. Since many of the parents/guardians must drive for employment, there is a great need for a consistent/safe place for the students to go during this time. Most parents do not get off work until 5:00-6:00p.m. plus transportation time. After surveying students, it was imperative that the program be fun and hands on with opportunities to learn new things that they do not have time to learn in the school day. They do not want an extension of the same but more! Help with homework and additional learning opportunities for the students was next. Many parents stated that by the time they get home, they do not have time to help their children with their homework and many struggle to understand how to do it. The third need was parental involvement. Since many parents work, they are not able to participate in the school activities that take place during the school day and would love to see more opportunities for after hours events. Involvement in their children's education is important, but sometimes it is very hard when there is a limited number of opportunities. Parents were eager for events that could help them become more successful and better their lives as well as their children's lives. All researched data showed a high need for this program. It was shown that 53% of student are in need of this this program. These students go home alone after school, some are home alone for quite a while; struggle academically; have behavior and or attendance issues; are low socio-economic status; and some need the extra stimulation to keep them busy and out of trouble outside of school. The program will be available to all students grades PK-12th, but plans to target 75 to serve. Plan-The program will meet the needs of the working families by providing a high quality program with intentional activities that will be offered Monday-Friday during the traditional work hours, and a minimum of 30 hours per week during the summer. This schedule would meet their stated needs. Student attendance will be checked daily and any targeted students who are absent will be contacted to encourage attendance. Weekly monitoring with classroom teachers will be conducted to ensure there are not students falling through the cracks because they are not enrolled in the program. To retain those students attending, it is important that many of the activities are based on student voice, fun, and hands-on.

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9. Statutory/Program Requirements (Cont.)

2. Programs must help students meet academic standards as defined by the measures of effectiveness (i.e., growth in state assessment, improved GPA, increased school day attendance, improved school day behavior, and increased student engagement in learning) listed in the Purpose of Program section of this RFA. (See Program Guidelines) Describe how the proposed program design will positively impact this set of measures at the grant and center levels. Provide data and SMART goals describing the expected estimated impact over time on one or more measure.

Afterschool Alliance states that after-school and summer learning programs are locally-designed school and community solutions that help kids learn and grow, keep children and teenagers safe, and support families to balance work with home. Students in programs participate in hands-on learning, discover new interests, receive nutritious snacks and meals, and have the chance to be physically active. Programs offer a broad array of enriching activities that help students build their communications skills, learn how to work collaboratively, and foster confidence in themselves. These are foundational skills and competencies that students need as they move through school and toward adulthood. Numerous research findings, much like those conducted by the Afterschool Alliance, state that there is demonstrable evidence of the positive impact programs have on students' academics, school-day attendance, engagement in learning, and behavior. In order to do that; however, the programs must be of high quality with intentional learning based on the needs assessment findings. Each activity must be created for a purpose and assessments and evaluations are the key to drive the program quality. To begin the planning of the program our SMART goal was created. Miller Grove ISD will exceed the number of expected participants with 80% of all regular attendees increasing their grades in core classes by 2 points each semester, meeting their personal MAP goal for each testing period, and showing an increase not only reading levels, but also on STAAR. 90% of the regular participants (with low attendance) will show an increase in attendance, and at least 30 adult family members will attend a family event. To create a high quality, effective program the proposed activities will be based on the foundation of the qualities of the combined Ready by 21 Framework as well as the U.S. Department's Structuring Out-of-School Time to Improve Academic Achievement. Key factors are: School day alignment; meeting small group and individual needs; creating engaging experiences; maximizing participation and attendance; and assessing performance & improving program quality. In order for the program to be effective and improve all of the above, the activities must be aligned with the school day. This will be done by using classroom teacher discussions, TEKS scaffolding, and regular district curriculum to create a seamless flow from the school day to the after school program and to ensure alignment with the district goals and campus improvement plans. Targeting struggling students and engaging them in activities that address their specific needs to close the gaps in their learning is imperative to their success. Instructors will be given additional training in academic intervention so that they can provide the best possible tailored and SEL intervention assistance to the students. All students will participate in engaging, innovative, hands-on, and fun curriculum that teaches them many different skills that they will be able to apply to their overall student success and academic achievement. To recruit and retain students, interest surveys, observations, and interviews will be utilized to ensure programming is reflecting their and their families' interests. If they are not interested in what is taking place, then they will not be present. A program is only as good as its proven to be. Data will be compiled from MAP testing; STAAR; benchmarks; report cards-attendance, grades, teacher comments; discipline referrals, I-Station; RAZ kids; reading level data; parent sign-in sheets and communication logs; parent/student/teacher surveys; classroom teacher interviews. The data findings will be utilized to make necessary changes and to drive programmatic alignment with student/family/school needs to improve instruction to achieve the intended outcomes. All proposed activities will be designed with an objective set of measures designed to increase high quality academic enrichment activities. The objective will be to Learn, Connect, Contribute, Work and Thrive (LCCWT). Learn-improve student academic outcomes, increase promotion and graduation rates, increase homework completion, and create a positive attitude toward not only school but the entire learning process. Connect-building stronger relationships with adult family and community members, and students build stronger relationships with adults who can serve as role models. Contribute-increasing leadership skills and ownership in the school community, and provide service learning opportunities. Work-promote positive attitudes towards learning and working which increases college and workforce readiness. Thrive-students feel safe and secure in the school environment and create a positive attitude towards school/personnel and thus reducing the discipline infractions.

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9. Statutory/Program Requirements (Cont.)

3. Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. Include a plan for how the center-level programs will coordinate with the regular school day to address student needs and integrate program activities with the curricular program of the campus. Address activity oversight and how the program will ensure that activities are engaging for students.

Program activities will be designed carefully and created based upon the data shown in the needs assessment and improvement plan. All activities will provide learning opportunities that will be specifically designed through evidence based research to meet those needs and will be adapted as needed. The activities will be grouped into three main types: academic enrichment, supplemental/hands-on enrichment, and physical enrichment. The academic enrichment will be created based not only on the needs assessment data, but also on current classroom teacher insight and materials. Miller Grove ISD is a small school and there is not a curriculum specialist or instructional coach in the district, so all communication will be directly between classroom teachers and program staff. They will collaborate on a weekly basis to ensure they are on the same page with the material being covered in class and during the program to ensure there is direct alignment occurring. Program staff will also meet with the school day staff to be given lesson plans for a given time period in advance, so that the program staff can plan accordingly. Program staff will also look at the benchmark data listed on page 2 and 3 to gain insight and plan activities that not only meet their individual needs, but also to create accelerated learning and tutoring services that are aligned with the challenging state academic standard, including TEKS and STAAR and EOC's. The program staff assisting the students will all receive professional development in the proper implementation of these activities and all others being offered. Hiring for academic activities will be highly intentional. placing an emphasis on teachers that are experts in that subject-matter. School day programs will be accessible for district and state content alignment purposes, including highly personalized software such as Istation, Reading A-Z, RAZ kids, and Renaissance. The next group is a highly diversified group of activities that support student success in a vast number of ways. Some of these activities will consist of: STEM, CTE content, creative arts, character building, arts and crafts, anti-bullying, drug prevention, service learning projects, finance, conflict resolution, problem solving/high order thinking challenges, music, literacy programs, family engagement nights, parent support groups, ESL services, SAT/ACT preparation, theatre, cultural awareness, occupational, technology, to begin with. These activities will be conducted throughout the year, and not all offered each week, but in series of units. This time each day will allow students to continue their learning through more fun, hands-on activities that will be created based more on their personal interests. The more a student is interested, the more engaged they become, and more they learn. The family engagement activities will also promote a positive relationship between the parents and the school thus opening the door for more communication during the school day. A Family Engagement Specialist will work with the program staff to ensure these activities create meaningful engagement with the needs of the families at the forefront of the activity planning. The third group that is another high need in our society is healthy and active lifestyles. Activities will be designed to promote recreational activities, healthy eating and choices, and drug prevention. According to the Center for Disease Control (CDC) and Prevention's article, Health and Academic Achievement, healthy students who are physically active tend to have better grades, school attendance, cognitive performance, and classroom behaviors. More participation in physical education class has been associated with better grades, standardized test scores, and classroom behavior. As well as increased time spent for physical education does not negatively affect students' academic achievement, but rather time spent in recess has been shown to positively affect students' cognitive performance attention, concentration, and classroom behaviors. They also stated that participation in extracurricular physical activities such as interscholastic sports has been associated with higher grade point averages, lower drop-out rates, and fewer disciplinary issues. These healthy lifestyle choices taught now can lead to a positive impact in a student's life now and in the future. The Site Coordinator (SC)/Project Director (PD) will conduct regular meetings with the appropriate staff to evaluate student progress. The Campus Advisory Committee will assist the SC/PD in planning the implementation of the activities as well as with the evaluation of the progress of the program and the need for any changes. It is imperative that the students have voice and choice in many of these activities because to "truly personalize learning, student voice is essential. How will you know how to best provide the instruction for your students if you don't know what they care about and how they learn" Enriching Students, November 2020. To be engaging and meaningful these activities must peak their interests and meet their needs.

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9. Statutory/Program Requirements (Cont.)

4. Describe the planned partnership between the applicant and the proposed eligible partner organization. Include how the partnership will contribute to achieving stated objectives and sustaining the program over time. Check the box if applying for priority points for such a partnership. 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

As mentioned before, we are a small rural school and most of the town is farm land, which provides the main occupation of the residents. There are, however, a few other types of occupations, such as Healthcare Providers 5.32%, Repair/Maintenance 10.6%, Management/Administrative 9.2%, Construction 7.9%, and Fire Fighter 1.9%. In researching the statistics of those in the Miller Grove area, 30% of the residents 25 and older hold a higher degree as compared to 33.1% for all Texas. 55.4% have a high school diploma as compared to 48.04% for Texas. Those with no high school diploma are 14.5% locally and 18.83% in Texas. Out of the those 30% who hold a higher degree, 67.3% of them are employed as compared to 74.46% in Texas. 57.1% of those with a high school diploma are employed, as compared to 67.2% in Texas. 6(Statisticalatlas-<https://statisticalatlas.com>). Based on this information, if Miller Grove students continue this trend, many will graduate, but will not continue on to a post-secondary education. It is important that the students understand that they must have a plan for after high school, whether that be college/university or the workforce. A student must be given the tools to be able to find a field that is right for them. The U.S. Labor Department is expecting that by the end of this year, we will be facing a shortfall of more than two million skilled workers in our economy. It is important that the educational system is preparing the youth of today to fill this void. Miller Grove ISD partnered with Paris Junior College (PJC), plans to help better prepare our youth. PJC has an outreach program called Educational Talent Search (ETS) that is designed to identify qualified youths with potential for education at the postsecondary level and to encourage such youths to complete secondary school and to undertake a program of postsecondary education. ETS is 100 percent federally funded by the U.S. Department of Education; therefore, services are provided at NO COST to the student. Primary focus is placed on those students meeting income guidelines and/or being the first in the family to graduate with a four year degree. ETS at Paris Junior College has assisted Northeast Texas students in grades 7-12 since 1991. Services provided by ETS: Academic tutoring; Course selection; College entrance examination preparation; College admissions application assistance; Financial aid assistance (grants, loans, work-study, scholarships); Guidance on secondary school reentry; Entry into GED programs; Exposure to college campuses; Career exploration; Testing fee waivers; College tours; and Cultural enrichments. Community colleges and high schools are historically very closely linked; in fact, the original community colleges were formed as extensions of secondary schools in the early decades of the twentieth century. They are currently working together on an emerging priority of the goal of returning the United States to its position of having the highest proportion of college graduates in the world. The partnership agreement with PJC will increase the likelihood that students will view college matriculation as an option; increase the number of students who are college and career-ready upon entry; and make a smooth transition from high school to college or skilled workforce. PJC will also work closely with not only students, but also guide parents in their students' paths as well as their own possibilities to further their education. All of the activities that PJC will provide will also increase academics by teaching them how to improve their own study habits, manage their learning, and make planned and purposeful connections between high school and their future. It will also help educate parents to allow them to better help their students on their educational pathways.

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9. Statutory/Program Requirements (Cont.)

5. Explain how the program will apply 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.

Both the Individuals with Disabilities Education Act (IDEA) and Elementary and Secondary Education Act (ESEA) require that schools use programs, curricula, and practices based on "scientifically-based research" "to the extent practicable." This means that whenever possible, the educational interventions being used must be strongly supported by evidence from well-conducted research studies. In order to provide a high quality effective program it is imperative that research/evidence based practices are used to not only plan but also implement and modify the program activities. To create this high quality, effective program the proposed activities will be based on the foundation of the qualities of the combined Ready by 21 Framework as well as the U.S. Department's Structuring Out-of-School Time to Improve Academic Achievement (AA). Key factors are: School day alignment; meeting small group and individual needs; creating engaging experiences; maximizing participation and attendance; and assessing performance & improving program quality. Ready by 21 provides clear standards to achieve collective impact, tools and solutions to help leaders make progress, and ways to measure and track success along the way. It uses the Readiness Target to frame a vision for what is meant by "getting youth ready." The perspective is that ALL children and youth should be supported in their efforts to be academically and vocationally productive, socially and civically connected, and healthy and safe. The OST to Improve AA is a systematic review of research that supports the effectiveness of a program, practice, or approach. The program activities will use these practices to create a continuous improvement cycle that is based on positive youth development research and the desire to create a safe, supportive, and productive environment for youth. The program will apply all of this to ensure best practices and research/evidence to align to a conceptual framework based on a decision-making cycle: identifying local needs, selecting relevant evidence-based interventions, planning for implementation, and examining and reflecting on interventions for school improvement.

6. 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.

Located in a very rural area with limited housing close to the schools makes for a large transportation area within our school district boundaries. MGISD's geographic area is 100 square miles and 4 bus routes take place after school to limit the students' time on the bus to no more than one hour. For many of our parents, transportation is inaccessible because they cannot afford it and there are no other forms of public transportation in the area. Studies have shown that rising transportation costs have a disproportionate negative impact on lower-income households. The Bureau of Labor Statistic's Consumer Expenditure Survey has shown that transportation is the second highest American household expenditure, only exceeded by housing costs. Many of our students who are high-need for this program fall into this lower-income bracket and do not have transportation and therefore must ride a bus to/from school. If they are able to afford a car, the rising gas prices and the travel distance to anywhere they need to go limits their driving. Delivering students home from the program will be a must for most of the students attending the program. As mentioned above, there are only a few houses located close to the school; therefore, walking home is not a possibility for them. For those few that could walk home, they must cross a state highway to get to their houses. This is not a safe option for any student, especially since there are no sidewalks or crosswalks, and limited lighting. In the surveys and needs assessment conducted, many parents stated that if there is not transportation after the program, that their students would not be able to attend the program because they have no way of picking them up after it ends or that they do not get off in time to get back to the area to pick them up. Again, there are no business here in Miller Grove that employ the parents, therefore they must drive a distance for employment. They also stated that without this program they go home on the school bus and remain alone until their parent gets home. This will eliminate that time at home alone or drastically reduce it. To address their transportation challenges, the after school program would provide bus transportation to take students home during school year and pick up/drop off during the summer term. Parents who can will be allowed to pick their child up as well.

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9. Statutory/Program Requirements (Cont.)

7. 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. Please describe the applicant's plan to inform the community about the center and participating in the program.

Technology can be a wonderful thing. Information about the program will be disseminated through email, on the school website with a page dedicated to the program, the local newspaper, the school social media page, and our digital marquee. All information will be available to all community stakeholder for free or at an affordable cost (newspaper only). The PLT will create a contact list so that there is a master database of community stakeholders who need to be aware of information in a timely manner. The website page dedicated to the program will be created and allow program staff to post past and upcoming events, program successes, and any other information about the program. Social media such as Facebook, Instagram, and Twitter will be used in the same manner and posts will be made more frequently to these places due to the number of audience members. Newsletters will also be sent home with students as another method of dissemination. Participant's parents/guardians will receive text messages about upcoming events and any changes taking place. This will be done through a texting program called Remind. All calls will also be sent out to the student/parents/faculty to notify them of events and changes as well. Communication is also extremely important between the program and school-day staff. This will be done through meetings, phone conversations, text messages, and email. This communication will consist of various information such as student progress, student needs, homework, material being covered, and much more. The school-day teachers will also be invited to work the program or assist with homework time. Sharing data between each other will not only provide timely data but will allow them to answer what the students know and what they need to know. Site coordinators and the school-day teachers will also disseminate information about students' progress, attendance, and behavior to parents through phone calls, email, notes or letters as necessary. Meet the teacher and family nights are also great ways to provide information first hand.

8. 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. If applying for Program Priority 1- Program Integration, include a description of how the grant program will integrate with other TEA or local initiatives designed to increase specific academic student outcomes. Use data to explain how the program will realistically impact short- and long-term goals for student academic achievement.

All schools, but especially a small, poor, rural school effectively coordinate and integrate as many programs and services that they can to draw a wide range of available services and resources for their programming. As a Title 1 school ISD we are expected to use the funding made available to us and create programming that will take the students to a higher academic level of achievement. There are limited amounts of other funding available to our district; therefore, federal, state and local funds are highly important in the success of our district. Our superintendent and the special programs director oversee the state/federal instructional programs. Being a small district the communication between program staff, superintendent, and the special programs director will not be challenging. They will each work together and list resources and services that have the similar requirements and coordinate those resources accordingly. Existing staff who are already paid with Title I and II and State Comp funds will serve and collaborate with the program staff to coordinate resources for the planning an implementation of the program. Programs that have been previously purchased with other state or local funds will continue to be purchased as such but will be used during the after school program as well. These programs are MAPs, Istation, RAZ kids, DMAC, and TeXis. These programs will assist in the pre/post tests, learning opportunities, personalized learning, data findings, assessments, grading, behavior, and attendance. The program will also utilize the NSLP After School Care Program to provide free/healthy snacks for after school. Currently students are receiving free breakfast and lunch due to the CEP Food Program, but many students go home to no food for snack and some to no food at all. Program staff will coordinate with the nutritional service staff to ensure a snack will be provided each day. The facilities and utilities paid for by local funds will be utilized by the program as well as the technology provided by the federal/local funds. Combining all these funding sources, the program will be able to supplement district efforts to not only provide a safe place for students to go, but also increase academics, attendance, behavior and student engagement.

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9. Statutory/Program Requirements (Cont.)

9. 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.

Youth in all communities can benefit from a safe and enriching environment during afternoons and evenings. Participating in out-of-school time programs can avoid risky behavior and contribute to desired outcomes such as improved academic performance and positive youth development. Demand for these programs has grown during the past several decades, and many public-and private-sector leaders now understand the importance of investing in this kind of programming. Grants funding is usually time-limited, leaving many programs struggling to sustain themselves. This is especially true for out-of-school time programs in rural communities, which typically have access to fewer resources and face additional barriers to sustainability. Leaders of programs serving rural America must act strategically to ensure the long-term success of their initiatives. There are many challenges that come with trying to secure funding, but being a rural community, we struggle with few to no private partners, higher transportation costs, staffing, low tax base, and other funding sources being scarce. In order to help combat these problems Miller Grove plans to develop an Community Advisory Board (CAB). CAB will be comprised of stakeholders from the school district (students, parents, teachers, administrators, and program staff), as well as our partner and community and business members. When funding is originating from one source for majority of the program, it is important that our funding options be explored. The CAB will look at federal, state and local funds and help determine which can be utilized to help support the program. They will also look at future ways to create revenue to secure income for after grant funding ends. Possible revenue can be from fundraising, a partial-fee base program, and tapping into any community and partner in-kind opportunities. The CAB will look at future sustainability plans as the program begins. Sustainability planning can not wait until later to begin. We must make good use of grant funds and create a program that has a reputation of being of high quality. No one wants to invest in something that is not done well.

10. 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)

Volunteers are an integral part of after school programs. They can serve as mentors, tutors, program assistants, and more. Qualified volunteers will be actively recruited. In order to utilize volunteers a clear vision to develop and manage an effective volunteer program is the first step in a volunteer program. Step 2 is to create a job description to let the volunteers know in what areas we would like or need help. This will create more specific criteria to get people who are highly qualified in those areas. Step 3, decide how and where to recruit the best qualified applicants. Advertisements in church bulletins, newspapers, store displays, libraries, schools, businesses, brochures, website, social media, and fliers are all great places to start. Step 4, design a volunteer handbook. This can give direction and provide answers to many of volunteers' questions. It will state the policy for background checks that aligns with the state's requirements and a work plan or list of job descriptions to help ensure that volunteers understand their roles and responsibilities. Step 5, interview the candidates and ask questions about their special abilities, interests, and limitations, which allows program staff to better match responsibilities to skills. Step 6, if selected they will be fingerprinted and a background check will be conducted. Once they are both completed and results are good, then step 7 is training and orientation. An orientation will help new volunteers understand the program and their assignments. Once all steps are complete, they will be cleared to volunteer. It is important to give volunteers worthwhile and varied activities, clear expectations, two-way communication, and appreciation for their work. Volunteers will be best matched with program activities. Depending on their qualifications, some will be utilized to help with academics, serve as mentors, work with students in specific programs, and some may be able to help with it all. Some volunteers may even be able to help work on a sustainability plan for after grant funding ends. A goal of the program will not only to be get subject/activity qualified volunteers, but also people who can serve as role models for the youth. So many of our youth are growing up in a household without certain role models(male, minority, elderly) and research shows that positive role models boost young people's motivation by modeling a guide to achieving success and increasing self-worth. Role models can also help in the understanding of diversity.

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9. Statutory/Program Requirements (Cont.)

11. The level of attendance in the program (i.e., dosage) is correlated with certain positive student outcomes. Describe the program's strategies for recruiting and retaining students in the program over time. Provide SMART goals specifically related to student attendance targets and dosage for a typical school year (fall, spring) and separately for summer.

After the needs assessment and gap analysis were conducted, it was determined what types of activities are needed and will draw in students. During this time, current school day attendance issues were researched to see what is the root cause of those. A SMART goal was implemented that 90% of students who attend the program and have low school day attendance would increase their attendance. We hope to have 75 students in the fall/spring and 45 in the summer. In order to recruit and retain students, it is of the utmost importance that the program staff utilizes all students surveys and interviews and then put together focus groups of local students to help select activities that will be popular and of interest to the community. These activities must also have the needs of the students and campus improvement plan in the forefront of the planning. Activities may need to be changed accordingly to keep the students interests and attendance. Program staff must communicate positive messages about the program and offer straightforward information while framing the activity as a "fun opportunity for academic enrichment" instead of remedial education. The key, however, to retention is to match program activities with youth interests. Older students must have motivation to attend program. Programs that are flexible and build activities based on youth input can more successfully recruit and retain students. A plan of action can be ready in case numbers begin to decline, but each problem is unique to a time frame; therefore, the plan must be adjusted accordingly. If the program data begins to show a decline, the program staff must assess the current recruitment and retention efforts and perform a root-cause analysis to learn what problems underlie poor attendance or lack of interest in joining. Then draw a visual map of the practices and then ask, "Why is this happening?" as many times as necessary to get to the heart of the problem. Once the problem is defined, they must begin developing a plan of action. When attendance was higher, see what was different about the program. All this information will be used to create a specific message and as a reminder, recruitment is an ongoing effort, not a one-time activity.

12. Describe how the center-level needs assessments informed the proposed center operations schedule and corresponding staffing and budget plans. Describe how the plan will help meet the measures of effectiveness and student service targets while maintaining center-level quality.

Everyone wants adolescents off the streets and learning new skills after school. The problem is that there is no consensus on what kinds of programs benefit children most, and there is not a one-of-a-kind program that will fit everyone's needs. Research suggests that students need more than a strong curriculum, good teachers, and time in the classroom to succeed. After school programs have long known that they can embrace the hours between the time school closes and parents return from work to provide children, especially those who don't have access to other activities, with exciting, engaging experiences that will help them learn academic, social, and professional skills. The research is clear: children in quality after school programs are more likely to come to school and stay in school, more likely to hand in their work, and get better grades. But what this program looks like is different for each school. The foundation is much the same, but the how, why and when is usually different. In order to provide a program that best fits the needs of our students, parents, district, and community, it is important that the data from the needs assessment be analyzed and decisions are made based on what is best for each of these. A program is only as good as its services offered. The center of operations schedule, staffing and budget were all created based on the data from the needs assessment/gap analysis. Parents stated the time frame that they would like the after school program to operate in, then the activities needed, proposed numbers, and grant requirements were used to determine the staffing and budget requirements. The effectiveness of the program as well as student targets cannot be based on one measure alone; therefore, the benchmarks listed on page 2 and 3 will all be used. This data will be compiled and analyzed as well as program staff and PLT observations and walkthroughs. Any action needed will be strictly enforced and monitored. In order to ensure the changes positively affect the program and maintain center-level quality, the changes that must be made based on time and the above data, will involve a well designed set of commitments and targets coupled with effective education programs that will instill the importance of achieving the equitable, high quality education for all.

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10. Equitable Access and Participation

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

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

Group <input type="text"/>	Barrier <input type="text"/>
Group <input type="text"/>	Barrier <input type="text"/>
Group <input type="text"/>	Barrier <input type="text"/>
Group <input type="text"/>	Barrier <input type="text"/>

11. PNP Equitable Services

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

- Yes No

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

Are any private nonprofit schools participating in the grant?

- Yes No

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

Assurances

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

Equitable Services Calculation

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

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12. 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 (Required)	\$40,000
2.	Family Engagement Specialist (Required)-Part Time	\$10,000
3.	Transportation and Grant bookkeeper	\$10,480
4.	Professional/Certified teacher staff-extra duty pay (Fall, Spring, and Summer) and benefits	\$74,938
5.	Support Staff-extra duty pay (Fall, Spring, and Summer) and benefits	\$22,985

Professional and Contracted Services

6.	Outside Experts-Recreation, Music, Dance, STEM, Youth Programs, Health and Fitness	\$7,450
7.		
8.		
9.		
10.		

Supplies and Materials

11.	Program Materials and supplies	\$23,500
12.		
13.		
14.		

Other Operating Costs

15.	Trainings/Professional Development	\$5,000
16.		
17.		

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs: 0

TOTAL GRANT AWARD REQUESTED: \$194,353

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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 mailed OR faxed (not both). **To fax:** one copy of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to either (512) 463-9811 or (512) 463-9564. **To mail:** three copies of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to the address on page 1. 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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Center Operations Schedule

County-district number or vendor ID:

Part 2: Center Overview Table

In the chart below, applicants must enter information on each of the proposed centers. Applicants must ensure that the center number entered in the chart below is the same as that used in the Center Operation charts that follows (Part 3).

Center #	9 Digit campus ID #	Name of Center/Host Site, Physical Address, City, ZIP, Program Contact Phone	# of Feeder Schools	Grade Levels Served (PK to 12)	Proposed "Regular" Student target to be served 30 or 45 days or more annually	Proposed Parent/Legal Guardian Target
1	112-907	Miller Grove School 7819 FM 275 South Cumby Texas 75433	0	PK-12	75	30
2						
3						
4						
5						
6						
7						
8						
9						
10						

Center Operations Schedule (one per center)						2021-2022						
<i>(Part 3) Applicant will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 1	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP			Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target					
Center	112-907-001	Miller Grove School 7819 FM 275 South Cumby Texas 75433			PK-12	75	30					
Feeder												
Feeder												
Program Operations		Start Date (MM/DD/YY):		End Date (MM/DD/YY):		Total Weeks						
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term		August 16, 2021		December 17, 2021		16						
Spring Term		January 10, 2022		May 20, 2022		18						
Summer Term		May 30, 2022		June 27, 2022		5						
Total number of weeks:						39						
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday			3:15	6:15			3:15	6:15	8:00			2:00
Tuesday			3:15	6:15			3:15	6:15	8:00			2:00
Wednesday			3:15	6:15			3:15	6:15	8:00			2:00
Thursday			3:15	6:15			3:15	6:15	8:00			2:00
Friday			3:15	6:15			3:15	6:15				
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			
Adjunct Sites, if applicable (site name and full address)	N/A											
Special Schedules (i.e. Jump Start, Remote Instruction, Saturday Events, Field Trips)	None as of right now, but subject to change if we do field trips or see a great need in a certain area											
Parent/Legal Guardian Activities	Open House, Meet the Teacher Hamburger Supper, Reading and Math nights, Carnival, Stew and Auction, 8 th grade orientation, College and Career Readiness parental meetings, GED and literacy programs, Technology assistance, Technology labs, Parent/Teacher conferences, Musical performances, Field Days, Science Fairs, and Budget courses.											

Paris Junior College



SINCE 1924

January 13, 2021

Emma Hudson
Miller Grove ISD
7819 FM 275 South
Cumby, TX 75433

Ms. Hudson:

Paris Junior College's (PJC) Educational Talent Search (ETS) program identifies and assists individuals from disadvantaged backgrounds who have the potential to succeed in higher education. ETS provides academic, career, and financial counseling to its participants and encourages them to graduate from high school and continue on to and complete their postsecondary education.

PJC's ETS program assists students at Miller Grove ISD in the following ways:

- **Retention & Progression:** Assisting non-senior participants in completing the current academic year and continue in school for the next academic year at the next grade level.
- **Graduation:** Assisting seniors to complete a rigorous secondary school program of study and graduate.
- **Post-Secondary Attainment:** Assisting participants who graduated from high school with enrolling in a program of postsecondary education by the fall term immediately following high school graduation.
- **Post-Secondary Completion:** Assistance and follow up with participants to verify completion of a program of postsecondary education within six years following graduation from high school.

Activities provided to students throughout the academic year include information on postsecondary education, assistance in preparing for college entrance exams, tutorial services, exposure to college campuses through college tours, cultural enrichments, career exploration, and assistance in completing college admissions and financial aid applications.

Respectfully,

Sheila Reece
Vice President
Student Access & Success

Financial Aid
2400 Clarksville Street
Paris, TX 75460-6298
903-785-7661
FAX 903-782-0370

Greenville Center
6500 Monty Stratton Pkwy.
Greenville, TX 75402
903-454-9333
FAX 903-454-3380

Sulphur Springs Center
1137 East Loop 301
Sulphur Springs, TX 75482
903-885-1232
FAX 903-439-6155

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