



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

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

NOGA ID []

Application stamp-in date and time

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

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

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

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

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

Amendment Number

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

1. Applicant Information

Name of organization: Evant Independent School District
Campus name: [] CDN: 050901 Vendor ID: 1746000826 ESC: 12 UEI: E29MLJKDN6
Address: PO Box 339 City: Evant ZIP: 76525 Phone: 2544715536
Primary Contact: Jennifer Ingram Email: jingram@evantisd.org Phone: 2544715536
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2. Certification and Incorporation

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

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

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

Authorized Official Name: Jennifer Ingram Title: Superintendent Email: jingram@evantisd.org

Phone: 2544715536 Signature: [Handwritten Signature] Date: 1-18-2023

Grant Writer Name: Jennifer Ingram Signature: [Handwritten Signature] Date: 1-18-2023
[] Grant writer is an employee of the applicant organization. [] Grant writer is not an employee of the applicant organization.

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3. Shared Services Arrangements

Shared services arrangements (SSAs) are permitted for this grant.

Check the box below if applying as fiscal agent.

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

4. Identify/Address Needs

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

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

Multiple data sources and stakeholder feedback: A holistic approach to identify critical gaps in service was done by reviewing multiple sources of campus-level data (TAPR, PEIMS 425, STAAR/TSI outcomes, student demographics, English Learners, etc.); mapping existing afterschool programs; pinpointing unmet needs by asking what students and families want and need; and what barriers stand in the way of participation. Campus teams disaggregated data from the TAPR to determine attendance rates, graduate rates, STAAR results, End-of-Course results, number of students per campus, student demographics and staff data. Student grades, counselor identified social needs, teacher-reported student engagement in learning, and PEIMS 425 reports for disciplinary and violent acts were reviewed as well as Free/Reduced Lunch percentages, At-Risk percentages, Title 1 percentages, and US Census data to determine median household income. District assessments included an inventory of staff available, safety and security of all facilities, rooms/space available for after school usage, equipment/software that could be utilized after school, additional support staff needed, training required to support the program plus relationships currently established with community organizations, and potential partners. Stakeholder feedback (from surveys) was high-90% of the surveys were returned; 80% had remarks indicating a need for an after-school program. The needs assessment indicates a need for afterschool and summer programs: Students "most in need" for the program are under-represented sub-populations— Economically Disadvantaged (70%); At-Risk (55%); English Learners (15%). There is significantly low student performance rates in reading (37% meets grade level) and math (32.6% meets grade level) compared to the State; high-poverty rates at each district with an average of 70% identified as economically disadvantaged; low performance rates on the TSI readiness (less than 15%) and 16% college readiness; over half of the students in grades 7-12 have a lower than 3.0 GPA; in-school suspensions are higher than the average (9.7% compared to state of 0.6%). The proposed program will address the needs of working families by intentionally designing activities to address the significant academic needs through targeted academic support using high-quality instructional materials, high impact tutoring and school-day aligned academic activities; student interest-based enrichment that are both academic and enriching such as addressing the districts' significant college readiness needs, service learning, physical fitness, health and wellness and fine arts activities; family engagement in learning through ongoing activities that connect parents to the school community. To address working families, free bus travel will be provided to students, as well as family activities in both English and Spanish, provide surveys (online/print) to gather feedback on the program opportunities for the parents and ideas on what will increase family engagement and part participation. The needs assessment informed the target participation numbers for students and adult family members. Stakeholders were asked to rate their level of interest in ACE, safety in ACE, and alignment between the school day and the after school program: 80% believe that after school programs will benefit the school; 82% feel that having a safe place for students to learn before and after school and the summer is important; 75% feel the need to link the regular school day to the program; 65% indicated a need for adult education and training programs; 35% asked that the activities in the program be different from the regular school day — interactive and provide activities that would help students make connections from school to the real world.

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5. Measurable Goals and Progress

Establish a set of performance measures aimed at ensuring the availability and effectiveness of high-quality academic, enrichment, and family engagement opportunities by completing the Grant-Level Summative SMART goals on the *Grant-Level Strategic Plan (Pre-Award)*. Then provide a narrative response describing the benchmarks that will be used to measure progress toward meeting the SMART goals. Include key strategies for recruiting and retaining students, engaging with adult family members, recruiting staff, ensuring strong program operations, aligning with the school-day, and monitoring fidelity of program implementation.

Benchmarks Used to Measure Progress Toward Meeting SMART Goals: The ACE Program will use evidence-based practices to address students' documented needs and promote academic and overall success in each of the Centers. The districts have included in their planning and development the Texas ACE Blueprint to ensure a high-quality program is created with high-quality services that will make a lasting impact on students and families. To ensure SMART goals are effectively met, the districts will routinely track and audit the programs' impact on participants through evaluation data beginning with established benchmarks (STAAR scores, MCLASS and Universal Screenings in reading and math, (Goal student grades, attendance (Goals 1, 2, & 3); teacher surveys, questionnaires and focus groups to ensure improved student engagement (Goal 4), and adult and family attendance at adult literacy, adult basic education, parenting classes, and college financial literacy workshops (Goal 5).

Recruiting and retaining students: 32% of the students on the high-need campuses will attend the ACE program as documented by the TX21st System. Outreach to students will take place through community-based organizations and networks. Recruitment of students will be done as regular classroom teachers refer students after assessing their grades and test scores in the core subject areas. The main recruitment tool will be to offer project-based classes that are highly interesting to students and to hire staff with which the students easily build relationships. A kick-off event will showcase exciting, project-based learning activities that will be offered as well as emphasizing that the overall climate of the after-school program. **Engaging with adult family members:** At the beginning of the school year families will be surveyed to learn what they need, like, and where and when they can participate. Centers will create a welcoming, family-friendly atmosphere and diversify times that events are offered. ACE Centers will ensure that program content is relevant, accessible for families, and will have engaging, dynamic facilitators as well as ensure that multi-cultural celebrations for the high percentage of families that speak English as a second language is provided. Leadership opportunities for parents will be encouraged. Recruiting staff will begin as soon as award is announced and be done through individual conversations with current classroom teachers by the Site Coordinator, through emails and in-campus communication sites. **Ensuring strong program operations:** The Steering Committee used research data and evidence-based practices to design a transformative ACE program that will address students' needs and directly address and impact the ACE measures of effectiveness as detailed in each Center's Logic Model: 1) growth in state assessments; 2) improved progress for K-2nd; 3) increase in school day attendance; 4) improved behavior; 5) increased student engagement in learning; 6) increased family engagement. To eliminate any inequity or gap in subpopulations of students, the ACE Program will provide daily activities for at-risk students (percent exceeds the state average) such as STAAR tutorials, math and reading intervention, and homework help. Strategic tutoring will improve student achievement and increase students' engagement in learning by targeting students who are failing or at risk of failing and provide content-specific tutorials during the school year and five weeks of intensive academic remediation during the summer. High-impact tutoring will improve student achievement and increase students' engagement in learning by targeting students who are failing or at risk of failing and provide content-specific tutorials during the school year and intensive academic acceleration during the summer. **Aligning with the school-day:** The ACE staff will collaborate with the regular school day teachers to align ACE lessons with school day content and ensure they are TEKS-aligned. All activities will feature best practices, including differentiated instruction, hands-on curriculum, project-based learning and small group sessions for targeted interventions to increase academic achievement. A common reason for school day absences is incomplete homework and not feeling well (Garcia, 2019). To support these needs, daily homework help will be available as well as a nutritious snack. ACE will align the behavior model to the district's model. **Monitoring fidelity of program implementation:** Multiple measures will be developed to assess fidelity of implementation outcomes-the degree to which implementation is intended by ACE. By collecting baseline data for each student's current level of performance for targeted skills (reading/math), the goal of performance that needs to be reached by each student can then be set. During the first six weeks each measure will undergo a revision to establish reliability and validity.

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6. Project Evaluation and Modification

If the benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program. Include a description of how the state activities for continuous improvement will be utilized for project evaluation and modification.

The Steering Committee, school administration, and the external evaluator will use the evaluation data for continuous monitoring to ensure benchmarks and SMART goals are showing progress. The team will begin with the end in mind (Theory of Action Plan and Logic Model) by anchoring data review to the program objectives and goals. Over the course of the year, the team will meet quarterly to determine if the objectives and goals were met; review data for each outcome-based measure as defined and guided by the Texas ACE Blueprint and by documentation laid out in the Theory of Action Plan in regards to the implementation of strategies, initiatives, and action plans; and will evaluate the fidelity and effectiveness of the strategies, initiatives, and action plans, based on qualitative and quantitative data. In addition, Evant ACE ensures full participation in state activities: 1) The Texas 21st CCLC Student Tracking (TX21st) will be used to collect data required to monitor progress, conduct program evaluation and provide required reports; 2) the participation in state and local evaluation will be led by the external evaluator through data collection, surveys, and staff, student, and family interviews that will ensure the creation of action plans for continuous improvement; 3) the participation in required data collection, desk audits and on-site visits as well as grant-level strategic planning process and the center-level Quality Assurance Process; 4) participate in technical assistance through the Texas ACE Help Desk; 5) participation in in-person and online training opportunities through TEA as well as participation at the Out of School Time Initiatives Conferences and High-Quality Instruction Materials (JQIM) and High Impact Tutoring (HIT) alignment with school day acceleration. Demonstrated growth for ACE students in the following areas will be examined: increase in reading/language arts and mathematics on the state assessments; improved attendance rate from previous year; decrease in school suspensions compared to the previous school year; increase in student engagement as determined by teacher interviews; targeted students who served for 60 days or longer in the ACE program; percent of Quality Indicators that scored a value of "Implementing" or higher will be analyzed to evaluate the effectiveness of the curriculum and instruction, student supports and teacher effectiveness.

7. Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances.

Check each of the following boxes to indicate your compliance.

- 1. The applicant provides assurance that they accept and will comply with [Every Student Succeeds Act Provisions and Assurances](#) requirements.
- 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- 3. The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.
- 4. The community has been given notice of an intent to apply and the application and any waiver request will be available for public review after submission of the application.
- 5. Complete the Title IV, Part B Affirmation of Consultation form with Private Nonprofit School (PNP) Officials and submit the signed Affirmation to *Every Student Succeeds Act (ESSA) Reports* Application, accessible through TEAL on the same date as this grant application. If awarded, Affirmations are due annually on the same date as the 21st CCLC continuation application.
- 6. The applicant provides assurance to adhere to assurances #6-#28, all Statutory Requirements, TEA Program Requirements, and Performance Measures, as noted in the 2023-2024 Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 12, Year 1 Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the grant program.

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8. Statutory/Program Requirements

1. Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. Describe the proposed activities in each of the following areas: targeted academic support, student interest-based enrichment, and family engagement.

As addressed in the Logic Model and Theory of Action Plan, evidence-based practices will be designed to create program activities that address students' documented needs and promote academic and overall success through a work-based curriculum. To ensure there is targeted academic support, the Project Director (PD) and Site Coordinators (SC) will develop a support system that allows for each student's progress to be reviewed by a System of Support (SOS) Team (composed of Center staff, teachers, administrators and content experts) who make recommendations for individual interventions for students based on their benchmark testing, previous STAAR, MCLASS and universal screenings results. This plan will be used to monitor and assess the extent to which goals and objectives are met at each Center. Certified teachers will assess student weaknesses and strengths and through small group tutorials will address content deficits. These students will be grouped during homework and tutorials with grade level peers and teachers to focus on grade level assignments. ACE program staff will document skills that students need to be successful with assignments and will tutor students on these missing skills. There will be sufficient oversight of the activity planning and operations at each center by the Project Director, SCs, and district administrative staff. Each SC will communicate with the regular classroom teachers on a weekly basis to discuss students' progress, make changes in the students' plans, and set new goals. The program management plan includes interconnected, district- and campus-level supervision to ensure continual alignment and high-quality improvements. For example, ACE and non-ACE staff will check-in weekly; all ACE staff will meet monthly to share best practices and receive training; leadership teams will review data monthly to monitor impact; and district leadership and the Board of Trustees will review data and sustainability biannually. Evant ISD ensures that the activities in the ACE program will be engaging for students by integrating an evidenced-based program curriculum into the ACE program. Students will be able to answer the question "why do I need to know this?" for themselves because the curriculum will expose students to creative expression, critical thinking and problem solving, and project-based classes that have a real-world connection. Through the student interest-based enrichment component, the ACE Program will give students a chance to apply the skills that have been taught in the regular classroom and "fine tune" the skills needed to carry out project-based lessons. All activities will coordinate with the regular school day and are aligned to STAAR and TEKS. Students learn more and retain more information when they actively participate in the learning process and when they can relate to what is being taught. Drawing connections between information taught and real life is highly effective in engaging students as they run businesses, manage banks and finances, adjudicate laws, and develop government agencies in a miniature society (Zimmerman, 2020). Technology applications will support integrated, inquiry-based learning to engage students in exploring, thinking, reading, writing, researching, inventing, problem-solving and will bring content alive by connecting STEM-based ventures and products that connect academic concepts to the real world. A broad array of services such as recreation, art, music, dance, cooking, and gardening will provide student motivation and engagement. Students choice is an important aspect of the program and students have a "say" in the activities that are provided. Social and emotional skill development will be integrated throughout all activities. Family Engagement will help break the cycle of poverty and illiteracy by improving the education opportunities of low-income families by integrating adult literacy, a GED program, English Language Program, career-oriented training to family members, parenting education, and financial literacy into a unified family literacy program. Students with involved parents are more likely to have higher grades and test scores, attend school regularly, have better social skills, and show improved behavior (Coalition for Parent Involvement in Education, 2022). Family engagement activities will be directly aligned with student activities so that parents can reinforce what students are learning at school and support their children's academic success.

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8. Statutory/Program Requirements (Cont.)

2. Demonstrate how the program will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students.

The Steering Committee has planned the proposed ACE Program using evidence-based practices that will support students' needs and are aligned with the regular school day, STAAR assessment, and TEKS. The "What Works Clearinghouse" website was reviewed when considering programs to be offered. Texas A&M AgriLife will partner with ACE to provide effective programs such as STEM/Club Tech and Brainstormer Literacy. The ACE Program will promote healthy lifestyles both physically and emotionally through the CATCH program which has over 100 peer-reviewed studies proving that it reduces childhood obesity. The ACE Blueprint was used to develop a plan for assessing the goals of objectives at each center and for identifying best practices and research supports that students who participate in structured after-school academic programs demonstrate an increased knowledge in core academic competencies. Research studies have shown that participation in ACE programs have a positive impact on juvenile crime and drug use (West, 2020). ACE will utilize research evidence and best practices to ensure students are mastering TEKS and STAAR concepts and skills. Evidenced-based studies also indicate that increased parent involvement has a positive impact on students' development and mastery of basic skills needed for future success in school. Research demonstrates that students with higher parental involvement in their academic careers, overall demonstrate significant higher grade point averages and master of basic skills (Topper, D., et al, 2019). Utilizing this research, the ACE Program will incorporate Parent/Student Academies once a month. These Academies will provide opportunities for parents and students to come together to participate in engaging learning activities; provide parents insight into what their child is learning in school; allow parents to increase involvement in their child's learning and gain skills to effectively support student learning at home. Research has demonstrated that summers spent without learning significantly contributes to the underachievement of students (Smink, J. 2020), the ACE Program will host a Summer Learning Institute to focus on STEM fields (Science, Technology, Engineering, and Math) and will utilize methods of effective/promising programs (experimental learning techniques, field-based instruction) that will make students aware of the skills needed for postsecondary and workforce preparation.

3. Describe the transportation needs of participating students and how those needs will be addressed. Specifically describe how students participating in the program will travel safely to and from each center and home.

Transportation to all students' homes will be provided at the end of the regular program and transportation will be provided from home to the Center and back home during the summer program. No transportation between Centers/campuses will be needed because all students will attend ACE programming at their respective home campuses. Every Center will coordinate with parents and the District Transportation Department to ensure every bus route's stops are in safe areas and accommodate student needs. Students will be escorted by teachers to their designated ACE Program area at the end of the regular school day and once the ACE program is over, students will be escorted by ACE staff to the bus pick-up area for their bus ride home. Each Center will rely on written communication for student dismissal methods. Parents or their designee (signature on file) may pick up students at the end of the after school/summers hours. 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 activities and services. If a parent requests a change in the regular student pick-up procedures, district safety protocols will be followed to ensure adequate communication between the ACE Site Coordinator, student, and parent. All Centers will provide programming before the regular school day begins, which will assist parents who need to drop off their children early. During the Summer Program all Centers will provide transportation from home in the morning to the Center and back home each day that the summer program is in operation.

Evant ISD will ensure that all students are safe while attending Center activities and traveling to and from the Centers.

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8. Statutory/Program Requirements (Cont.)

4. If awarded, applicants must disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Describe the applicant's plan to inform the community about the center and participating in the program.

The ACE Program will use multiple media tools to communicate with students, teachers, parents and the community as outlined in the Logic Model. The ACE staff and all key partners will be devoted to the outreach and marketing efforts to ensure residents are fully aware of community learning centers' education opportunities, locations, schedules and campus contacts. ACE staff will work closely with administrators at each campus, key partners, local community and other youth-serving entities to disseminate program information and implement an extensive marketing/community outreach initiative which will include: 1) district websites, monthly e-newsletters, and social media pages (Facebook, Twitter); 2) creating and distributing informational flyers, brochures, and district newsletter (electronic and hard copies) to partner organizations, students, parents, caregivers, teachers, and community; 3) distributing flyers and posting of large informational signs throughout local neighborhoods and communities; 4) public service announcements and press releases; 5) campus marquees and posting of information in local newspapers; 6) announcements and presentations at new student/parent orientation, monthly/quarterly, and parent meetings and through the School Messenger phone system. To ensure that all outreach efforts are understandable, accessible, and transparent, marketing information will be available in both English and Spanish. This extensive outreach campaign will commence immediately upon award of the grant project. Site Coordinators will play a critical role in community-wide dissemination of information and in student recruitment efforts by making presentations at various school events and functions including PTO meetings, Parent meetings, Back to School Nights, student assemblies, in-school announcements and all staff meetings. The Project Director will give quarterly reports to the Superintendent and Board of Trustees detailing program progress.

5. If the program plans to use volunteers in activities carried out through the community learning center(s), describe how the program will encourage and use appropriately qualified persons to serve as the volunteers. Explain the policy for screening and placing volunteers. If the entity does not plan to use volunteers, please indicate that in the space provided. (Choosing not to use volunteers will not lower review scores)

The Logic Model has outlined there is a need for support of volunteers of all ages to engage student participants in ongoing learning and enrichment activities and incorporate them in a peer education volunteer model. This Action Plan model includes the establishment of a Parent University which will include trained and qualified people to be effective volunteers in after-school and summer activities with both students and parents. Research indicates that volunteers are proving to be effective tutors and mentors and that individuals demonstrate key factors needed to make a difference in the lives of students including patience, taking the time to listen to children, and the capacity to be responsible and show up to events consistently (United Way, 2018). The ACE Program will train qualified individuals to be effective volunteers after the ACE Site Coordinator matches interests and abilities with available volunteers for after school and summer activities. Partners will recruit volunteers from a wide range of organizations such as Senior Citizen Centers, Community Clubs, Retired Teachers and local churches. Volunteers will be trained in evidenced-based, after school support strategies such as 1) student tutoring/homework assistance; 2) storytelling and reading support; 3) student writing projects; 4) arts and recreational activities; 5) coordination of enrichment activities, family engagement events; 6) STEM Summer Learning Institute. Volunteers may serve as chaperones during field trips and may assist the Site Coordinator in the transition of students from school to the ACE Program during after school hours. All volunteers will complete an application and must pass a criminal background check prior to working with students.

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8. Statutory/Program Requirements (Cont.)

6. Demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources at each campus served and ensure an appropriate, safe, and equipped facility. This includes coordination with, but not limited to, food services, security, health services, and special education.

Six campuses will be utilized to establish the proposed ACE Centers. The campuses are public school facilities equipped to meet all accessibility requirements for children and community with special needs. These campuses will house the operation of the ACE Program both during the school year and the summer and ACE will utilize existing classrooms, libraries, computer labs and gymnasium facilities at each center at no cost to the ACE Program. The Steering Committee members have estimated that there will be over \$1,000,000 in in-kind donations to the ACE program through building use, utilities, janitorial, supplies, and other ISD equipment such as computers copiers, etc. Each district will leverage resources by each campus earmarking \$1,000 in Title 1 Part A federal funds toward parent involvement activities in the ACE Program and state compensatory funds will also be utilized for staff development for ACE staff training as needed. Each district will provide nutritional snacks based on USDA guidelines every day the program is operational. The Summer Feeding Program offered through TDA will assist with lunches to all who attend the summer program. The ACE Program will integrate with TEA initiatives such as work-based learning to provide funding to prevent "summer slide" for students who lose achievement gains during the summer made in the previous school year. The ACE program is intended to serve students who are determined to have the most pressing needs be served first; therefore, the TEA initiatives will provide services to students who are not served by the ACE Program but need additional instruction that can create a gap in skills for up to three grade levels for low-income students. Both short and long-term goals for student achievement can be addressed by both ACE and TEA Initiatives. Both programs can have profound effects on students' retention of skills during the summer, especially for students from low-income backgrounds.

7. Describe a preliminary plan for how the community learning center will continue after funding under this grant ends. Include how the resources provided by this grant will assist the program in local sustainability efforts.

The Steering Committee and its partners are committed to sustaining the ACE Program and is included in the Logic Model. First, every member of the Steering Committee has signed a letter of support affirming they will work to sustain the ACE program after the grant ends. Second, the district leadership and partners have already begun to discuss how the ACE Program can be sustained after funding ends and will include this topic on meeting agendas. The Project Director will create an asset and resource gap analysis at the district and center level by making an inventory of what resources the grant has provided and how local funds and partners can expand the ACE capacity. The grant resources will assist the program in local sustainability efforts through materials and supplies, staffing, continuous quality improvement models, community partnership, and TEA's professional development trainings. Each resource will provide a jumpstart in ACE programming and will be used as a model as the foundation upon which a sustainable program will be built. The Steering Committee will meet quarterly to review the sustainability plan for feedback and modification. Community partners will understand that they are an important part of the sustainability plan through their signed MOU and have agreed to provide outreach strategies to recruit more partners during the grant period to increase resources that can be accessed. After the grant ends the Steering Committee has already looked at a fee-based program and if this happens, partners are already looking for scholarship awards for students who cannot afford the fees. In addition, ACE staff will review program data and determine ACE activities that are most sustainable and can be earmarked in the campus budgets. Family engagement will be a priority and training parents to become qualified volunteers will begin early in the grant timeline so that parents will be meaningful partners and assist in the sustainability of the ACE program.

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8. Statutory/Program Requirements (Cont.)

8. Describe the proposed partnership(s) between local educational agencies, community-based organizations, and any other public or private entities. Include how the partnership will contribute to achieving stated objectives and sustaining the program over time. To receive priority points, the applicant must provide information that demonstrates the activities proposed in the application are, as of the date of the submission of the application, not accessible to students who would be served; or that it would expand access to high-quality services available in the community. TEA will provide the same priority to an application submitted by a local education agency (LEA) if the LEA demonstrates that it is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements of this grant. Check the box if applying for priority points under this special rule. If this box is checked, provide clear relevant evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements.

This applicant is part of a planned partnership

The applicant is unable to partner

Evant ISD ACE Program's inquiry-based, hands-on ACE model provides a variety of ways to actively engage the community in student learning by involving them in the after-school program which is aligned with our stated objectives for the ACE Program. Community partners, a critical element of the model, will share their professional expertise and training with students. Aligned with our Theory of Action and Logic Model, Viable Options in Community Endeavors (VOICE) is focused on reaching at-risk students and equipping them with skills they need to succeed. VOICE is a locally based, non-profit organization and has agreed to share their many years of experience, resources and tools in working with at-risk students by providing students at each of the Centers with the opportunity to explore STEM fields by engaging in hands-on activities during regularly scheduled times each week during the regular school year and week-long summer camps. ACE students will be introduced to these programs as elementary age students but in the future VOICE will provide these students with college financial prep courses, internships, IT Programs and continue to help these students develop healthy habits that allow them to stay on track in reaching their goals. VOICE will also work with ACE parents to provide literacy and training programs for ACE students' parents through LIFE Tech, a program that will provide parents the opportunity to learn to refurbish and repair computers and even earn industry recognized certifications in IT fields. A second partner, Texas A&M AgriLife will assist the ACE Program by providing enrichment activities during the regular school year and in the summer program so that students at each Center can choose to participate in activities such as gymnastics, dance, twirling, fitness activities, art, dog obedience training, cooking, sign language classes, and gardening. AgriLife Extension will offer programs that will engage students in learning projects, leadership development, and community service. In addition, AgriLife's The Dinner Tonight Program will engage students in cooking, nutrition, and menu planning while Welcome to the Real World! Program will provide students with financial education and real-world expenditure decisions in active, hands-on activities that include money management and spending and lifestyle choices for students. Memorandums of Agreement for both organizations are on file. Other local organizations (agreements on file) have agreed to work with students and families in the ACE program. Central Texas College will provide GED and English Language instruction for families of eligible students as well as additional counseling and family casework to families that need assistance. The Chamber of Commerce in each district will assist students in developing business plans for new ventures in the school-based society ACE program. A soil and water conversation non-profit, Hamilton-Coryell Soil and Water Conservation District, will provide experts in the field to work with ACE Program students by providing expert assistance and recommendations on student projects and work with students throughout the first year through partnerships and volunteerism. The members of this partnership will increase the quality of student services in a way that the ACE program could not do alone by coordinating services available to students and families in one singular place.

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8. Statutory/Program Requirements (Cont.)

- 9. Describe how the program will coordinate with school-day to ensure that measures of student success align with the regular academic program of the school and the academic needs of participating students.
 - a. If applying for Program Priority 1- Program Integration, include a description of how the grant program will integrate with other TEA initiatives designed to accelerate learning and increase specific academic student outcomes.
 - b. If applying for Program Priority 2 - Accelerated Learning, include a description of how the grant program will integrate supplemental HQIM and HIT product use.

Coordinate with school day: Each Center’s Logic Model is based on the Theory of Action Plan which is coordinated with the regular school day to address students’ needs and to ensue student success is aligned with the regular academic program. All activities will be designed to reinforce and complement the regular academic programs of the schools attended by the students, prioritizing the students’ academic needs. To facilitate this coordination between regular school curriculum and the ACE Program, each district will recruit and integrate regular school day teachers to assist with the ACE program activities, especially homework assistance and tutoring activities. This will help students feel a level of comfort and create an environment that is familiar to both students and their families. The ACE staff will intentionally coordinate with regular school day staff as another element of integration by participating in campus-level decision-making teams, grade-level meetings, vertical alignment meetings, core-subject meetings and Admission, Review and Dismissal (ARD) meetings relevant to the targeted student population. The Behavior Intervention Team at each campus will work regularly with the ACE program to ensure consistency between the school day and after school time.

TEA initiatives designed to accelerate learning and increase academic student outcomes: Local surveys from teachers have highlighted that low student engagement and loss of academic time has impacted student achievement. Therefore, TCLAS Decision 11: High-Quality Afterschool Blended Learning Program, COVID Recovery Instructional Materials Support Initiative (CRIMSI), Work-Based Learning (WBL) and Pathways in Technology Early College High School (P-TECH) are TEA initiatives that will seamlessly integrate into the ACE Program curriculum. By organizing learning around meaningful goals, these initiatives will effectively provide rigorous, high-quality instructional materials designed to make up ground and master grade level TEKS for students that are in the most need (TCLAS Decision D11 and CRIMSI). These materials will supplement the ACE Program and offer support for teachers. Work-Based Learning strategies will accelerate student learning because this learning environment cultivates a “need to know” attitude in students and students are motivated to deepen their understanding to solve a problem that is meaningful to them. Instead of remediation, the ACE program will accelerate skills that students need which will keep students engaged in the curriculum. The TEA Initiatives will assist students in taking an active role in learning by asking questions, solving problems, conducting experiments, and participating in group discussions and providing high-quality materials. Through WBL, TEA has developed a framework for each age level concentrating on career awareness, connections to the community, industry and workplace awareness. Research (Raelin, 2021) indicates that students report their assignments are more interesting, challenging, worthwhile, and enjoyable than did students in classrooms with traditional curriculum. Researchers also observed higher rates of students staying on task and paying close attention to the teacher and their peers.

ACE will implement High Impact Tutoring (HIT) using High Quality Instructional Materials (HQIM) to positively impact student achievement. HIQM ensures full coverage of TEKS, aligned with research-based instructional strategies in each subject area, support all learnings and include progress monitoring as well as implementation support. Targeted students will spend a substantial time working with their tutor – 3 days a week for 30 minutes for students in grades 3-5 and 60 minutes for students in 6-12 grades. The materials will be aligned with both TEKS and research on teaching and learning and will be easy for tutors to use. Tutoring materials will build on the high-quality materials already being used in the regular classroom. Tutors will coordinate lessons with regular classroom teachers to create more consistency for students. Formative and ongoing assessment to measure student progress and tailor instruction to student needs will be done every 3 weeks. This data will be used to assess the tutoring effective and make necessary adjustments.

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9. Equitable Access and Participation

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

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

Group		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

10. PNP Equitable Services

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

- Yes No

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

Are any private nonprofit schools participating in the grant?

- Yes No

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

Assurances

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

Equitable Services Calculation

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

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11. Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

Payroll Costs

1.	Project Director	65000
2.	Site Coordinators 6 @ \$55,000	330000
3.	Program Specialist	45000
4.	Extra Duty Pay and Benefits	198000
5.		

Professional and Contracted Services

6.	Contract for Enrichment Activities	53000
7.		
8.		
9.		
10.		

Supplies and Materials

11.	Consumable materials for enrichment, family engagement, academics	90000
12.		
13.		
14.		

Other Operating Costs

15.		121444
16.		
17.		

Capital Outlay

18.		0
19.		
20.		

Direct and indirect administrative costs: 63556

TOTAL GRANT AWARD REQUESTED: 966000

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Appendix I: Negotiation and Amendments

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

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the [Administering a Grant](#) page of the TEA website and may be emailed to competitivegrants@tea.texas.gov Include all sections pertinent to the amendment (including budget attachments), along with a completed and signed copy of page 1 of the application. More detailed amendment instructions can be found on the last page of the budget template.

You may duplicate this page.

For amendments, choose the section you wish to amend from the drop down menu on the left. In the text box on the right, describe the changes you are making and the reason for them.

Always work with the most recent negotiated or amended application. If you are requesting a revised budget, please include the budget attachments with your amendment.

Section Being Negotiated or Amended	Negotiated Change or Amendment
<input type="text"/>	
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