



**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
Aristoi's 5th-12th grade Math STAAR results indicated that 54% of students are not above grade level for math indicating a need to improve student academic outcomes including STAAR readiness and math.	Students with a math grade below a B will be offered tutoring either before or after school. Students who are identified as needing additional summer interventions will be also encouraged to attend summer sessions. Academic activities will feature STAAR tutorials, math and reading interventions, and homework help.
In 2019, 45% of graduating students did not have plans for attending college indicating a need to improve college and career readiness.	Provide college and career mentoring and exploration opportunities and implement cultural competency trainings including SAT tutorials for students in grades 7-12.
The 2019, 5th-12th grade, annual student surveys, showed 61% of students do not indicate intrinsic academic motivation and engagement indicating a need to provide additional services and programs designed to reinforce academics.	Improve social/emotional health and wellbeing by offering students a broad array of additional learning services through arts, music, physical fitness, and wellness programs. Provide holistic activities that support physical and mental wellbeing and promote character-building, social-emotional awareness, anti-bullying, and counseling activities.

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.

Of the at-risk students (128) who participate in 15 hours of ACE program activities for 45 days per year, 96 students (75%) will increase in core content mastery by 5% each year as measured by student performance on standardized testing. Aristoi's ACE program aligns with the regular school day and utilizes community partners to assure all resources are in place. Therefore, our objectives are for at-risk students to: (1) increase academic performance through engaging academic enrichment activities (along with tutoring and homework help); (2) improve increase positive student behavior through cultural, recreational, arts, and life skills, and (3) to increase family involvement through literacy and related educational activities.

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

During the first Quarter of the start of Aristoi's ACE program, progress towards meeting implementation goals will be measured by the number of at-risk students that meet with a guidance counselor and ultimately enroll in at least one of the ACE program initiatives. It will be an expectation of all at-risk students (128) to meet with a guidance counselor with a goal of 75% enrollment in an ACE program. Meetings will take place prior to the start of ACE programming and parents will be informed of and invited to the meetings. After the first quarter of the fall semester, the ACE Program Director will meet with the guidance counselor to access enrollment data and results.

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

After the second quarter, progress towards implementation will be measured by attendance rates of at-risk students who are enrolled in ACE programs. The ACE Program Director will meet with ACE program staff to review enrollment data and receive feedback from teachers and coaches. The goal is to have 90% of at-risk ACE program students attending program activities for all of their recommended time and meeting minimum attendance requirements.

Third-Quarter Benchmark

Third quarter progress towards implementation will be measured by student academic performance as demonstrated through in-school academic benchmarks. The ACE Program Director will meet with the Superintendent and Head of School to specifically review testing and academic data that measures understanding and comprehension.

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.

If program progress towards benchmarks or our SMART goal are found to be lacking, we will use evaluation data such as STAAR testing results, student surveys and our campus comprehensive needs assessment process to ensure efficiency of programs by reviewing research-based, internal and external, qualitative and quantitative data sets to improve and maintain program sustainability. In addition, if first-quarter benchmarks for enrollment are not met, the ACE Program Director will request a meeting with the parents of the at-risk students who are not enrolled. Aristoi will utilize TEA's ACE Program Resource Network to increase professional interaction of its program leadership to modify the program on an annual basis. Assessments will be conducted annually and measure progress towards achieving all program goals. Aristoi's ACE program management plan includes interconnected, district, and campus-level oversight to ensure continual alignment and promote high-quality improvements. For example, ACE and non-ACE staff will check-in weekly and the ACE Program Director/Site Coordinator and the Family Engagement Specialist will meet monthly with campus leadership to share best practices and receive 1:1 training and mentoring. The Superintendent will review enrollment and attendance data on a monthly basis and historical data and STAAR testing data on an annual basis to monitor impact. An external audit by Ahart Solutions includes student, parent, and staff surveys will be conducted for all students on campus giving a comparison tool to those who are enrolled vs. those who are not. An annual report will be presented to the School Board during Open Session in the spring semester and will help guide ongoing improvements. Aristoi's ACE Program Goals completely and accurately answers all statutory requirements, including evaluating community needs and resources and how proposed program activities address those needs; planned partnerships; how the program will impact grant goals and improve student outcomes; disseminating information, transportation needs, recruiting qualified volunteers; sustainability plans; coordinating federal, state, and local programs, and all TEA requirements, including campus-level information, program management, operations, budget plans, and evaluation plans.

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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.

- a. Describe the needs assessment process, center-level needs assessment process, multiple sources of data used, and stakeholder feedback that occurred for this grant application.
- b. 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.
- c. 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.

A. Needs are assessed on a weekly, monthly, quarterly, and annual basis by stakeholders (teachers, administrators, parents, and community members) through both qualitative and quantitative data collection methods and were used to determine that a Community Learning Center was needed at Aristoi’s Upper School campus. Assessment tools leveraged include surveys; staff meeting discussions and outcomes; campus-needs reviews; comprehensive analysis of student learning objectives; student assessments such as benchmarks, STAAR testing, PSAT/NMSQT, SAT, ACT, National Latin Exams, and AP tests; graduation rates; college acceptances; and scholarships offered to students. Assessment data helped Aristoi’s campus and administrative teams determine that there was a need to improve academic outcomes, improve college readiness, and to improve student wellbeing. For the purposes of this grant, assessment results and goals were analyzed and reviewed side-by-side with Aristoi’s existing programs to optimize sustainability, future growth, and collaboration with other local, state, and federal programs. Results from these assessments showed that 5-12 grade Math STAAR results indicated that 54% of students are not above grade level for math indicating a need to improve student academic outcomes including STAAR readiness and math through intensive academic activities. 45% of graduating students did not have plans for attending college indicating a need to improve college and career readiness through SAT preparation and life-skill activities. 61% of 5-12 grade students do not indicate intrinsic academic motivation and engagement both inside and outside the classroom indicating a need to provide additional services and programs designed to reinforce and complement regular academic programs. B. All of Aristoi’s Katy Upper School (5-12 grade) students were identified as benefiting from opportunities of the ACE program and included academic achievement data, as identified in section (A) as well as additional assessment data; the number of students who enrolled in college after graduation (55% in 2019) and student survey data; re-enrollment plans (in 2019 only 53% of Upper School students indicated that they planned to remain at Aristoi through High School graduation) and; academic enjoyment (only 37% indicated that they enjoyed being at school). Students who have been identified as being “at-risk” are those who: fall under the TEA accountability definition of a student who is at-risk of dropping out of school, do not meet standard or below on state and standardized assessment tests, are categorized as an enrolled SPED student through the use of diagnostic tools and tests, qualify for the free and reduced meals program through the National School Lunch and Child Nutrition Program, and/or are those who have previously failed a class, state assessment, or are at risk of failing. More than 26% of the Aristoi Upper School population qualifies as a student “most in need” of ACE program services. The most in-need students include 9% that are SPED, 23% that are economically disadvantaged, and 20% that are below student achievement standards. C. Using student surveys, parent and teacher feedback, and through testing results, students will be continually assessed and recruited to participate in program activities. All students who fall within the “most in need” categories will be identified as those who should participate in the program. In addition, any student who shows the need to improve academic outcomes (through STAAR testing results or with a grade below a B in math), the need to further improve college readiness (through student surveys), and a need to improve student wellbeing (through classroom observation and student surveys), will be automatically set up with an appointment with the guidance counselor for the opportunity to enroll in an ACE program activity . ACE program activities will be offered to all participants free of charge and will partner with the YMCA to provide care beyond the operational times of the program to allow for more flexible pick-up times for working families. YMCA after school care is offered during the school year, M-F, 3:15pm - 6:30pm for 5-6 graders, and during the summer, M-F, 7am- 6:30pm for students ages 10-16 on campus. Summer programming includes activities centered on Creative Arts, STEM Activities, health, and well-being.

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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.

Growth in state assessment and GPA - By participating in ACE program activities, 75% of at-risk students (96 students) are expected to improve their academic outcomes by 5% (currently 20% of at-risk students are below student achievement standards) over the next five years. To improve academic outcomes Aristoi is developing a culture of expectation that all students with a math grade below a B will attend tutoring through ACE program activities. During the fall and spring semester, math students with below a B will be required to attend a guidance counseling session to determine if before or after school tutoring will work best for their schedule. STAAR Accelerated Instruction is given to students who do not meet grade level during the summer. Students will have the opportunity to participate in 45+ days at 120 minutes per day during the fall and spring semesters and/or ACE program for 12+ days at 240 minutes per day during the summer program.

Increased school day attendance - Students who enjoy being at school are more likely to maintain a higher average daily attendance. In 2019 only 53% of Upper School students indicated that they planned to remain at Aristoi through High School graduation and only 37% indicated that they enjoyed being at school. By offering opportunities for academic enrichment, ACE program participants are expected to have a 5% increase on their annual student survey indicating that they enjoy being at school over the next five years. The activities provided reinforce and complement the regular academic programs and are targeted to the students' academic needs.

Improved school day behavior - During the 2018-2019 school year, 11% of Upper School students were referred to student recovery services due to behavior issues. By increasing personnel and digital monitoring equipment throughout campus, behavior referrals are expected to decrease by 5% over the next five years. Adding staff and digital monitoring equipment for the purpose of ACE program initiatives will ultimately provide greater oversight of student behavior throughout the school both during in-school time and ACE programming time. ACE program staff, volunteers, and in-school staff will be given additional safety training and use of digital monitoring equipment to allow for program activities to take place in a safe facility that is properly equipped and easily accessible to ensure the safety of students, parents, volunteers, and staff.

Increased student engagement in learning - Aristoi's ACE program will aim to improve student engagement by providing holistic activities that support physical and mental wellbeing and promote character-building, social-emotional awareness, anti-bullying, and counseling activities. These activities include fall and spring before and after school activities such as group and 1:1 counseling, physical fitness opportunities, and fine art activities. Aristoi will offer 5th-12th graders participation in flag football, cross country, basketball, volleyball, soccer, swimming, and baseball. Through ACE program promotion and enrollment, it is anticipated that participation in these activities will increase by 5% each year over the next five years. Currently, 33% of Upper School students participate in athletic opportunities. Fine Arts club offerings are part of the operational design of the ACE program and include Choir Club, Jazz Band, Art Club, and Theatre Club. Currently, 41% of Upper School students participate in Fine Arts elective activities.

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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.

Aristoi's ACE program will be conducted at the Katy Upper School Campus (5th-12th grade) which has an enrollment of 556 students with an annual increase of 6%, and will serve the most at-risk students and their families. Those students who have been identified as being "at-risk" are SPED students, economically disadvantaged, and those who have failed or are at risk of failing. Students with a math grade below a B will attend tutoring either before or after school. Students who are identified as needing additional summer interventions will be encouraged to attend summer sessions.

ACE Programming will take place during the school year for 30 weeks Monday-Friday before and after school for 2 hours per day Monday-Friday and participants must attend 45+ days for a minimum of 120 minutes per day. During the summer, five weeks of programming will be offered, Monday-Thursday from 7:30 a.m. - 1:30 p.m. and participants must attend 12+ days for a minimum of 240 minutes per day. In the event of a holiday, program hours will be made up at a later date during that session.

Academic activities will feature STAAR tutorials, math and reading interventions, and homework help will be offered. College and career mentoring and exploration opportunities and cultural competency training including SAT tutorials will take place both during the school year and during the summer and parents are encouraged to attend along with their students. The ACE program will improve social/emotional health and wellbeing by offering students a broad array of additional learning services through arts, music, physical fitness, and wellness programs to provide holistic activities that support physical and mental wellbeing and promote character-building, social-emotional awareness, anti-bullying, and counseling activities.

The ACE Program Director will collaborate with academic departments (Math, ELA, SPED, and Testing), Athletic and Fine Arts departments, with the counseling office, and with operations and District departments (the Business Office, Development, Marketing, IT, Facilities and Maintenance, PEIMS, and Registration) to schedule programs that align with the existing curricular programs of the school day and to follow best practices. Scheduling the programs to meet time commitments and track student growth will be a collaborative effort between the department heads, teachers, coaches, and the Program Coordinator.

Activity oversight will take place following the program management plan which includes interconnected, district, and campus-level oversight to ensure continual alignment and promote high-quality improvements. For example, ACE and non-ACE staff will check-in weekly and the ACE Program Director will meet monthly with campus leadership to share best practices and receive 1:1 training and mentoring. The Superintendent will review quarterly benchmark data and will review Quality Indicator feedback provided by the Texas ACE Quality Assurance Process to monitor impact.

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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

Aristoi's philosophy is to provide a disciplined culture of excellence that fosters intellectual curiosity through a partnership with the students, their parents, and the community. Aristoi has partnered with the YMCA for many years to provide after-school care and enrichment opportunities for their students, staff, and families and will be expanding upon that strong partnership to support ACE program goals and objectives. After school care will be expanded beyond K-4 students for students up through grades 6 and on-campus YMCA summer programs will be offered at Aristoi to include students through age 15. Volunteer and career mentor opportunities will be offered for students 16 and older with YMCA staff members.

Aristoi has the expertise to provide academic services and understands that by partnering with a community organization like the YMCA – which is cause-driven, builds youth development for healthy living, and supports social responsibility for strong communities – we can support the wellbeing of the whole child through equal opportunity. The YMCA will help support wraparound services that will meet the documented needs of our students and their families and will expand our capacity beyond what we could achieve alone. The YMCA will collaborate with the ACE Program Director to improve social/emotional health and wellbeing by providing resources (free student memberships, fitness, and nutrition education, and safe-swim classes) that support holistic activities that enhance the physical and mental wellbeing of students, promote character-building, and social-emotional awareness. Students and parents who participate in the program will also have increased feelings of satisfaction in their school work, increased feelings of safety, and be more likely to continue at Aristoi Classical Academy for the duration of their high school career.

During the school year and during summer programs, the YMCA will provide complimentary student memberships to all students participating in high-school ACE physical fitness programs that can be used during school PE time and during out of school time. Students using YMCA facilities during the school day will be transported by an Aristoi school van. The YMCA will also provide on-site childcare at Aristoi for students who require additional supervision should the parents not be able to pick them up after the scheduled end-time of program activities.

To sustain the grant program over time and build transformative relationships, the YMCA has signed a memorandum of understanding (MOU) that explicitly states, "The YMCA will work with Aristoi Classical Academy and the ACE Program Director to create a sustainability plan to continue services past the end of the grant period".

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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.

Aristoi’s mission is to provide students with an academically challenging Classical Liberal Arts education that encourages them to develop a passion for learning and gives them the means to become responsible citizens of virtuous character. As a Texas classical charter school, Aristoi utilizes the Socratic method of instruction to teach standards of critical thinking and good character and embraces the whole child as a student of humanity. All of Aristoi’s administrators and teachers are passionate about providing an extraordinary classical education to its students. Coaches, administrators, and the Program Managers are all master teachers that spur others on to improve their own teaching in order to serve the students at Aristoi. They are unified in the desire to provide a caring yet challenging culture for those that they lead, and they are dedicated to the goal of reaching the hearts and minds of each student at Aristoi. School Counselors are educators with a mental health perspective that makes them uniquely qualified to address students’ academic, social/emotional, and college and career needs.

Aristoi uses research data and evidence-based practices to support academic growth and promote student and parental engagement which aligns with our ACE program goals, the school’s mission, and core values, and incorporates activities and services that will support students’ needs. Critical indicators that are used to drive strategic goals include student attendance, behavior, grades, GPA, promotion, and rigor (Hanover Research 2014). The Socratic Method is used in all subjects and when training staff to help facilitate and allow for students to practice critical thinking skills. This methodology aligns with the Trivium which is used to organize the stages of learning based upon the child’s natural stages of intellectual development and will correspond with Aristoi’s curriculum and ACE program objectives in the Logic Stage (5th-8th) focuses on mastering fundamentals and the Rhetoric Stage furthers the student’s understanding of persuasive argument.

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.

Aristoi partners with the YMCA to provide after school and summer care on-campus using Aristoi facilities. Parents who are unable to pick up their students during the designated end time of ACE program activities are able to utilize services provided by the YMCA on campus for student care. Since ACE programs and YMCA program will be held on the same campus additional transportation of students between programs is not required. Summer YMCA programming will be funded through this grant for ACE program participants.

In the event that there is an off-campus activity during the school year, transportation will be arranged for by the Aristoi District Office at no cost to ACE program participants. This includes the use of the school 15 passenger van and the rental of charter buses for larger groups. Since program activities will take place at Aristoi’s Upper School campus, it is not anticipated that there will be transportation needs for summer ACE programs.

As during regular school hour activities, the ACE program will rely on written communications for student dismissal methods. Parents must designate in writing who is authorized to pick-up their child, and all students will be required to sign-in to all ACE program activities and services. If a parent requests a change in the regular student pick-up procedure, district safety protocols will be followed to ensure adequate communication between the ACE program staff, student, and parent prior to allowing the student’s pick-up method to be altered. Ultimately, Aristoi’s transportation goals are to ensure that all students are safe while on campus and traveling.

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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.

Aristoi will distribute ACE program details to all stakeholders including students, parents, teachers, staff, administrators, the School Board, and the surrounding community through both English and Spanish marketing materials. The School Board will receive program updates through the Superintendent's monthly report updates which can be publicly heard during each meeting. Teachers, staff, and administrators will receive a detailed email outlining the program goals and will be able to hear updates during monthly staff meetings. Minutes from these meetings are published on Aristoi's website, www.aristoiclassical.org. Parents will be informed of program activities during weekly parent announcement emails which are also posted on Aristoi's website and on Aristoi's Facebook page. Program schedules and details will also be included in enrollment packets which every new and returning student receives at the beginning of their enrollment or prior to the fall semester. Students will be informed of program activities through on-campus flyer distributions and through on-going student-teacher communications.

The Aristoi Booster Club, Aristoi's parent-volunteer organization, will also be encouraged to share information with parents and distribute program information through their social and digital channels. Aristoi's marketing and development department will also notify the community about the start of the program and opportunities throughout the year through press releases and media alerts.

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.

Aristoi's Business Office will oversee coordination with federal, state, and local programs and leverage the use of existing activities and services to ensure that the grant funds and public resources are used effectively. Aristoi's School Board is committed to financial sustainability and works with the Board Financial Committee and District Business Office to maintain an A+ financial rating. The Program Director will coordinate activities and services to ensure that grant funds will only be used to create new and expanded, supplemental activities and services rather than supplanting existing program funding. Costs for the long-term sustainability of the program will be incorporated into the annual campus budget. After the initial program investment, recurring costs will consist of payroll, professional and contracted services, supplies and materials, and utilities. Security cameras to ensure student safety for the areas where ACE programming will occur will be purchased and not leased, eliminating the recurring capital outlay costs. In addition, the stipends for the department chairs and team leads to write schematics will not be paid for each year and will be a one-time cost. Aristoi will incorporate all indirect costs into the District budget and will use community and business partners to coordinate donated services to increase the program's impact on students and their families.

Aristoi's program leaders that manage TEA funded programs, designed to increase specific academic student outcomes, such as the Blended Learning Program, will coordinate with the ACE program director and Business Office to ensure that spending is not duplicated and that resources are shared

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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.

The ACE program will follow Aristoi's Business Plan for sustainability and continue after grant funding ends. The ACE program has been aligned with our mission, core values, and strategic priorities so that programming costs mirror Aristoi's established academic and extracurricular activities. The Business Office, will work with campus leaders to make adjustments to the master schedule and the instructional material allotment thereby assuming on-going center costs after the life of the grant. Adjustments to the master schedule will allow Aristoi to reach more grade levels; and by modifying the instructional material allotment, the Business Office will ensure all students and teachers have the necessary tools to continue implementing the ACE program fully across grades 5-12 for years to come. If additional funding opportunities are not available, the ACE program will be sustained financially in the district through local and state funds. Determinations for the need to secure additional funding will be made on an annual basis and reviewed at the District level. The School Superintendent serves in a supervisory and directory role for the monetary obligations of the district and along with Aristoi's Business Manager, will oversee and ensure that the financial sustainability goals of the ACE program are met and meet the needs for future growth of the program. Aristoi's Business Office will maintain records that clearly demonstrate the source of funds spent. The business manager will review financial accountability reports developed by the Business Office and provide reports to the school's Finance Committee on a monthly basis. In addition, Aristoi's school board approved auditors, Whitley Penn LLP, will confirm that the allocation of funds are consistent with the approved award budget.

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)

Aristoi's ACE Program Director will collaborate with the established and highly engaged parent volunteer organization, the Aristoi Booster Club, to determine volunteer needs and then create and promote opportunities for parent-volunteer engagement to ensure a 1:15 adult to child ratio. By making quarterly progress enrollment goals, it is anticipated that 2 ACE program volunteers will be needed during each semester before/after school and during the summer sessions. Volunteer program needs and goals will be discussed on an annual basis and ready for implementation prior to each school year and summer session. Aristoi's Booster Club members are all background checked and fingerprinted before volunteering on or off campus during Aristoi sanctioned events. ACE program volunteers are anticipated to support and promote ACE program activities by providing additional adult supervision along with Aristoi staff during high volume activities, provide homework help, and assist fine arts and athletics coaches.

In addition, Aristoi's Development Director will work with the ACE program director to connect community groups such as The Daughters of the American Revolution to help with special events and provide tutoring assistance and corporate volunteer efforts such as Houston Methodist Hospital to provide athletic coaches with training and emergency management support as they have done for competitive athletic activities in the past.

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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.

Targeted recruited students will be those who have been identified as being "at-risk" which fall under the TEA accountability definition of a student who is at-risk of dropping out of school, do not meet standard or below on state and standardized assessment tests, are categorized as an enrolled SPED student through the use of diagnostic tools and tests, that qualify for the free and reduced meals program applications under the National School Lunch and Child Nutrition Program, and/or are those who have previously failed a class, state assessment, or are at risk of failing. Aristoi will encourage enrollment and participation in the program by 1) providing mandatory counseling sessions for the "at-risk" students and their parents to review program opportunities and by enrolling them in sessions each semester and by 2) closely monitoring attendance rates of the "at-risk" students and maintaining close communication with the student, their teachers, and parents. Should an "at-risk" student have an unexcused absence, as defined in the Student Handbook for regular school day activities, the program teacher or coach will hold a crucial conversation with the student upon their return. If a student has two or more unexcused absences from a program activity, a phone call will be made to the parent by the ACE Program Director. The goal is for 75% of at-risk students to participate in 15 hours of ACE Program activities during the school year 3 hours per day for 45+ days, Monday-Friday before and after school for 120 minutes and or 12+ days during the summer programming which is offered for five weeks Monday-Thursday from 7:30 a.m. - 1:30 p.m. and participants must attend for a minimum of 240 minutes per day. After the first quarter of the fall semester, the ACE Program Director will meet with the guidance counselor to access enrollment data and results. In the beginning of the spring semester, the ACE Program Director will meet with ACE program staff to review enrollment data and receive feedback from teachers, parents, volunteers, and coaches.

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.

Aristoi's assessments created a 360 degree evaluation to provide a deep understanding of Aristoi's Upper School. The needs that were identified included: the need to improve academic performance; the need to promote and develop opportunities to increase parental engagement resulting in increased student achievement; the need to provide a safe learning and working environment for students, employees and parents; and the need to promote proven pathways to graduation and credit recovery. Campus Needs and goals were analyzed and reviewed side-by-side with Aristoi's existing programs to optimize sustainability, future growth, and in collaboration with other local, state, and federal programs. The campus calendar year, school start/end times, parents' working hours, and current staffing were all determining factors in the program outline. The budget was based on the needs of the students and their families, the number of targeted students for the program, and the number of operating hours for programming. Assessments enabled Aristoi to create activities that are supplemental and develop a budget for only reasonable and necessary expenses. The Fall 2021-2022 ACE program will begin 8/23/2021 and run through 12/10/2021 (15 weeks not including a week for the Thanksgiving holiday break). The Spring 2021-2022 ACE program will begin on 1/10/2022 and run through 4/29/2022 (15 weeks not including a week for the Spring break holiday). Summer programming will begin on 6/13/2022 and run through 7/22/2022 (5 weeks not including a week for the Independence Day week holiday break). Aristoi's ACE program plan will use the QAP process for continuous program improvement as outlined in the Texas ACE Blueprint to help meet measures of effectiveness. ACE staff will meet monthly with the campus administrative team and participate in professional learning opportunities. The Program Director will collect and submit data after each term through the 21st Texas ACE reporting tool, Tx21st, and guide staff in implementing routine processes and help identify opportunities for improvement. An evaluate process will take place that ensures an evaluation plan that adheres to the evaluation metrics determined by Aristoi, TEA, and ACE guidelines to measure the program's impact on state and campus objectives.

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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.	Program Director/Site Coordinator	\$50,000
2.	P/T Family Engagement Specialist	\$20,000
3.	Stipends for teachers to provide enrichment activities	\$13,000
4.	Stipends for teacher to provide summer reading and math activities	\$12,000
5.	Stipends for Department Chairs and Team Leads to write schematics	\$11,000

Professional and Contracted Services

6.	Counseling services (PT) @\$100/hr (4 hrs/wk @35 weeks fall/spring/summer)	\$14,000
7.	Survey Services	\$3,000
8.	SAT/TSIA Coaches	\$1,000
9.	YMCA Summer Programming for ACE Program Participants (40@\$150/wk for 5 wks)	\$6,000
10.		

Supplies and Materials

11.	SAT prep course materials	\$1,000
12.	Texas Success Initiative Assessment (TSIA) test for all juniors (60 tests @\$1.75 each)	\$105
13.	Enrichment program materials for ACE program activities	\$3,600
14.		

Other Operating Costs

15.	June-July utilities for ACE programming facilities on campus	\$3,000
16.		
17.		

Capital Outlay

18.	Security cameras for areas where ACE programming will occur	\$32,038
19.		
20.		

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

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Appendix I: Negotiation and Amendments

Leave this section blank when completing the initial application for funding.

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the Administering a Grant page of the TEA website and may be 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
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	

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Center Operations Schedule

County-district number or vendor ID: 101803001

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	101803001	Aristoi Classical Academy Upper School 5610 Morton Road, Katy, TX 77493		5-12	128	75
2						
3						
4						
5						
6						
7						
8						
9						
10						

Texas ACE Center Operations Schedule (one per center)								Program Year 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	101803001	Aristoi Classical Academy Upper School 5610 Morton Road, Katy, TX 77493						5-12	128	75					
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				8/23/21				12/10/21				15			
Spring Term				1/10/22				4/29/22				15			
Summer Term				6/13/22				7/22/22				5			
Total number of weeks:												35			
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	7 AM	8 AM	4 PM	5 PM	7 AM	8 AM	4 PM	5 PM	7:30 AM	n/a	n/a	1:30 PM			
Tuesday	7 AM	8 AM	4 PM	5 PM	7 AM	8 AM	4 PM	5 PM	7:30 AM	n/a	n/a	1:30 PM			
Wednesday	7 AM	8 AM	4 PM	5 PM	7 AM	8 AM	4 PM	5 PM	7:30 AM	n/a	n/a	1:30 PM			
Thursday	7 AM	8 AM	4 PM	5 PM	7 AM	8 AM	4 PM	5 PM	7:30 AM	n/a	n/a	1:30 PM			
Friday	7 AM	8 AM	4 PM	5 PM	7 AM	8 AM	4 PM	5 PM							
Saturday															
Sunday															
Total Hours Per Week:	10				10				24						
Adjunct Sites, If applicable (site name and full address)															
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		<p>Fall/Spring: Tutoring, counseling/social emotional skills, health and wellness, fine arts, postsecondary and college readiness.</p> <p>Summer: Health and wellness, math and reading tutoring, health and wellness, counseling/social emotional skills, postsecondary and college readiness.</p>													

Parent/Legal Guardian Activities	Fall/Spring: Health and wellness, counseling/social emotional skills, and postsecondary and college readiness. Summer: Postsecondary and college readiness.
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NON-BINDING MEMORANDUM OF UNDERSTANDING (MOU) REGARDING PARTNERSHIP FOR ACE PROGRAM INITIATIVES BETWEEN ARISTOI CLASSICAL ACADEMY AND YOUNG MEN’S CHRISTIAN ASSOCIATION (YMCA) OF GREATER HOUSTON

This document does not form a contract and is not legally binding. Rather, this non-binding MOU is intended to serve as an expression of the parties’ mutual interest in negotiating the terms and conditions of a binding agreement on this matter, subject to the below described grant award and all required approvals by the parties. This document outlines the proposed responsibilities of Aristoi Classical Academy (sometimes “Aristoi”) and the YMCA of Great Houston (sometimes “YMCA”) in partnering to serve eligible Aristoi ACE Program participants contingent upon an award from the 2021-2022 Nita M. Lowey 21st Century Community Learning Centers, Cycle 11 Year 1 grant. Any binding agreement on this matter is separate and in addition to the established agreement between both parties for After School Care and Summer Programming on the campuses of Aristoi Classical Academy. While this document outlines the broad proposal under consideration by the parties, it does not include the entire scope of the potential ACE Program activities or YMCA activities.

Aristoi Classical Academy will:

- I. Transport eligible Aristoi ACE Program students who attend classes at the Upper School Campus to the Elementary Campus if they elect to participate in fall/spring programming.
- II. Aristoi ACE Program summer activities and YMCA activities will take place at the Aristoi Upper School, 5610 Morton Road, Katy, TX 77493.
- III. 2021-2022 Nita M. Lowey 21st Century Community Learning Centers, Cycle 11 Year 1 grant funds will be used to pay participant fees for summer Aristoi ACE program Participants that enroll at YMCA programs on the campus of Aristoi Classical Academy Upper School.

The YMCA will:

- I. Partner with Aristoi Classical Academy and the ACE program staff to create a sustainability plan to continue services past the end of the grant period.
- II. Will accept Aristoi ACE Program participants into their summer program during the time to begin on 6/13/2022 and run through 7/22/2022 at no cost to the Aristoi student participant.

ARISTOI CLASSICAL ACADEMY

Any agreement to be negotiated is subject to approval by Aristoi's governing board.



1/21/2021

Signature

Date

Cindy Jorgensen
District Executive Director
YMCA of Greater Houston



1/21/2021

Signature

Date

Brenda Davidson
Superintendent/Headmaster
Aristoi Classical Academy