



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): N/A

1. Applicant Information

Name of organization: Hempstead Independent School District
Campus name: See center attachment CDN: 237902 Vendor ID: 1746001076 ESC: 04 UEI: V9Z1DWWA4QR7
Address: 1440 13th St. City: Hempstead ZIP: 77445 Phone: 979-826-3304
Primary Contact: Erin Meadows Email: meadowse@hempsteadisd.org Phone: 979-826-3304
Secondary Contact: Amy Carter Email: cartera@hempsteadisd.org Phone: 979-826-3304

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: Herbert O'neil Title: Superintendent Email: oneilh@hempsteadisd.org

Phone: 979-826-3304 Signature: [Handwritten Signature] Date: 01.23.2023

Grant Writer Name: Erin Meadows Signature: [Handwritten Signature] Date: 01.23.2023

Grant writer is 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.

Academic Needs:

- 1.) Most Hempstead ISD students in Math, Reading, and Science STAAR/EOC tested grade levels are not approaching grade level. (HISD Math-57%, State-30%) (HISD ELA/Reading- 51%, State- 26%) (HISD Science- 51%, State- not released)
- 2.) 27% of Emergent Bilingual students met their TELPAS Progress Rate.
- 3.) 29.3% of Hempstead ISD students are graduating College Ready compared to the state average of 53.4% (2020-2021 TAPR)

---Specific targeting: Program coordinators will work with district administration, campus administration, and teachers to use formative data (NWEA MAP and Quarterly Benchmark, MCLASS Screeners) and summative data (STAAR/EOC) to identify and provide individualized student support that will be documented in Branching Minds (MTSS Intervention Tracker). The afterschool program will utilize existing HISD programs: Book Nook (K-5 Reading), Zearn (K-8 Math), Amplify Intervention (K-5 Reading, Footsteps2Brilliance (K-3 Reading), STEMScopes (K-12 Science), Edgenuity Courseware (Credit Recovery/TSIA Prep/EOC Prep), K-12 Summit (Supplemental Curriculum aligned to TELPAS), College Bridge (Math and Reading College Readiness 11th -12th grade) and other research-based interventions that will be vetted and approved by the HISD Curriculum Department.

---Broad-level Targeting: programs will specifically target priority Reading Language Arts, Mathematics, and Science TEKS identified by the Hempstead ISD Department of Curriculum & Instruction.

Demographic Needs:

- 1.) 35% of Hempstead ISD students during the 2021-2022 school year were identified as chronically absent (absent more than 10% of the time)
- 2.) Hempstead ISD is a rural district with 88% economically disadvantaged students. Based on December 2022 Parent and Student Survey Results, 58% of students do not have adult supervision after school.
- 3.) Based on US Census Data from 2021, only 14.3 % of residents over 25 have a bachelor’s degree compared to the national average of 33.7%.

---Families in need will be targeted based on community data, parent surveys, and district-led social-emotional screeners. Daily activities will focus on relationship building and SEL competencies students need for success in the classroom and beyond. A Program Specialist will link families with community partners and services to meet academic, physical, and emotional needs. The anticipated outcome is that students receive a more well-rounding education. The outcome will be measured by monitoring attendance, discipline reports, graduation rates, and course credit.

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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.

Phase 1- Analyze

Establish a Steering Committee to update the District Needs Assessment based on any new information available since the application submission. The steering committee shall include members with expertise in Career and College Planning/Preparation, Curriculum & Instruction, Family and Community Outreach, Federal Program Fiscal Requirements, Program Management, Data Disaggregation, and State Accountability.

Phase 2- Planning

-Implement the Texas ACE Blueprint.

-Finalize a vision, mission, and goals for the program. Develop a logic model aligned with the 2023 HISD 5-year Strategic Plan that includes goals, resources, program activities, and outputs(products).

-Develop and approve the program budget.

-Establish clear selection criteria and induction processes and recruit high-quality candidates (Project Director, Site Coordinators, and a full-time Program Specialist) based on selection criteria. The selection committee will attend local job fairs; and advertise on the HISD website, TASA Career Center, social media, and Region 4 Job Center.

-Selected staff will attend all ACE-required training.

-Identify potential volunteers, district partners, and local businesses.

-Recruiting families and students (100% focused on at-risk students with a goal of 550 participants) will begin in June/July 2023. The program director will work with campus staff to identify students who are considered at-risk. Program staff will continue to utilize marketing materials, home visits, and recruitment events that include approved ACE branding throughout the school year.

-The Project Director will create a Professional Development plan that includes, but is not limited to, sheltered instruction, differentiated instruction, lesson planning with the backward design methodology, utilizing high-quality instructional materials, project-based learning, college and career readiness activities, accelerated learning, goal setting, character education, social-emotional learning, mentoring, and relationship building.

-Finalize a family engagement plan based on survey data.

-Finalize programming for Year 1 implementation based on survey and academic data collected.

Phase 3 - Implementation

--Monitor school day attendance weekly. The program specialist will work with families to create an attendance plan to reduce chronic absenteeism.

--Lesson plans will be aligned with the TEKS and utilize High-Quality Instructional Materials. Plans will be turned in and reviewed the week before instruction. Feedback will be provided if issues need to be addressed.

--Provide ongoing professional development and coaching based on the walkthrough and analytic data.

--HISD and ACE staff meet regularly to plan lessons grounded in literacy and math; monitor academic, attendance, and behavioral data; identify students to target for recruitment.

--Program and student data are collected daily.

--Steering Committee meets monthly to review and analyze program data and spending. The strategic plan will be revised as needed to improve performance.

READING/MATH

Quarter 1=

*100% of students will create personal goals to establish a baseline for measuring growth throughout the year.

All students will follow an individually prescribed plan of acceleration utilizing research-based instructional materials and progress monitoring.

Quarter 2&3=

*Students will individually conference with the site coordinator to review progress and update their goals.

*Adjust the professional development plan based on analytics and walkthrough data.

ENGAGEMENT

*Each quarter administer a student and family survey. Data will be evaluation by the Steering Committee.

FAMILY ENGAGMENT

Quarter 1=

*ESL and GED family enrollment and start the semester. *2 showcase events at each center. (September & October) *Series 1 of Parenting Classes begins.

Quarter 2=

*ESL and GED complete semester one. *2 showcase events at each center. (November & December) *Series 1 of Parenting Classes concludes

Quarter 3=

*ESL and GED family enrollment and start semester two. *2 showcase events at each center. (January/February) *Series 2 of Parenting Classes begins.

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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.

Hempstead ISD will implement the Texas ACE Blueprint in its planning and action plans. To ensure goals are met, the Steering Committee will conduct a needs assessment in the Spring of 2023 and refine the logic model to ensure that the programming directly supports student and family needs. Once the needs have been identified, the Steering Committee will develop targets (benchmarks) for all goals that define inputs (resources), program activities, and expected outputs (products) to achieve each program goal. The logic model will ensure that all stakeholders are on track. Once the logic model is finalized, the steering committee will meet with the campus leadership team at each site to review school priorities as identified in their Campus Improvement Plan and revise action items in the plan.

Each year, the Project Director will lead the steering committee and campus leadership teams using the Quality Assurance Process to monitor the implementation of the four Texas ACE Blueprint Quality Components. The team will then use the resulting data and feedback to develop an action plan to address the identified areas of improvement. After each data submission (fall, winter, spring) to TEA, the steering committee will receive facilitated support from the Capacity Development Process.

Additional evaluation data that will be tracked will include, but are not limited to, NWEA MAP Reading and Math data, quarterly benchmark assessment data, TEA Interim Assessment data, practice TELPAS data, TELPAS data, STAAR data, independent reading levels (K-3), behavioral referrals, attendance reports, report card grades and credits towards graduation (HS only). The continuous improvement cycle guarantees program efforts are focused on research-based strategies that will be sustainable over time.

7. Statutory/Program Assurances

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

Check each of the following boxes to indicate your compliance.

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

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8. Statutory/Program Requirements

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

HISD will offer students and their family's various programs and activities that the 21st CCLC ACE Program supports.

TARGETED ACADEMIC SUPPORT: The center-level programs staff will attend grade-level/content-specific meetings with teachers, interventionists, and administration to design a plan for each student. In Branching Minds, interventions and progress monitoring will be tracked to support decision-making and identify the next steps.

For students in grades K-12, the center will provide a minimum of four (4) 60-minute tutoring sessions per week utilizing TEA-approved High-Quality Instructional Materials. All tutors are required to be trained in the use of Instructional Resources and the tutoring process. These tutoring sessions will focus on accelerated instruction in reading and math for students who did not successfully pass the STAAR/EOCs. In addition, students will receive small group support with homework. Students will attend one 60-minute character education session each week that focuses on social-emotional learning. For HS students only: 1) Blinn College Tutors will provide synchronous online tutoring and content support to our dual credit students. This service will be available five days per week until 6:15 pm. 2) HS students will participate in tutoring and test prep for the TSIA2 and SAT assessments.

A six-week summer bridge program will be offered to students who did not successfully pass STAAR. Grant funds will increase the number of hours the summer bridge program will serve our students. After the regular academic summer bridge program, grant funding will allow campuses to offer enrichment and character education activities.

STUDENT INTEREST/ENRICHMENT: HISD will provide an array of social, cultural, and recreational opportunities that connect learning to the real world and build a strong understanding of community involvement. The center will incorporate various enriching activities, clubs, and social-emotional activities to address students' needs and interests. Students will have the option to participate in different activities based on STEAM, computer skills, fine arts (art, theatre, music, choir), recreational sports (teambuilding), community service projects, off-site educational learning experiences, chess, and book club. Additional programs will be considered based on the interest survey the students and families complete before and during implementation.

FAMILY ENGAGEMENT: HISD will employ a full-time Program Specialist. The Program Specialist will coordinate services with the school to target identified family needs, provide access to community and school resources, and facilitate activities that align with our community needs. The following large-scale needs are: 1) Provide parenting classes using a research-based curriculum. 2) Facilitate adult GED and ESL classes through Wharton County Community College. Focus groups and surveys will be used quarterly to obtain feedback about current and future programming.

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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.

ACE staff will implement the evidence-based ACE Blueprint in partnership with research-based educational practices to increase student achievement.

1) A full-time program director will ensure that each center implements the ACE blueprint components with fidelity. A full-time site coordinator will manage each center within the framework. All program staff will be trained in research-based classroom behavior management strategies and sheltered instruction. In addition, staff will attend all district-based professional development. A system of accountability will guide the work of these positions.

2) Students will attend the program at least 45 days each semester and 20 days in the summer to extend the learning time while utilizing TEA Available High-Quality Instructional Materials and TEKS-aligned supplemental materials. ACE site coordinators will participate in training to ensure the development and implementation of research-based lessons using ACE resources. PBIS protocols will be evident in the day-to-operations. Site Coordinators will meet with the campus leadership team, ARD committee, teachers, and interventionists to ensure a continuity of services for all students. HISD Department of Curriculum & Instruction will work with coordinators to ensure that research-based district initiatives are evident in programming, including early literacy, early numeracy, and college/career/military readiness.

3) Parents and students will work with staff to develop and adjust programming and projects based on their needs and interests. Students will have the ability to choose what activities interest them. Projects will connect academics to the real world, focusing on 21st Century skills. Character education and training will be incorporated into the variety of clubs. Through research-based practices, ACE students will develop the necessary academic, career, and interpersonal skills needed to succeed today and tomorrow.

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.

Hempstead ISD is a small, rural district with 88% of the students are classified as Economically Disadvantaged. The need for transportation is essential to facilitate participation in no-cost afterschool activities. It is anticipated that many participating students will require evening bus transportation. Buses will be available to transport students home after participation in the program and off-campus learning experiences. The program will utilize HISD buses and bus drivers to support the ACE program. Grant funds will be allocated to cover mileage and the additional hourly rate for the drivers. Drivers will attend appropriate training over the program objectives.

The Site Coordinator will ensure that students who are on the evening bus or are car riders are picked up by their parents or guardians. Each student must have a signed parent/guardian consent form to identify the method by which the student will leave the program each day. This document will be collected by the Site Coordinator, who will retain the information so that the program staff will be able to ensure students go home in the correct manner. Secondary students will be required to wear their picture ID at all times. Elementary students will be given a program backpack tag to identify their transportation method. Students will not be released to anyone other than the identified parent/guardian or authorized emergency contact. Students leaving the program early must be signed out with the Site Coordinator.

School Resource Officers will assist with monitoring the program’s safety, including hours beyond the school day and in the summer.

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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.

HISD will disseminate information to families and the community about community learning centers and promote ACE activities in late spring of 2023 and throughout the project. Texas ACE brand guide will be used in all materials and promotions. All materials will be in English and Spanish. Each campus will have customized marketing materials that provide the nature of ACE activities, the location of the centers, and hours of operation. ACE information will be distributed at each campus. The information will be posted on the campus and district websites. Advertisements will include posters in the community, flyers, marquees, campus and district newsletters, banners around the community, district school bus signage, and parent emails. The Chief Communications Officer will take the lead in publicizing the program. The Chief Communications Officer will partner with the Program Director and Site Coordinators to ensure the message is communicated in a way that supports the program’s mission, vision, and objectives. Ongoing activities and program participants will be publicized through newspaper articles, social media campaigns, HISD websites, and vlogs.

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)

Hempstead ISD has a detailed screening process for volunteers implemented by the Director of Human Resources. Potential volunteers complete an application and submit a background check authorization form and a copy of their valid driver’s license or other authorized identification. All applicants must pass the background check, have valid identification and review the volunteer code of conduct and sign the volunteer oath. If approved, the volunteer will be listed in the HISD volunteer database. The Program Director will manage the recruitment of volunteers for the program with support from the Site Coordinators and the Program Specialist. Site Coordinators will encourage volunteerism, especially by family members, and establish a partnership with the Director of Human Resources to ensure they are in the volunteer database. The Program Specialist will visit community members to encourage participation. Adult volunteers may serve as a mentor to students, guest speakers, or club leaders. HISD will leverage partnerships with PVAMU to provide internship opportunities for college students. In addition, the program will partner with the Career and Technical Education Department to involve high school students in the Teaching and Training track for the elementary after-school program.

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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.

As ESSA requires, HISD coordinates with other programs to make the most effective use of public resources. This process is grounded in Continual District Improvement Process that includes a needs assessment, goal setting, planning activities, and formative and summative reviews. During the needs assessment, the different departments can identify opportunities for collaboration. Federal, state, and locally funded programs are designed to work together rather than in isolation. For example, the after-school program will incorporate activities funded by other sources. The tutoring materials will be funded through TCLAS and local funds. The Summer Bridge Program will be funded through TCLAS, ESSA, Perkins, and local funds. The Department of Curriculum & Instruction will work with the after-school staff to develop and implement the curriculum. The after-school staff will partner with the Fine Arts department to integrate fine arts into the program. High-Impact tutoring materials will be utilized during the after-school program. Program success will require synergistic coordination of the MTSS Committee, 504 Committee, SPED Committee, and LPAC Committee to guide the students' programming to ensure consistency from the school day to the after-school program. Programs already in place will be supported by the after-school program to incorporate additional enrichment activities. The following activities are already in place- UIL and intramural athletics, after-school accelerated instruction tutorials, clubs, and organizations. These activities are funded through Title I, local funds, ESSER III, and TLCAS. Food Service is currently approved for an Attachment B through the Texas Department of Agriculture and the National School Lunch Program with a child and Adult Food Care Program. This currently allows HISD to provide a snack or meal after school free for all after-school participants. A school nurse and Student Resource Officer will be on staff during program hours. The additional hourly rate for the employee will be paid through the grant, and training and supplies will be locally funded.

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 proposed program and activities are a vital component in the school improvement efforts HISD is implementing. The ACE program will support all academic and postsecondary readiness efforts in HISD. The resources this grant provides will support and enable post-grant activities to continue. However, replicating the proposed program once funds expire will be difficult. The preliminary plan for continuing the program will include identifying local, state, and federal resources available. Program Staff will maintain relationships and develop a plan with vendors, community partners, churches, and colleges. This will assist the district in continuing to provide an after-school program to our students. Once the funding sources and additional resources are identified, program staff will identify program activities from the 21st CCLC that align with current funding and partners. The Steering Committee will assist the district by giving input on what services can continue beyond the funding cycle. The Director of Communications will ensure the program continues to be marketed at the district, campus, and community levels to encourage participation and continued support. Participants and volunteers will be recognized at school events and highlighted in social media campaigns. It is the intent that there will be participation from organizations and individuals outside of the school community due to the success and growth this program will bring to our community.

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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

Hempstead ISD has state and federal Rural and Low-Income designations. Hempstead, Texas, and Waller County do not have any community-based organizations that support school-aged children and their academic success.

The partnerships that HISD currently fosters are all based outside of our county. The current partnerships are Blinn College (Dual Credit Program), Region 4 ESC (professional development for tutors/instructional support), Resilient Schools Support Program (High-Level Performance Management), Wharton County Community College (ESL, High School Equivalency), Footsteps2Brilliance (Community-based online reading program), and Southwest Foodservice Excellence (nutritious after school meals or snacks). None of these partnerships would be new to the district.

Combining the current partnerships with TEA support utilizing the ACE Blueprint and Toolkit will create a fully implemented, successful after-school program for a community that currently is without one.

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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.

All ACE staff will attend professional development organized by the district to ensure that students receive cohesive support during the school day and after school. HISD currently utilizes Branching Minds as a platform to support our MTSS/Accelerated Learning efforts. Assessment data points include an SEL screener, assessment data, and diagnostic data. Based on this information, the MTSS/Accelerated Learning committee creates an individual plan for students identified as Tier 2 or Tier 3. The plan will include the goal for the student, the intervention, frequency and duration, who is responsible, and when progress monitoring will occur. The site coordinator will sit as a member of the MTSS/Accelerated Learning committee for students that are currently part of the program and students that have been identified as needing to be part of the program. This will ensure a seamless blanket of support.

The curriculum and resources used for high-impact tutoring will be high-quality instructional materials. HISD will continue using the Amplify Texas Elementary Literacy Program and Amplify Texas Lectoescurtura En Espanol.

SCHOOL DAY COORDINATION: The ACE program will serve intervention and extension needs for the student participants so that it will connect to the MTSS programming of the regular school day. All ACE staff will attend professional development organized by the district to ensure that students receive cohesive support during the school day and after school. HISD currently utilizes Branching Minds as a platform to support our MTSS/Accelerated Learning efforts. Assessment data points tracked in Branching Minds include an SEL screener, assessment data, and diagnostic data. Based on this information, the MTSS/Accelerated Learning committee creates an individual plan for each student identified as Tier 2 or 3. The plan includes the goal for the student, the intervention, frequency and duration of the intervention, who is responsible, and when progress monitoring will occur. The site coordinator will sit as a member of the MTSS/Accelerated Learning committee for students currently part of the program and students identified as needing to be part of the program. As part of the MTSS/Accelerated Learning committee, the site coordinator can share school day goals, interventions, and progress monitoring data with ACE staff. The ACE program will then reinforce school day goals and focus on providing just-in-time support to allow students to access grade-level curriculum during the regular school day. This will ensure alignment across measures of student success and a seamless blanket of support.

PRIORITY 1: Accelerated instruction delivered through the ACE program can satisfy the requirements of HB 4545 for those students who still need to pass one or more STAAR/EOC assessments successfully. The structure of the program will allow small groups of students to work on targeted knowledge and skills that will prepare them for success in current coursework and upcoming STAAR/EOC assessments. This instruction will be documented in Branching Minds as HB 4545 supplemental accelerated instruction.

PRIORITY 2: The ACE program will utilize HQIM approved by the TEA and Region 4, including Book Nook, Zearn, and Mathia. These materials will align with the school day curriculum and the STAAR/EOC assessed curriculum.

The design of the ACE program will address key principles of high-impact tutoring: well-trained, consistent tutors; high-quality instructional materials (HQIM); one-to-one or small group instruction; at least three sessions per week; and data-driven instruction.

The Site Coordinators will partner with the HISD Department of Curriculum and Instruction to utilize the High Impact Tutoring Toolkit to coordinate scheduling; curriculum mapping; tutor recruiting, hiring, and training; and program evaluation.

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9. Equitable Access and Participation

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

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

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

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

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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. | Program Director | \$75,000 |
| 2. | Program Specialist | \$60,000 |
| 3. | Site Coordinators | \$150,000 |
| 4. | Extra Duty Pay (bus driver, tutors, teachers, officer) | \$310,000 |
| 5. | Employee Benefits | \$107,100 |

Professional and Contracted Services

| | | |
|-----|---|----------|
| 6. | Program Evaluation | \$9,000 |
| 7. | Enrichment External Partners | \$25,000 |
| 8. | Training/Consultation not provided by TEA | \$24,000 |
| 9. | | |
| 10. | | |

Supplies and Materials

| | | |
|-----|--|----------|
| 11. | Program Curriculum resources, consumables and supplies | \$12,500 |
| 12. | Supplies for Family Engagement Activities | \$18,500 |
| 13. | Supplies essential to monitor grant compliance | \$21,250 |
| 14. | Program Enrichment resources, consumable and supplies | \$48,203 |

Other Operating Costs

| | | |
|-----|---|----------|
| 15. | Transportation | \$50,000 |
| 16. | Off Campus Learning Experiences | \$8,250 |
| 17. | Travel/Professional development for full-time program staff | \$15,000 |

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. 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"/> | |

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