



**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](mailto:competitivegrants@tea.texas.gov)

**Authorizing legislation:**

**Grant period:**  **Pre-award costs:**

**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  UEI

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 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.

As the community needs data suggests, Bastrop ISD remains a high needs school district. Data indicates that all eight campuses have over 55% of students who are economically disadvantaged, seven of the eight eligible campuses have over 60% of students who are at-risk, and four of the campuses have over 50% of the students who are English language learners. In addition, seven of the eight campuses have a chronic absenteeism rate over 20%, a trend which has been noted by Bastrop ISD and is being addressed as part of their strategic plan. While campus accountability ratings have improved, STAAR scores remain considerably low and, on average, 45% of the students at the qualifying campuses have been identified as in need of accelerated learning support. These factors, coupled with the fact that Bastrop ISD is a fast-growth district with two new elementary schools under construction, the reconfiguration of intermediate schools to middle schools and an upcoming bond which, if passed, will add two additional elementary schools and two middle schools, highlights the tremendous need for the students in Bastrop ISD.

As a Cycle 10 ACE grant recipient, Bastrop ISD has been able to experience the benefits of an high quality afterschool program at each elementary, intermediate and middle school campus. Based on parent and teacher surveys, ACE has had an overwhelmingly positive impact on the students who have participated. COVID-19 and remote learning added new obstacles, but the recent addition of high impact tutoring through the TCLAS11 grant has shown a light on how much more can be achieved. Bastrop ISD has been able to reflect on program elements and participation rates to determine a reasonable enrollment goal for the Cycle 12 grant. While slightly lower than previous goals, key stakeholders agree that the proposed program enrollment goals are both achievable and will maximize benefits to those students who participate.

Data from teacher and parent surveys, input from the ACE advisory council and already established connections with community resources has enabled Bastrop ISD to compile a list of community resources that can be leveraged to assist Bastrop ISD ACE in their endeavors. Existing BISD programs and staff, such as the CTE department, Special Programs and Services, English Language Learning Programs, food services and transportation can easily be coordinated to work with the ACE afterschool program. District resources such as the Family Resource Center, Christian's Closet, Communities in School and district-employed social workers can be utilized to provide both social emotional support for students while they attend ACE and additional resources for families in need. Collected and anecdotal data has shown that food and health resources and support for non-English speaking families is needed in the Bastrop community. Existing partnerships such as those with the local food pantries and Connections Family Services, can help ACE to serve as a vehicle to connect families in need to available community resources. Bastrop ISD's ACE program will continue to provide a parent table with brochures highlighting existing resources at all program locations.

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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.

BISD ACE will utilize academic performance measures such as student standardized test scores, prior end-of-year grades, and teacher referrals to identify the students most in need of afterschool programming. Approximately 35% of BISD ACE students at the middle schools and 75% at the elementary will receive High Impact Tutoring using Amplify and/or Zearn. Assessments from Amplify and Zearn will be used to measure the baseline for each individual student. Students with excessive unexcused absences or those experiencing homelessness as defined by the McKinney-Vento act will also be considered for the program. Finally, recognizing the unique needs of students at the middle school level, students recommended by campus administration for other reasons than those mentioned above will also be considered.

All parents of invited students will be expected to attend a parent orientation. The orientation will include, but is not limited to, providing information about Texas ACE (Afterschool Centers on Education), ACE Mission Statement and sharing the objectives and SMART goals of BISD ACE for both the students and parents. Bastrop ISD understands the importance of regular attendance, especially in a high impact tutoring model, and the orientation meetings will help to ensure that parents understand this as well. Beyond that, ACE parents will be expected to participate in at least one family engagement event each semester with an expectation that at least half of the parents are a regular part of family engagement activities.

Each Site Coordinator will intentionally recruit staff to meet the needs of students admitted to the program. Staff will include certified teachers, campus paraprofessionals, outside staff where available and contracted service providers where needed. Staff chosen to work with ACE will be expected to be caring, dedicated and enthusiastic, with the ultimate goal of creating a program that both meets the academic needs of students and makes them feel welcome. It is hoped that this, coupled with positive program outcomes, will help ensure student attendance and retention. All staff will undergo an ACE staff orientation to fully understand and agree to the requirements (ie. designing lesson plans, attendance... etc.) of the program. All staff, with the exception of contracted service providers, will complete training in Amplify and/or Zearn due to the fact that a program design emphasizing high impact tutoring requires a high level of staff involvement.

ACE Site Coordinators will participate in campus PLC meetings and utilize the district's curriculum calendar to align afterschool program activities with the school-day content. Coordinators will communicate frequently with classroom teachers and administrators regarding students' needs to ensure all areas are met. Progress reports and assessments will be used to help measure progress. Site Coordinators will attend professional learning communities (PLC) meetings weekly so that planning of lessons for enrichment activities can be an extension of school-day learning. Training through Educational Service Center Region 13 and My Texas ACE will be available for tutors, assistants, and coordinators to attend.

Program monitoring will be conducted regularly and frequently by the Site Coordinators and the Program Manager using the designated observation tool, and feedback will be discussed to optimize program effectiveness. Additionally, program activities will routinely be monitored from TX21st reports, HIT tutoring reports, local behavior tracking forms, six-weeks grades/attendance/behavior reports, teacher and parent communication to monitor fidelity of program implementation. Key benchmarks will include end of grading periods, monthly Site Coordinator meetings, and end of semester reports.

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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 SMART goals will be shared with campus principals at the beginning of each program year. Each semester, the coordinator will meet with the principal and other stakeholders to review benchmark and summative data and determine where progress has been made and where improvements are needed. If it's determined that progress has not been made, the ACE leadership team will conduct a needs assessment to identify additional resources necessary to meet program goals. BISD ACE will seek input from stakeholders relevant to the SMART goal to create an improvement plan that will address the identified root causes and/or connect them to resources or offer recommendations to improve the program. If the SMART goal is academic in nature, then ACE will include recommendations from BISD's Curriculum and Instruction team to help determine the best way to modify the program. This will ensure sustainability, as well as long-term support towards the program goals. If the unmet SMART goal is related to family engagement, the ACE leadership team will reconvene the Advisory Council. Feedback received will be collected and used to develop an improvement plan which will include new SMART goals and actions that will directly address the areas of low performance. Required interventions will be explicitly stated and shared with site coordinators. Once an implementation and monitoring process has been clearly outlined and shared, the improvement plan will be put into place. From there, progress will be monitored on an ongoing basis, with adjustments made as needed to ensure program optimization.

**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 21<sup>st</sup> 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.

Bastrop ISD ACE proposes to provide high impact academic tutoring, enrichment based learning that extends classroom instruction, and academic opportunities for families to work with their students and staff to support their child’s academic success. Program activities are designed to align with the ACE SMART goals and intended to improve academic achievement measures such as an increase in grades, fewer absences, improved behavior and holistic development. Activities are facilitated by ACE staff, school day staff such as teachers and paraprofessionals, approved vendors, and community partners.

Targeted Academic Support: Students recruited into the Bastrop ISD ACE program will be selected based on grades, failure to pass the standardized state exams, and principal recommendation. BISD ACE will have an Academic hour that consists of a 30 minute rotation of High Impact Tutoring (HIT) and 30 minutes of an independent activity such as online-based educational programming or homework time. HIT is facilitated by a trained educator in a 3:1 student to adult ratio throughout the program year at all centers for all ACE students with the goal to have students meet and/or exceed grade level standards for Reading and Math. ACE certified teachers, paraprofessionals, and assistants will complete training for Amplify and Zearn.

High impact tutoring has been offered to some students in the ACE program since Spring of 2022. For high impact tutoring, students are grouped with peers in the ACE program that are in the same reading level. This has given students the confidence to participate in the small group setting. Students have also benefited by having a consistent tutor and have been able to build a student-teacher relationship. Students will receive academic support in Reading and Math using these resources during the academic hour.

BISD ACE Afterschool programs will partner with the summer school facilitators. Some of the barriers that BISD faces for students enrolling in the summer is that the parents do not have anyone available to pick up their student by noon. With ACE operating until 3:30 p.m. it aligns more with the regular school day for dismissal time. This would allow those students who need to attend summer school to be able to do so because those families would have the option to enroll them in the ACE program. ACE staff will partner with the summer school staff during summer school hours.

Student interest-based enrichment: The goal for enrichment activities is to increase student engagement in learning which leads to positive measurable outcomes such as increased participation in ACE, fewer disciplinary referrals, character development and improved academic performance when program activities are aligned to school-day learning. BISD ACE After School program will provide enrichment classes and opportunities for students to experience areas of interest. The ACE afterschool program will provide enrichment activities such as STEM, cooking, and SEL. Activities such as Coding, Gardening, Arts and Crafts will interest all age groups. Students will be guided by the voice and choice results from surveys that will be completed by the students in the program. Enrichment activities that have a strong connection to one or more of the main content areas of math, reading, science, social studies and writing will be implemented.

Family Engagement: BISD ACE Family Engagement opportunities will align with the ACE needs assessment, BISD needs assessment, parent surveys and are intended to promote parent involvement into their student’s education, help to extend the learning experience to at-home, and provide community resources. Families must attend a Parent Orientation prior to their student’s enrollment to the program to ensure their continued involvement in their student’s education. Monthly family engagement opportunities will be offered at all sites as well as ongoing educational workshops such as Nachos & Numbers, STEM Nights, Literacy Nights, etc. ACE will also collaborate with the campuses, BISD’s special programs, and community organizations to offer family resources.

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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 ACE program at Bastrop ISD will utilize the following research-based best practices to extend and support school day learning: creating a collaborative climate, building a culture of accountability, focusing on outcomes, and having robust processes. Collaboration begins with the campus principals meeting regularly with the afterschool program coordinators. Afterschool staff will be included in school meetings and professional development time will be used to explain the goals of the afterschool program. Community partnerships with businesses, educational institutions, cultural and recreational organizations and volunteer organizations will create a supportive atmosphere, increasing the likelihood of student success. A culture of accountability exists when both after school and school day staff are aware of the program goals and expectations. By aligning tutoring and enrichment plans with the district's Year-at-a-Glance schedule, staff will understand that ACE is a natural extension of the school day. ACE will develop ways for program staff to communicate changes they notice in student achievement or behavior and ask teachers to provide information about curriculum and standards to afterschool program staff. Focusing on outcomes involves creating favorable learning environments by helping parents develop skills to advocate for themselves and their children at school. Barriers, such as meeting the needs of non-English speaking families, low literacy within families, lack of technology fluency, and the inability to attend after school events need to be examined to ensure participation is accessible. Robust processes should include having a consistent schedule for homework time, ensuring the space is adequate for learning, and providing an area where students who finish their homework can be engaged in other activities that support academic learning. Not only should afterschool staff monitor student progress, they should also be actively involved in helping students learn to evaluate their own progress as student self assessment is critical to the learning process.

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.

Bastrop ISD is a large district comprising nearly 450 square miles of geographically diverse land areas. Students who live beyond walking distance from campus are either dropped off/picked up by family or ride one of several district-funded school buses. Since most community learning centers are located at the students' home campuses, transportation to ACE will not be an issue. Students in the elementary grades will be escorted to the ACE meeting location at the end of the day and delivered to the ACE Site Coordinator. Students at the middle schools will be expected to report to the designated meeting location each day. Students who are on the sixth grade campus of each middle school will have the option of taking the shuttle bus to the ACE program location. At each campus, the Site Coordinator will be responsible for signing the students in using the online registration and tracking platform, Eleyo. At the conclusion of after-school activities, children will either be picked up or have the option of riding the bus. As per district policy, parents, guardians or other persons age 16 and over will need to show picture identification to pick up the child from an elementary campus. Only those who have been designated as authorized pick ups by the parent/guardian of record will be permitted to take the child. Site Coordinators will be able to check this through the Eleyo application. Information about custody arrangements, etc. will also be available to authorized site staff. Students who ride the bus will be signed out as they leave the after-school program and board the bus. As was the case during the Cycle 10 grant, the BISD ACE program will work closely with the district's bus provider (currently Goldstar Transit) to provide buses to transport children to designated drop off locations. Every effort will be made to minimize the amount of time that students are on the bus. Parents will be informed of the closest designated drop off location and drop off time so that they may meet their children at the bus. Special accommodations will continue to be made for BISD's migrant and homeless/unaccompanied youth population through coordination with the district's liaison. Open communication between ACE staff and GST through shared documents and phone calls will ensure transportation is both beneficial and safe.

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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.

BISD has a strong communications network in place that will be used to disseminate information about the community learning centers. The Project Director will also facilitate presentations strictly for the purpose of sharing program information with families and stakeholders. With a population that is over 72% Hispanic/Latino and 37% LEP, BISD customarily shares all information in both English and Espanol, whether it be in print or in person and will continue to do so as it relates to sharing information about the TX21st program.

- Local and regional media- A press release will be sent to digital and print media with Bastrop County. Links to resulting coverage will be posted on all BISD social media platforms and on the BISD webpage.
- School Board presentation- The Project Director will make an initial presentation to the BISD Board or Trustees at the next meeting after receiving notice of the award. Subsequent presentations will be made to keep the Board and community members apprised on program progress and outcomes.
- Presentations to local organizations- Project Director will make presentations to local organizations within three months of being awarded the grant and subsequent presentations as needed.
- Presentations at district level meetings- The Project Director, Program Specialist and other members of the TX21st team will attend campus level gatherings such as PTA meetings, Title 1 meetings, Meet the Teacher nights and Open House to make presentations and provide information about the program.
- Social and digital media- BISD will share news about the grant on Facebook, Twitter and Instagram as well as on the BISD and campus websites. Site coordinators will have the ability to share information about individual programs through campus social media and websites.

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)

Bastrop ISD has a strong network of volunteers who take on a wide range of activities from coaching in youth athletic leagues to serving on campus PTA's and mentoring students. Each volunteer is required to submit information for a background check through the Community Relations office and only approved individuals are permitted to interact with students in after-school activities. The district's new volunteer platform through Voly.org is available for ACE to solicit volunteers and the already close working relationship between BISD's Community Relations office and the ACE management team creates a strong network of supporters. These volunteers will support BISD's ACE program in a variety of areas including, but not limited to, educational enrichment, family engagement and additional staffing support.

Bastrop ISD's Cycle 10 ACE program witnessed community volunteers as a source of support in both enrichment programming and family engagement. Students participated in a building workshop sponsored by the local Home Depot, a hands-on demonstration of dental hygiene by a dentist in the community and a chance to explore fire trucks and meet our local police dogs and their handlers. Community volunteers have taught parents on a range of topics from nutritional holiday cooking to financial literacy. The Bastrop Public library hosted families for a scavenger hunt and a local business donated all of the food for the event. Local organizations such as Connections Individual and Family Services, have provided free group meetings focusing on social emotional learning for our students. Student volunteers were also helpful with programming, especially during the summer. These volunteers were asked to complete program orientation and training in policies, procedures, classroom management and safety.

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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.

Close working relationships between all district departments will enable Bastrop ISD to ensure public resources are used effectively with appropriate, safe and equipped facilities. The ACE program is able to coordinate with the district's food service vendor in the provision of an afterschool snack and/or an evening meal. During summer programming, ACE students are given both breakfast and lunch, including bagged lunches for any days when the program is held off site. Additional partnerships include SFE providing custodial services, BISD nurses providing health services and BISD's Police Department providing campus security. ACE Site Coordinators are able to access student information through the district's online portal which is especially helpful when dealing with students who have an IEP, BIP or 504 plan. Campus RTI coordinators and instructional coaches are readily available to assist ACE staff in dealing with concerns regarding student academic progress or behavior. Furthermore, ACE staff are included in all district-offered professional development opportunities.

BISD's Project Director and Program Specialist will work with local organizations in order to utilize available resources and maximize the number of services provided to children and their families. Local agencies such as the Bastrop Public Library, Bastrop Museum, Connections Family Services and The Children's Advocacy Center are both existing and future planned partners. BISD's Community Education offerings, locally funded through participant fees and district support, will be free for a select number of ACE students. Examples of activities students may participate in include a basketball league for students through 5th grade, a volleyball league for 5th and 6th grade girls and elementary robotics and Mad Science classes. Finally, Bastrop ISD's Family Resource Center will continue to provide a wealth of resources including health services for children, food and clothing for families, free adult education classes for parents, and social workers assigned to each campus. Social workers will coordinate with ACE Site Coordinators to provide social emotional learning groups and services based on student need.

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 realization that afterschool can, and should be, an opportunity for extended day learning will come from having an ACE program that has demonstrated success. While tutoring and academic enrichment have proven powerful program components, the recent addition of high impact tutoring has had the most significant impact. Bastrop ISD welcomes the opportunity to continue the successes it has achieved starting in 2022, and has a well-thought out plan for continuing once the grant period ends.

ACE programs at the elementary campuses can be easily merged with the fee-based, licensed childcare that exists at each of the elementary schools (STARS). The newly created hybrid program will maintain the successful aspects of both the original ACE and STARS programs. While STARS supervisors will monitor the care aspects of the program (snacks, physical activity, safety, etc.), ACE Site Coordinators will continue regular communication with campus personnel regarding students' academic needs. The ACE Site Coordinator will oversee high impact tutoring, quality academic enrichment activities and family engagement activities. The cost of this hybrid program will be funded by a combination of revenue from paying families and Title 1 and/or district provided funds and at-risk children selected by campus administration will still be able to attend free of charge.

Once grant funding ends, the ACE program at the two BISD middle schools will become a locally funded afterschool offering. BISD's high school program, Beyond the Bell, is staffed by teachers or paraprofessionals who already work full-time and are paid a stipend or extra duty pay for their afterschool time. While this has been quite successful at the high school level, experience has shown that a middle school program needs a dedicated coordinator who has the time, resources and energy to recruit students and develop programming tailored to these students' unique needs. A successful ACE program will put this person, as well as other positive programming aspects, already in place.

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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

[Empty text box for providing evidence of inability to partner]

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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.

As noted in the Priorities section of the Grant-Level Strategic Plan, seven of Bastrop ISD's eight qualifying campuses have been designated as both 1) a comprehensive or targeted support school under EESER; and 2) above the state average for percentage of students at-risk. This, coupled with previously addressed needs assessment data, would indicate that Bastrop ISD is an exceptional candidate for the Nita Lowey 21st CCLC Cycle 12 grant. The infrastructure that had been built as the grantee has successfully navigated both the Cycle 10 and TCLAS 11 grants can be expanded on to create even greater success for students. To that end, Bastrop ISD's ACE program will ensure student success by utilizing both accelerated learning and program integration.

As noted in the Priorities section of the Grant-Level Strategic Plan, seven of Bastrop ISD's eight qualifying campuses have been designated as both 1) a comprehensive or targeted support school under EESER; and 2) above the state average for percentage of students at-risk. This, coupled with previously addressed needs assessment data, would indicate that Bastrop ISD is an exceptional candidate for the Nita Lowey 21st CCLC Cycle 12 grant. The infrastructure that had been built during Bastrop ISD's 21st CCLC Cycle 10 grant and TCLAS Decision 11 will be expanded and strengthened to create even greater success for students. In considering the best opportunity to ensure student success, it's been decided that Bastrop ISD's ACE program will utilize both accelerated learning and program integration.

Bastrop ISD received funding from TEA as part of a number of TCLAS initiatives, including Decision 11. The existing ACE program has been successfully implementing high impact tutoring using high quality instructional materials since the spring of 2022. The continuation and extension of this model is an integral part of the Cycle 12 grant proposal. Specifically, BISS ACE afterschool programs will provide High Impact Tutoring (HIT) to all ACE students enrolled with a goal of at least 80% of enrolled participants receiving reading instruction and at least 50% of enrolled participants receiving math instruction each program year. The ACE Site Coordinators will work with campus administration to determine which students would most benefit from these additional services and invitations to ACE will be based on this measure. ACE certified teachers, paraprofessionals, and assistants will all facilitate high impact tutoring for at least 30 minutes a day, three days per week. The other 30 minutes of the academic hour and the two days when students are not receiving high impact tutoring will be used for homework and/or extended tutoring. All staff will be trained in either Amplify or Zearn, programs which BISS already utilizes as part of their school-day instruction. ACE tutors will be able to use baseline measures and evaluations made during school day instruction for after school instruction, thus helping to maximize the efficiency of afterschool tutorials.

In addition to this intensive focus on accelerated learning, the ACE program will work in collaboration with some of Bastrop ISD's other TEA initiatives including Title 1, English Language Learner Support and the McKinney-Vento program. The ACE programs will continue to work with Title 1 coordinators at the schools in providing high quality, information-based parent engagement. Furthermore, collaboration with the bilingual team will help to ensure that the ACE staff is mindful of the needs of students and families who do not have English as a first language. Examples of support offered include making sure all ACE literature is written in both English and Spanish and having translators readily available at all parent engagement events. Finally, Bastrop ISD's McKinney-Vento students will continue to be prioritized for enrollment, resulting in after school care and much needed transportation for a highly mobile student population.

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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 grant 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)	
<b>Grantee's total required ESSA PNP equitable services reservation (line 7 times line 2)</b>	

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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.	Central staff salaries (Project Manager, Program Specialist, Admin Assistant)	162,000
2.	Site Coordinators	432,000
3.	Tutors and Site Assistants (includes HIT)	501,600
4.	Benefits	162,090
5.		

**Professional and Contracted Services**

6.	Utilities and copier lease	40,310
7.		
8.		
9.		
10.		

**Supplies and Materials**

11.	General supplies including family engagement	51,000
12.	Inventory supplies	20,000
13.		
14.		

**Other Operating Costs**

15.	Employee travel	8,000
16.	Transportation expenses	51,000
17.	Miscellaneous costs (field trips)	20,000

**Capital Outlay**

18.		
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 emailed to [competitivegrants@tea.texas.gov](mailto: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"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
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