TEA — Texas Education Agency

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: Region One Education Service Center

Campus name: | CDN 108950 | Vendor ID 1741588186 | ESC 1 | UEI RLSVGNCNY125

Address: 900 W Schunior | City: Edinburg | ZIP: TX | Phone: 9569846000

Primary Contact: Melissa I. Lopez | Email: mlopez@esc1.net | Phone: 9569846046

Secondary Contact: Dr. Eliza Alvarado | Email: elalvarado@esc1.net | Phone: 9569846220

2. Certification and Incorporation

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

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

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

Authorized Official Name: Dr. Daniel King | Title: Exec. Director | Email: dking@esc1.net

Phone: 9569846001 | Signature: (signed Jan 10, 2023 12:53 PST) | Date: Jan 10, 2023

Grant Writer Name: Melissa Lopez | Signature: Melissa L Lóp | Date: 01/04/2023

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

For TEA Use Only:
Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

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.

Region One Education Service Center (Region One), a Local Education Agency and one of 20 education service centers sanctioned by the State of Texas, serves 8 counties and 38 school districts in deep South Texas. Upon conducting extensive regional, community, and campus needs assessments, and guided by TEA's Strategic Plan process, Region One identified 5 rural school districts (Monte Alto ISD, La Villa ISD, LaSara ISD, Lyford CISD, and San Perlita ISD) and 12 campuses in some of the region's most at-risk and economically disadvantaged schools to implement the ACE Program. MULTIPLE DATA SOURCES: Overseen by Region One's Administrator for the Office of College, Career, and Life Readiness, and with support of its ACE Steering Committee, assessments of objective data were conducted across Region One counties to: identify specific needs of students, working families, and the community; identify gaps in services; and determine the need for out-of-school time programs. Data sources included TEA TAPR, PEIMS, school report cards, and Accountability, ESEA, Title I, Part A and data collected at the campus level. These data were compared to state reporting including demographics (at-risk, ELL, economically disadvantaged, etc.), state assessments (STAAR/EOC, SAT, ACT, TSI, etc.), local academic performance (grades, GPA, etc.), attendance, and student behavior and discipline (PEIMS). Stakeholder feedback was solicited through Administrator, Teacher, Parent, Student and Community surveys and focus groups. QUANTIFIABLE NEEDS: Data was used to identify and prioritize campuses with highest needs for out-of-school time services. Proposed campus student populations consist of an average at-risk population of 49.1% and as high as 61%, with 6 schools above the state-wide rate (State 49.1%). Also, 78.3% of students are economically disadvantaged (vs State 60.2%) while 19% are English Learners. Students' academic proficiencies fall below State average. In 2021, the percent of students meeting grade levels in reading (average 29.2%) and math (average 18%) was far lower than State levels of 45% and 37%, respectively. An average of 39.6% of students from proposed schools are in need of accelerated learning support (HB 4545). These findings indicate a significant need for after school and summer programs to support student learning and to minimize the achievement gap. WORKING FAMILY NEEDS: Region One conducted student and parent surveys to identify and prioritize needs. Parent surveys identify engaging and safe after-school programs (90%), student academic support (92%), and college/career readiness (87%) as the highest need. Student surveys identify homework assistance (75%), enrichment activities (79%), athletics and sports (84%), and college/career readiness initiatives (85%) as their highest needs. TARGET PARTICIPANTS: Comprehensive needs assessments and surveys assisted in identifying campuses with the most students and families in need of after school program academic supports and enrichment. STRATEGIES: Region One and partners will implement 10 ACE centers (see MOU) in 12 of its most at-risk, economically disadvantaged rural schools across the Rio Grande Valley. The ACE program will serve: 950 at-risk students with academic support, tutoring, college/career readiness, student interest-based enrichment activities (arts, fitness, health), etc.; 350 parents/families through monthly family engagement activities, parenting skills, financial literacy, etc.; and 390 students through targeted academic support using high-impact tutoring (HIT) and high quality instructional materials (HQIM). Activities will align with school day learning.

For TEA Use Only:
Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____ .

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.

SMART GOALS: Region One established SMART goals for improved student academic performance in reading and math, school day attendance, student engagement in learning, and family engagement (see Strategic Plan SMART goals). PERFORMANCE MEASURES: To ensure the ACE program is on track to achieve SMART goals, Region One established the following performance measures aimed at ensuring availability and effectiveness of high-quality academic, enrichment, and family engagement opportunities. Baseline data has been collected for many measures. Missing baseline data will be collected upon award. Q1 Measures (Aug 2023 - Oct 2023): • 100% of ACE staff will be hired;• 100% of centers will implement extensive community marketing campaign to recruit students and families; • 100% of targeted students, HIT participants, and adult family members will be recruited to ACE program; • 100% of centers will be equipped with academic materials and supplies to provide high quality services; •100% of centers will meet transportation needs of students to travel safely to and from ACE centers; •100% of ACE staff will engage in school-day capacity building and professional development training; •100% of students with a school attendance rate at or below 90% in the prior school year will be identified for targeted services; • 100% of high need and at-risk students will be identified for targeted services. Q2 Measures (Nov 2023 - Jan 2024):• Student progress in reading and math will increase by 3% or more annually (STAAR, benchmark assessments); • In-school suspensions will decrease by 10% or more from prior year (PEIMS); • Student and parent data will reflect 25% or more engagement in student learning and 95% progress in family engagement (attendance logs); • 90% of students will be promoted to next grade level and 90% will improve GPA; • 75% of students will be exposed to college and career awareness. Q3 and Q4 Measures (Feb 2024 - July 2024): • 90% of students will complete coursework and be promoted to next grade level, measured by grades and GPA; • 90% of students with a prior-year unweighted grade point average (GPA) less than 3.0 will demonstrate improvement; • 75% of students will be exposed to college, career culture and post-secondary educational experiences; • 95% of students and parents will engage in Summer Learning Institute; • 25% of parents will report gaining skills and knowledge through monthly family engagement activities; • Students will demonstrate a 3% increase from baseline on STAAR Reading and Math; • 100% of centers will meet goals, benchmarks and be rated "Implementing" or higher on TEA (Quality Indicators); • All schools will improve TEA rating to a minimum 'C' or better. RECRUIT/RETAIN STUDENTS: ACE staff will work with partner campuses to identify students in need of academic support (perform below grade level, etc.). Students will be recruited during school events, via social media, PTSA meetings, etc. Student retention will include ongoing outreach, interest-based enrichment, personalized support, etc. ENGAGING FAMILIES: Monthly family engagement activities will strengthen connections between school and home. ACE will offer families time for meaningful & active engagement in their child's education (literacy and academic skills, parent workshops, etc.), school, and community. RECRUIT STAFF: Region One will post positions online (website, LinkedIn, etc.), at universities, and throughout community to recruit applicants to implement high quality activities. PROGRAM OPERATIONS: ACE staff will ensure centers provide a safe, supportive, and educationally enriching environment for all students,staff, and families. ACE Centers will include a structured operational hierarchy including Project Director, Site Coordinators, Program Specialists, teachers, and tutors. MONITOR FIDELITY: The Director will monitor program fidelity through a regular review of student performance and attendance data, quality and compliance risk scores, etc. TX21st data, GPRA, and SMART outcomes will inform recommendations for program improvement, need for more targeted services, etc. SCHOOL DAY: To comprehensively address students' needs, ACE staff will maintain ongoing collaboration with school teachers and staff to align and integrate ACE academic, learning, tutoring, HIT, interest-based enrichment, and family activities with the regular school day, curricular programs, and state standards. ACE staff will attend campus professional development and coaching opportunities to ensure regular alignment and connection with school day. ACE activities will align with TEKS and STAAR and support students in achieving academic standards.

For TEA Use Only:
Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

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 <u>state activities for continuous improvement</u> will be utilized for project evaluation and modification.

<u>EVALUATION</u>: Region One will select a highly qualified independent external evaluator for Texas ACE project evaluation. The evaluation will include ongoing program monitoring through both formative and summative methods. The evaluation is designed to assist the improvement of program quality and increase academic outcomes aligned to: benchmarks, SMART goals, performance measures, and the Texas ACE Blueprint. <u>MODIFICATION</u>: If the benchmarks or summative SMART goals do not show progress, Region One will use evaluation data to modify program components. Data collection for formative evaluation will address implementation of project activities, determine progress, and inform necessary program modifications in the following areas: 1) Academic Performance and Growth on State Assessments; 2) Attendance; 3) Positive Behavior and Decrease Suspensions; 4) Grade Point Average (GPA) and Promotion; 5) Student Engagement; 6) Graduation; 7) College Preparation/Readiness; and; 8) Parent Engagement. Ongoing findings will inform any necessary program modification(s) based upon effectiveness of activities, services, and impact on all goals and benchmarks (overall student achievement, etc.). Program effectiveness will be assessed through data methods aligned to performance measures and will include program- and student-level data. Qualitative and quantitative data will be collected via: 1) surveys (annually); 2) participation logs (daily); 3) activity logs (weekly); 4) types of student, teacher and adult training activities (topics, frequency, participation, and competencies) (weekly); 5) total students and parents served (weekly); 6) comparison of pre/post records student performance (attendance, grades, GPA, graduation, discipline, promotion, engagement, etc.) (monthly) and; 7) observations by project staff (quarterly), etc. <u>STATE ACTIVITIES</u>: In support of data practices and evaluation plan, continuous improvement efforts will utilize State activities and tools for project evaluation and modification such as Texas ACE Blueprint, Project Plan, Quality Assurance Process and Indicators (Qis), etc. Evaluation will determine progress toward SMART goals and will include recommendations for sustainability.

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 <u>Every Student Succeeds Act Provisions and Assurances</u> 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.

For TEA Use Only:
Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

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.

Region One is proposing to implement a highly engaging after-school and summer program at 10 participating centers. Statutory Priority 2: This joint partnership (see MOU) includes 12 schools (of which 2 are feeder schools) from 5 rural school districts across the Rio Grande Valley (south Texas) and will be supported by 5 public entities and community organizations (see Letters of Support). Statutory Priority 1 – Targeted Services: Proposed campuses have an average at-risk population of 49.1% and as high as 61%. Moreover, 70% of these students attend campuses implementing comprehensive support and improvement activities and/or at risk for academic failure and/or dropping out of school. ACE services will be available to students who attend Region One rural schools implementing targeted support activities including high impact tutoring (HIT: MCLASS Reading Intervention, Amplify Tutoring, etc.) and use of high-quality instructional materials (HQIM: Amplify, Carnegie, Eureka Math, etc.) that support ongoing student learning. Region One's ACE Program will offer evidence-based academic supports and interventions, enrichment opportunities, parent support, and college and career readiness activities to students and families, particularly at-risk, low-income, and English Learners, during out-of-school hours. During the regular 2023-2024 school year (fall/spring), each ACE Center will operate Monday-Friday from school dismissal until 6:30 pm for a minimum of 155 days. During the summer, Region One ACE will operate Monday through Thursday, 6 hours per day, for 25 days. Each center will provide age and grade appropriate services. Centers serving a wide range of grades will separate students in different campus areas by grade levels (K-5, 6-8, 9-12 etc.). TARGETED ACADEMIC SUPPORT: Academic, academic enrichment, tutoring, and accelerated learning activities, including HQIM and HIT, will align and be integrated with the regular school day, campus curricular programs, and state standards to address student needs. IMPROVING STUDENT ACHIEVEMENT: Centers will provide services which close achievement gaps, improve student achievement, and create an educational structure that supports all learners to improve academic performance, promotion rates, and graduation rates, creating college and career ready students. To improve overall student academic achievement (STAAR, GPA, grades, etc.) Region One ACE will provide developmentally appropriate academic supports including evidence-based instructional techniques, academic interventions, and tutoring; theme-based literacy and numeracy instruction, targeted, TEKS aligned, academic enrichment, prescriptive tutoring (HIT – Amplify, MCLASS Intervention Burst Lessons, etc. - Program Priority 1), homework support, study skills development, STAAR-EOC preparation, and ELL support to students in most need of academic assistance. STUDENT INTEREST-BASED ENRICHMENT: Enrichment activities will be both academic and enriching and will include physical fitness, health and wellness, fine arts, college and career readiness, service learning, youth leadership, and more. These activities will enhance academic learning and will include interactive project-based learning aligned with TEKS and STAAR. Region One ACE will work with joint partners (Statutory Priority 2) and service providers to offer a wide array of engaging, age-appropriate activities for youth in grades K-12. Students will participate in active learning through innovative, evidence-based instructional techniques and behavioral interventions including: project-based learning and enrichment techniques (robotics, STEM); physical fitness/wellness activities; arts (hip hop, dance, spoken word); educational field trips; socio-emotional learning (SEL) (youth leadership, character development, etc.); college readiness and awareness (college search, college admissions, virtual college tours); and career exploration. FAMILY ENGAGEMENT: Monthly family engagement activities will be implemented to that connect parents and families to their child's school and the community and will include informational sessions addressing parenting skills, fostering parent involvement in child's academic success, financial literacy, adult education, college/career awareness, referrals to GED or ESL, etc. SUMMER ACTIVITIES: Each Region One ACE center will host a Summer Learning Academy to support continued learning and minimize summer learning loss. The Academy will be held for a minimum of 25 days, 4 days a week (Monday-Thursday), for 6 hours per day. Age and grade appropriate activities will include: literacy and numeracy development, targeted and accelerated tutoring (HIT), STAAR-EOC preparation, enrichment activities, interactive and hands-on STEM activities, socio-emotional learning (positive behavioral skills development, character and youth leadership development), college and career readiness (assistance with college admissions and financial aid applications, college search, and trips to local colleges/universities), and career exploration. PROGRAM OVERSIGHT: The ACE Project Director will coordinate and monitor all activities, supported by Site Coordinators and Program Specialist. Students and parents will be surveyed to solicit feedback, ensure youth are engaged in program activities, and incorporate suggestions, as feasible. All ACE activities will be aligned with other local and TEA initiatives (Program Priority 1). Services will be provided at no cost to participants.

For TEA Use Only:
Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

RFA/SAS # | 701-21-102/180-24 | **2023-2024 Nita M. Lowey 21st CCLC Cycle 12, Year 1** | Page 5 of 13

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.

Region One ACE used the Texas Standards for High Quality Afterschool, Summer and Expanded Learning Programs, based on national best practice data, and the Texas ACE Blueprint which incorporates research-based best practices into each quality indicator continuum, to guide program development and will use these best practices to create educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students. Region One ACE will also use evidence-based resources and best practices identified by the National Institute on Out of School Time (NIOST) to guide ACE strategies, services, and programming. For example, Region One will incorporate NIOST best practices in educational and enrichment programming including, but not be limited to, developing engaging Science, Technology, Engineering, and Math (STEM) programming, particularly for girls, increasing students' science literacy, and generating student interest in science-related educational opportunities. High-impact tutoring (HIT, Program Priority 2) will be implemented using proven effective high-quality instructional materials (HQIM) such as BookNook, Amplify, Carnegie, Eureka, Zearn, MCLASS Reading Intervention, etc., and will be aligned with school-day activities. ACE staff will receive training in HIT and use of HQIM to ensure successful implementation. NIOST best practices in summer learning will be integrated to minimize summer learning loss through development of creative program activities that make summer learning fun and intellectually stimulating. Research-based best practices and resources from the National Center on Afterschool and Summer Enrichment will be used to complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students including, but not limited to, Strengthening Students' Social and Emotional Skills, STEM Learning in After School Programs, Community and Family Engagement, and Career Readiness Opportunities in out of school time. Operational best practices (Building, Sustaining, and Improving After School Programs, etc.), will be implemented to ensure delivery of high quality programming.

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 NEEDS OF STUDENTS: Region One will operate 10 ACE Centers, consisting of 12 rural school campuses across Hidalgo and Willacy Counties in the Rio Grande Valley. These centers will consist of 2 elementary, 5 middle, and 6 high schools. Community Needs Assessments for partner districts revealed that a majority of students in elementary and middle school grades (K – 8) either walk to school, ride a school bus to and from school, or are transported by a parent or other adult. Similarly, students in grades 9 – 12 either walk to school, ride a school bus, secure rides with an adult/licensed individual, or drive themselves to school. TRANSPORTING STUDENTS TO CENTER: Most students participating in ACE will be directly dismissed from their school day to the program/center located on their home campus. These ACE Centers include: C1 Monte Alto HS, C2 Borrego MS, C3 Monte Alto Elementary, C4 La Villa MS, C5 LaSara Secondary, C6 LaSara Elementary, C7 Lyford HS, C8 Lyford MS, and C9 Lyford Elementary. C10 consists of San Perlita HS with San Perlita MS and Elementary feeder schools, each of which are within 2 minutes walking distance from each other and do not require bus transportation. TRANSPORTING STUDENTS HOME: Once daily ACE programming ends, all students will have the option to secure their own transportation to return home or utilize bus transportation provided by ACE. Bus transportation will be available for youth participants from their respective Center back home throughout the regular school year (fall and spring semesters) and summer. STUDENT TRAVEL TO AND FROM OFF-SITE ACTIVITIES: Region One ACE will provide bus transportation services for students while participating in off-site program activities. Further, during activities located in areas other than the home center site, Region One ACE will provide transportation from the location back to the home center site. As feasible, and as space permits, Region One ACE may also transport family members to off-site program activities. Throughout all transport of students to and from centers and activities, bus safety policies will be enforced as well as required student supervisory ratio. Region ACE will also provide bus transportation assistance, as needed, to families participating in adult education, family literacy, and monthly family engagement activities. All local ISD transportation guidelines and policies will be followed.

For TEA Use Only:
Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

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.

During program development, Region One and partners created an ACE Marketing Team consisting of Region One staff and teachers, educators, staff, parents, and community members from cooperating schools. With the support of ACE partners, the Marketing Team will execute an extensive outreach and marketing plan throughout Hidalgo and Willacy counties to share information about the program and recruit potential participants. OUTREACH/ MARKETING AND RECRUITMENT PLAN: ACE program information will be disseminated through many measures to ensure that it is easily accessible by local students, parents, and families. The ACE Marketing Team, Project Director, Site Coordinators, Program Specialist, and partners will work with school districts and campuses, community organizations and youth-serving entities to share program information and recruit prospective ACE students and parents. Extensive marketing and community outreach initiatives will include: Promoting ACE Program through Region One and partner school districts' websites and social media pages; Creating and distributing bilingual (English/Spanish) informational flyers and ACE program newsletters (electronic and hard copies) to students, parents, families, teachers, and the community during school registration, Back to School events, district open houses, and other campus events; Distributing flyers and posting of informational posters throughout local neighborhoods, communities, and at partner organization sites; Public service announcements and press releases; and Posting of information in local newspapers. ACE staff will also provide presentations at partnering schools' new student and parent orientations, PTSA meetings, and monthly and quarterly School Board meetings. Site Coordinators will assist in student recruitment by providing presentations at parent and family school events, student assemblies, and during in-school announcements. Region One ACE will post informational displays at all partner campuses and will host recruitment drives at ACE Centers throughout the school year (min. once per semester). The Texas ACE© logo will be included in all outreach/communication materials in accordance with Texas ACE.

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)

Best practice research on out-of-school time (Taylor, C. et al, 2020), as well as Texas ACE critical success factors, indicate that volunteers can positively impact student learning and student engagement. Each of the Region One ACE participating school districts and campuses maintains a dynamic group of volunteers and encourages the assistance of appropriately qualified volunteers to support ongoing student success. PARENT VOLUNTEERS: Research also shows that students with parents involved in their schooling are more likely to have higher grades, test scores, and better behavior in school (Henderson, A., 2019). Parents of ACE students will be encouraged to volunteer as part of the ACE Parent University. Region One will call upon current and new adult volunteers from each campus to form a cooperative Parent University to assist with ACE activities such as literacy and numeric education, enrichment activities, social development, decision-making, homework assistance, parent and family engagement, financial literacy, and accessing virtual learning resources. Ongoing volunteer recruitment will include presentations and dissemination of information at local campus and community events, social media postings, school newsletters, etc. and qualified adults will be trained by to be effective volunteers with both students and parents. Parents will also be called upon to participate in the ACE Steering Committee (at no cost to grant) to provide feedback on ACE activities, increase community awareness, evaluate program effectiveness, and inform operations and sustainability plans. VOLUNTEER SCREENING/PLACEMENT: Region One has decades of experience implementing volunteer programs and has established a safe and structured plan for screening and placing volunteers. As delineated in the Texas ACE Blueprint, and in accordance with Senate Bill 9 and participating school districts' policies, all volunteers who will have direct interaction with youth will be fingerprinted and undergo a criminal background check to ensure youth safety. Interested adults will be screened for qualifications and interests prior to placement and will be assigned by appropriateness, interest, experience, knowledge, and need for support.

For TEA Use Only:
Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

| RFA/SAS # | 701-21-102/180-24 | 2023-2024 Nita M. Lowey 21st CCLC Cycle 12, Year 1 | Page 7 of 13 |

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.

As appropriate and allowable, Region One and partner districts will coordinate public resources from federal, state, and local programs with ACE resources to make the most effective use of public resources and to achieve ACE SMART goals and objectives. This may include coordination of core academic resources, special education services, health and nutrition, and college and career readiness resources and information. Additional resources that will be leveraged, include: district and campus administrator time spent implementing and managing ACE program and staff; facilities and overhead costs; Title I revenue to fund curriculum and tutoring during out of school time; and Summer Food Service Program. Moreover, partner schools will integrate the following TEA initiatives aligned to Program Priority 1 (Program Integration) to assist in meeting SMART goals: COVID Recovery Instructional Materials Support Initiative; Early College High School (college readiness); Texas Regional Pathways Network and Work Based Learning (college and career readiness); Blending Learning Program; Texas Regional Pathways Program; TCLAS Decision 11 (high quality after school and targeted supports and services for students and districts); Reading and Math Academies for students at risk of not mastering the Reading and/or Math STAAR; etc. High Quality Instructional Materials (HQIM) currently being used by partner schools (Mathia, Eureka Math, Amplify, Carnegie, etc.) will also be used in coordination with ACE. Additionally, several Region One ACE partner schools receive federal funding from the US Department of Education (GEAR UP, Upward Bound). Resources from these educational programs will be leveraged to support ACE programming. Rigorous academic support (PreAp, AP, Dual Credit, SAT, ACT, etc.) will be provided at the secondary levels (grades 9-12) to facilitate course and college entrance assessment mastery as well as preparation for enrolling in postsecondary institutions, completing a credentials, certificates, and planning for the next step after high school. All program integration will be co-designed by the ACE Program Director, Site Coordinators, and campus leadership to ensure services are supplemental and aligned to student needs.

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.

PRELIMINARY SUSTAINABILITY PLAN: During ACE Program conceptualization, Region One, District Leadership, and partners developed strategies and preliminary plans for sustaining the program after funding ends. Plans include Region One working with each District's Leadership Team to support and guide sustainability efforts; accessing TEA state-level resources which assist programs in implementing sustainability strategies; and securing external grants and funding opportunities for future support. BUILDING SYSTEMIC INFRASTRUCTURE: Region One and partner districts will use Texas ACE funds to build upon each district's systemic infrastructure of expanded learning opportunities. Region One currently oversees several successful educational programs funded by the US Department of Education including Upward Bound and GEAR UP and state grants including a TEA Lone Star STEM ESC Trainer-of-Trainers grant, Texas EcosySTEM grant, and more. Through these educational programs, Region One supports local districts in establishing a strong organizational base, sustainability plan, and systemic infrastructure (policies, procedures, schedules, etc.). Region One will use Texas ACE funds to similarly support partner districts in building systemic infrastructure. Region One will also support each district in maximizing their campus and district resources for student use and to support program sustainability. For example, each of the proposed campuses have agreed to host ACE centers at their facilities utilizing district technologies and resources at no-cost to the program. USING RESOURCES TO ASSIST LOCAL SUSTAINABILITY: Region One and partner districts will work with local providers, community stakeholders, and partners to develop sustainability plans that address local needs and consider local resources. Region One will ensure the needs of the community drive the ACE program and will conduct ongoing assessments of local resources to identify future program supporters. Region One will invite local businesses and community members to visit ACE centers and observe student learning, overall community benefits, and encourage their participation in developing sustainability strategies. Region One's development department, successful in securing hundreds of millions of dollars in educational funding annually for districts within its service area, will commence extensive efforts to secure additional funding.

For TEA Use Only:
Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

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

Region One ESC is proposing to implement a high quality, engaging ACE Program which meets Texas ACE objectives to: improve academic performance, school day attendance, positive behavior, grade promotion rates, and graduation rates. Region One strategically established a planned joint partnership (Statutory Priority 2) with 5 eligible rural school districts in South Texas (LaSara ISD, LaVilla ISD, Lyford CISD, Monte Alto ISD, San Perlita ISD), community organizations (RGV Focus, Deep South Texas Financial Literacy Alliance), private entities (DHR Health,Rio Grand Valley Empowerment Zone), and Texas State Technical College (TSTC) (Letters of Partnership attached) to: • assist in program development; • expand each rural district's capacity to successfully implement the ACE Program and achieve program goals; • increase the scope and quality of services provided; and • sustain the program over time. Partners were involved in ACE Program planning and development from the onset and will continue involvement through the established Region One ACE Steering Committee (at no cost to grant). Region One will provide leadership and administrative oversight, arrange meetings and trainings, provide professional development and resource materials to program partners, and ensure that all administrative and statutory requirements are met. Partners will assist in delivering academic strategies and enrichment services required to meet or exceed program objectives, particularly academic enrichment, college awareness, and career readiness activities. Services are not readily accessible to students in these rural areas and will expand access to those high-quality services available in the community. ACHIEVING OBJECTIVES: Targeted educational enrichment activities will support students in improving academic competencies and meeting core subject achievement standards while reinforcing and complementing students' regular academic program. TSTC and DHR Health will support Region One in delivering academic and enrichment activities including project-based STEM and technology instruction. ACE activities will also incorporate socio-emotional learning (self-esteem, character development, etc.), social skills development, and youth leadership training. Monthly Family Engagement activities for students and parents will address succeeding in school, parent involvement, financial literacy, college and career readiness, etc. Partners will promote a college-going culture, providing information to students, parents, and educators about college admissions and financial aid processes and exposing students to high demand careers (STEM, health care, etc.). TSTC and Workforce Solutions,will offer youth access to job readiness (resume writing, interviewing skills, and job search), job skills training, and employment readiness placement services. DHR Health and Rio Grande Valley Empowerment Zone will offer youth access to job readiness opportunities including internships, mentoring, job skills training, and job shadowing. Local culturally diverse artists will offer engaging activities in visual and theatre arts, dance, and music. ACE services will be integrated with other TEA initiatives including Blended Learning Program, Early College High Schools, COVID Recovery Instructional Materials Support, Texas Regional Pathways Network, and Work-Based Learning programs (Program Priority 1). With 100% of Region One ACE Centers located in rural locations, these services expand access to these high-quality services that are not available in these communities. All partners and service providers will contribute towards meeting TEA's Critical Success Factors for ACE. SUSTAINING ACE PROGRAM: Supported by the Region One ACE Steering Committee, all partners will: • implement on-going strategies for sustainability; • establish collaborations with community partners to support programming; • identify corporate, foundation, and government grant funding; and • secure in-kind resources to sustain activities. Grant funds will supplement, not supplant, programs and services provided with local or state funds.

For TEA Use Only:
Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

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.

SCHOOL DAY COORDINATION: Region One ACE will fully coordinate with the regular school-day to ensure measures of student success align with the schools' regular academic program and the academic needs of students. All ACE activities will be aligned with TEKS and STAAR and will support students in meeting academic achievement standards in core academic subjects while complementing students' regular academic programs. ACE centers will provide services which close achievement gaps, improve student achievement, and assist in creating educational structures that support all learners to improve academic performance, promotion rates, and graduation rates. To accelerate learning and increase specific academic student outcomes, Region One ACE will provide developmentally appropriate academic supports including: theme-based literacy and numeracy instruction; targeted TEKS aligned, evidence-based academic interventions; academic enrichment prescriptive tutoring (HIT, etc.); homework support; study skills development; and ELL, HB 4545 supplemental instruction, etc. support to students in most need of academic assistance. Region One ACE will regularly assess academic benchmarks, STAAR scores, and core subject grades to help measure student progress and success. PROGRAM PRIORITY 1 - PROGRAM INTEGRATION: Region One ACE staff will collaborate with partner schools' administration and teachers to coordinate the integration of TEA initiatives such as BLP, ECHS, CRIMSI, TRPN, WBL, and others with ACE programming. The aim of program integration will be to comprehensively support academic enrichment, accelerated learning, tutoring (HIT, etc.), campus curricular programs, and state standards. For example, the Blended Learning Program (BLP) combines in-person instruction with online learning to help teachers effectively differentiate instruction to meet the learning needs of all students. Blended learning models and software (Station Rotation, Imagine Math, etc.) will be used at participating ACE campuses to supplement in-person instruction. TEA's Work-Based Learning continuum will also be integrated in ACE centers and will include age appropriate career awareness, exploration, preparation, and training. Region One ACE will create strong collaborations between core academics, career and technical education (Texas State Technical College), work-based learning partners (DHR Health), and TEA WBL programming. Similarly, San Perlita ECHS and ACE centers implementing Texas Regional Pathways Network (TRPN) will integrate with ACE to create workforce pathways aligned with high-demand, high-wage fields and work towards an Associate's degree and or other post-secondary credentials while gaining hands-on experience during high school. Finally, COVID Recovery Instructional Materials Support Initiative (CRIMSI) resources will be used to supplement ongoing student learning for ACE students most in need of academic support. PROGRAM PRIORITY 2 – ACCELERATED LEARNING: Rigorous research provides strong evidence that high impact tutoring consistently leads to large improvements in learning outcomes for a wide range of students (TEA High Impact Tutoring Toolkit). As such, Region One ACE staff will collaborate with partner schools' administration and teachers to coordinate the delivery of targeted academic supports and acceleration aligned to students' needs. Each partner campus currently implements high impact tutoring (HIT: MCLASS Reading Intervention, Amplify Tutoring, etc.) and the use of high-quality instructional materials (HQIM: Amplify, Carnegie, Eureka Math, etc.) that support ongoing student learning at their respective schools. These strategies and resources will be integrated with ACE programming. HIT (provided by teachers and hourly tutors with expertise in core subjects) will enable ACE students to work with teachers and tutors in a 3:1 ratio, 3 times per week, for 30 minutes per day in alignment with each school's experiential implementation of MCLASS interventions, Amplify tutoring, etc. Further, partner ACE campuses will integrate implementation of their HQIM and HIT TEA approved resources such as, but not limited to: Amplify, Carnegie, Eureka Math, Istation, BookNook, etc. Region One will support centers in successful HIT and HQIM implementation through professional development, ongoing training, and coaching for ACE and school staff. Region One ACE will also utilize TEA's High Impact Tutoring Toolkit to guide HIT delivery instructional strategies, provide training for tutors, align curriculum to classroom instruction, and evaluate HIT services.

For TEA Use Only:
Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

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)

For TEA Use Only:
Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

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, Program Specialist, & Program Assistant	$160,000
2.	10 Site Coordinators	$700,000
3.	30 Teachers, 12 Educational Aides, 20 Tutors	$564,480
4.	Employee Benefits	$210,000
5.		

Professional and Contracted Services

6.	Educational & Enrichment activities, High Impact Tutoring, STEM activities, etc.	$40,000
7.	Character Education, Health & Fitness activities, College & Career Readiness, Certifications	$30,000
8.	Parent Engagement and Education Activities	$5,000
9.	Professional Development and other Support Services	$15,000
10.	External Evaluator	$30,000

Supplies and Materials

11.	Center Supplies for High Impact Tutoring and High Quality Instructional Materials	$65,000
12.	Center supplies for enrichment activities, family engagement activities, summer programs	$35,000
13.	Supplies for daily overall program operations	$10,000
14.	Maintenance and miscellaneous costs	$5,000

Other Operating Costs

15.	Required travel to Texas ACE state and regional training, meetings, workshops, etc.	$3,000
16.	Transportation for ACE students	$25,000
17.	Nutritional snacks and other operating costs	$9,800

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs: $97,020

TOTAL GRANT AWARD REQUESTED: $1,959,300

For TEA Use Only:
Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

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

For TEA Use Only:
Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____ .