



**2021-2022 Nita M. Lowey 21st Century Community Learning Centers (CCLC),
Cycle 11, Year 1**

Competitive Grant Application: Due 11:59 p.m. CT, January 21, 2021

NOGA ID

Application stamp-in date and time

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

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

Authorizing legislation:

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

Required attachments:

Amendment Number

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

1. Applicant Information

Name of organization

Campus name CDN Vendor ID ESC DUNS

Address City ZIP Phone

Primary Contact Email Phone

Secondary Contact Email Phone

2. Certification and Incorporation

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

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

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

Authorized Official Name Title Email

Phone Signature Date

Grant Writer Name Signature Date

Grant writer is an employee of the applicant organization. Grant writer is not an employee of the applicant organization.

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3. Shared Services Arrangements

Shared services arrangements (SSAs) are permitted for this grant.
Check the box below if applying as fiscal agent.

- The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing the fiscal agent and SSA member responsibilities. All participants understand that the "Shared Services Arrangement Attachment" must be completed and signed by all SSA members, and submitted to TEA before the 80% reserve on the NOGA is lifted.

4. Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Increase STAAR Writing Grade Level (MASTERY) performance for At-Risk (0% to 4%) and Economically Disadvantaged Students (14% to 15%).	Dedicate 60+ minutes per week (2,040+ overall) to vocabulary development and the writing process using research-based activities.
Increase STAAR Grade Level (MASTERY) performance for At-Risk in Reading (14.5% to 18.5%) and Math (33% to 37%).	Dedicate 60+ minutes per week (2,040+ overall) to reading fluency and reading comprehension and 30+ minutes per week (1,020+ overall) to math fluency and problem-solving using evidence-based strategies.
Increase parental support for Economically Disadvantaged students from 63% to 67%.	Staff a Family Engagement Specialist to support parents/families with knowledge, resources, and assistance to improve their ability to assist in their child(ren)'s education.

5. SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

By increasing the amount of intensive, research-based instruction and support to students that are At-Risk and/or Economically Disadvantaged in the areas of writing, reading and math, STAAR Mastery performance will increase by 4% points in the ALL subject area category by 2022.

6. Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

Using Beginning of Year (BOY) data, At-Risk and/or Economically Disadvantaged students will increase grade level (TEK) competency by 1% points using a locally developed rubric/benchmark assessment based upon Year at a glance (YAG) by October of 2021 in the areas of math, reading, and writing.

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6. Measurable Progress (Cont.)

Second-Quarter Benchmark

Using Beginning of Year (BOY) data, At-Risk and/or Economically Disadvantaged students will increase grade level (TEK) competency by 2% points using a locally developed rubric/benchmark assessment based upon Year at a glance (YAG) by February of 2022 in the areas of math, reading, and writing.

Third-Quarter Benchmark

Using Beginning of Year (BOY) data, At-Risk and/or Economically Disadvantaged students will increase grade level (TEK) competency by 4% points using a locally developed rubric/benchmark assessment based upon Year at a glance (YAG) by April of 2022 in the areas of math, reading, and writing.

7. Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

In our first attempt to apply for the 21st Century CCLC grant, our team spent a significant amount of time reviewing the Texas ACE Blueprint (Table 1:Quality Components by Subcomponent), Program Guidance, and TEA resources. We have also had discussions with districts that currently operate an afterschool program to hear their perspectives. We have used these to provide a roadmap in planning the Miles ISD ACE program (MAP) submitted in this proposal. Upon notification of the grant award, we will immediately begin hiring key staff funded in the grant (Project Director/Site Coordinator and Family Engagement Specialist) to train according to the timeline requirements. Once trained, ACE staff will collaborate with district leadership and front-line staff to ensure that everyone is informed regarding the required quality monitoring data submissions. TEA feedback and TEA's Capacity Development Process (CDP) will help staff address areas for continuous improvement. The Miles ISD ACE program will rely heavily on the action plans provided through the CDP to continually plan, implement, monitor, and adjust for our program's optimal success. The quarterly benchmarks and SMART goals presented in the grant are based upon current school day progress monitoring data and projections for students deemed "most in need" according to the latest campus needs assessment and plans for improvement. To continuously improve and adjust our program, more frequent, short-term targets (weekly/monthly) will be set within each quarterly benchmark to guide our efforts. Ongoing communication of student data (attendance and academic progress: math, reading, and writing) will be reported by ACE staff to district staff twice monthly to ensure timely adjustments can be made toward quarterly benchmarks and our SMART goals. All staff will support the Family Engagement Specialist in recruiting students deemed "most in need" as attendance will be a #1 priority for meeting program expectations.

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8. Statutory/Program Assurances

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

Check each of the following boxes to indicate your compliance.

1. The program will take place in a safe facility that is properly equipped and easily accessible.
2. The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.
3. The program will target students who primarily attend schools eligible for schoolwide programs under ESEA as amended, Section 1114 and the families of such students.
4. Applicants that receive priority points for serving: 1) students in schools implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA as amended, Section 1111(d) and other schools determined by the local education agency to be in need of intervention and support and 2) students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities or who lack strong positive role models assure that they will target these students.
5. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy. Funds will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case, supplant federal, state, local, or non-federal funds.
6. The community has been given notice of an intent to apply and the application and any waiver request will be available for public review after submission of the application.
7. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
8. The applicant provides assurance to adhere to all Statutory Requirements, TEA Program Requirements, and Performance Measures, as noted in the 2021-2022 Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 11, Year 1 Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the grant program.
9. The applicant agrees to all applicable program-specific assurances as described in the 2021-2022 Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 11, Year 1 Program Guidelines.

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9. Statutory/Program Requirements

1. Applicants are required to evaluate community needs and resources and describe the results, including the resources available in the community, and how the program strategies and activities proposed to be carried out in the center(s) will address the identified needs of students and their families. In alignment with the information provided in the application, *Part I: Identify Address Needs*, please provide the following information related to needs assessment.

- Describe the needs assessment process, center-level needs assessment process, multiple sources of data used, and stakeholder feedback that occurred for this grant application.
- Describe the results including the student population deemed "most in need" for each campus proposed to be served and provide the estimated number of students that meet the need-based criteria, including the percent of eligible students at the campus that the program plans to serve.
- Describe the plan for how the center will continually assess and recruit the students most in need and how the plan addresses the needs of working families.

Miles, Texas, is an agriculture-based community of 820 residents. Our school, Miles ISD, is the largest employer in our town. We also have three small dairies, two cotton gins, and a grain depot that employs a few full-time staff and "seasonal" workers. Initially, Miles ISD students came from families operating small, locally owned farms and ranches, but as the economy has changed, so have the families and students that make up our small district. Currently, most parents commute to neighboring towns for work, leaving a tremendous need for after-school care for students. Enrichment activities for children and youth are non-existent and are only available to students who have the resources and means to travel to neighboring towns. Our students' specific needs, coupled with a lack of resources in our local community, are the major factors in the support and enthusiasm we have received in applying for the Nita M. Lowey 21st Century Community Learning Centers, Cycle 11 Year 1 for Miles Elementary- Title I Campus. Our current enrollment is 258. At Miles ISD, our comprehensive needs assessment (CNA) begins each spring with campus (Elementary & Secondary) committees that include administrators, staff, paraprofessionals, parents, and community members reviewing the following components: Student Achievement; Curriculum, Instruction, Assessment; Demographics; School Organization; Family and Community Involvement; School Culture & Climate; Staff Quality, Recruitment & Retention; and Technology. These same components are synonymous with the Critical Success Factors supported through our Region 15 ESC and Texas Education Agency. Our committees evaluate all formal and informal data (surveys) to develop strengths and weaknesses within each component that are ultimately compiled in June/July with Site Based Committees to develop Campus and District Improvement Plans. These plans provide our goals, objectives, and activities, as well as funding sources for implementation during the coming school year. These plans are modified "as needed" throughout the school year to address current needs. In the past three CNA cycles, our Elementary Campus has attempted to address the growing needs of our changing demographics: the increasing number of students classified as At-Risk (51.16%) and Economically Disadvantaged students (49.61%), but have faced challenges. Within these categories are growing numbers of EL (English Learners), migrant (lacking educational opportunity and/or multiple moves), and students lacking prerequisite skills in PK and K. In our efforts to address these concerns, we are continuously met with the same conclusion. These students need more TIME in targeted instruction and support to make the same progress as their age-group peers. Using data from our CNA process, we have deemed these groups "most in need":

Priority 1 – At-Risk – 135 students (51.16%: Title I campus) -PROGRAM PRIORITY 1

Priority 2 – Current & Monitored English Language Learners – 50 students (19%: Title I campus)

*1 unduplicated student from Priority 1

Priority 3 – Economically Disadvantaged – 131 (50%: Title I campus) 38 unduplicated students from Priority 1 & 2 - 18 Migrant students are included in the Economically Disadvantaged total

The Leadership Team/Staff at Miles Elementary will coordinate with ACE Program staff to continually evaluate progress toward goals with staff meetings where data disaggregation will occur, including attendance, progress monitoring, benchmarks, and formal assessments. Alignment between regular school day instruction and tutoring/homework will ensure students' optimal success. Recruitment efforts will be ongoing by multiple means to ensure any obstacles regarding attendance are remedied successfully and that parents fully understand the benefits of the program. Because this is our first year (if we receive the grant award), this process must continually evolve as we discover revisions necessary to make the gains needed for our students. We will rely heavily on TEA activities, Program Guidance, ACE staff training, and resources to be successful.

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9. Statutory/Program Requirements (Cont.)

2. Programs must help students meet academic standards as defined by the measures of effectiveness (i.e., growth in state assessment, improved GPA, increased school day attendance, improved school day behavior, and increased student engagement in learning) listed in the Purpose of Program section of this RFA. (See Program Guidelines) Describe how the proposed program design will positively impact this set of measures at the grant and center levels. Provide data and SMART goals describing the expected estimated impact over time on one or more measure.

The following data reflects the need for a well-designed academic program to support and intervene on behalf of the students deemed "most in need" at Miles Elementary: At-Risk (includes ELs) and Economically Disadvantaged (includes Migrant). When comparing Non-Categorical students to the At-Risk, the results are as follows: Math – 29 points lower, Reading - 25.5 points lower, and Writing - 20 points lower with 0 At-Risk students performing at Mastery level on STAAR Writing in 2019. Comparing Non-Categorical students to Economically Disadvantaged, the results are as follows: Math – 11 points lower and Writing – 6 points lower. 97% of our Non-Categorical students have at least one parent/family member that is active and capable of providing support and resources to assist in their child's education compared to only 63% of Economically Disadvantaged students. Some of the barriers existing for our parents are drug/alcohol dependence, inability to speak or read the English language, poor parenting skills, and parents working multiple jobs to make a living, which leaves children alone much of the time (single-parent households). To address these disparities, we have prioritized 120+ minutes per week dedicated to intensive research-based instruction in reading/writing, 30+ minutes per week in math, and a full-time Family Engagement Specialist to support parents and families with a particular focus on barriers listed above. The additional minutes will be supplemental to day-to-day homework support/tutoring. According to research (Concordia University, 2017), the ability to read, comprehend and write is fundamental in the pursuit of knowledge and seen as a "survival" skill in an age where information doubles every 1-2 years. This information and access to it are powerful and necessary to achieve upward mobility, not only for their own lives but also for their families' ability to thrive and succeed. Furthermore, reading comprehension and writing skills are a predictor of future academic success. With this insight, we have determined benchmarks to guide our SMART goal for 2022 (see page 2, section 5 - SMART Goal). Miles Elementary has remarkable results for students with a history of consistent enrollment and attendance in our system (2016-National Blue Ribbon School). We have found that our students do not differ demographically from the students addressed as "most in need" but have the advantage of consistency and rigor. We also find that once parents find a way for their children to attend Miles ISD, few leave. Our staff works diligently to align curriculum from grade level to grade level to ensure standards are mastered, which is apparent in our success overall. Still, we acknowledge that the gap between non-categorical and categorical is widening and must be addressed. We feel that the Nita M. Lowey grant is the answer for addressing our needs as it provides the funding for staff and resources to maximize our progress. Many of our students deemed "most in need" come to our district with difficulties hard to overcome, such as lack of schooling. Imagine never attending school in your home country only to enroll in 5th grade (due to age) upon enrollment in the U.S.A. The challenge is daunting! Not only from an academic standpoint but socially/emotionally as well. Imagine making multiple moves during your K-6 education, creating educational gaps. The challenge is daunting! Unfortunately, this is becoming the norm for many of our students classified as At-Risk/Economically Disadvantaged. We firmly believe that increasing the amount of time in "below grade level" support or interventions for these students while maintaining grade-level support will enable students to make tremendous progress in a short amount of time. These students do not lack ability; they lack opportunity. Their most significant obstacle is TIME. Time to learn what has been missed due to their circumstances, time dedicated to supporting families learn how to support their child's education and participation in that process, and time to focus on helping students reach their greatest potential. Although all benchmarks and goals were directly written to address academics (i.e., growth in state assessment, improved GPA, increased student engagement in learning), we acknowledge that many of our students will be impacted profoundly by other components of our ACE program: Social and Emotional Learning and Enrichment (increased school day attendance and school day behavior).

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9. Statutory/Program Requirements (Cont.)

3. Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. Include a plan for how the center-level programs will coordinate with the regular school day to address student needs and integrate program activities with the curricular program of the campus. Address activity oversight and how the program will ensure that activities are engaging for students.

The Miles ACE Program will focus on these priorities:

- 1) increasing academic support,
- 2) building social/emotional assets,
- 3) improving family engagement and learning opportunities, and
- 4) establishing collaborative partners to maximize resources (addressed on page 8)

Staffing for our ACE program includes (1) Project Director/Site Director and (1) Family Engagement Specialist. These positions will be crucial to planning, implementing, and coordinating our ACE program to begin in August of 2021, operating 29 weeks (3 hours per day) and five weeks (6 hours per day) during summer. This is 555 additional hours (33,300 minutes) that our students deemed "most in need" will receive through this grant. There is simply no substitute for TIME. Key positions will be trained according to 21st Century CCLC timelines. Our center will be located at Miles Elementary Campus (PK-6). It will be open for any student currently attending the campus with priority and recruitment efforts focusing on maximum attendance for students deemed "most in need." The Miles ACE program and transportation will be provided at no charge to families. ACE students will receive the following support daily: healthy snacks, homework support, and intervention time. Enrichment and Social-Emotional learning will alternate three days per week and two days per week, giving each student a comprehensive, quality program to maximize success. By offering tutoring and homework assistance twice daily (before school - beginning at 7:05 AM and after school), we are supporting student efforts to keep pace with regular school day instruction and rigor, which is currently a significant obstacle for our students deemed "most in need," often leading to academic failure. In addition, the 7:00 AM drop-off time will also benefit parents needing to travel to neighboring towns for work. ACE staff will collaborate with front-line staff to ensure lessons are aligned to reinforce day-to-day instruction. Another strategy to increase academic support is to incorporate intensive, targeted interventions for students not working on grade level. These interventions will "meet students where they are" academically and move them forward until they can perform on grade level. Students will utilize technology-based programs such as Lexia, Education Galaxy, and Amplify Reading, as well as face-to-face instruction supported through Fountas & Pinnell LLI and small-group math Interventions to optimize engagement and motivation. A new Social-Emotional Learning (SEL) curriculum will be incorporated titled Second Step - Out of School Time to teach community-building, empathy and kindness, and a growth mindset to K-6. According to research (Durlak, Weissberg, Dymnicki, Taylor & Schellinger 2011), participants demonstrated significantly improved social and emotional skills, attitudes, and behavior and an 11-percentile-point gain in academic performance while engaging in SEL programs. For these reasons and others, our staff spent hours investigating programs that we felt met our students' specific needs. We will also use Kuder Galaxy to begin career assessment and exploration for students to start setting short-term and long-term goals associated with planning their future. Last but certainly not least is our plan for providing enrichment activities to our students attending ACE. The typical ACE student lacks the means or resources to travel to San Angelo (35 miles round trip) to access private/group lessons in tumbling/gymnastics, karate, or dance. They are unable to participate in team soccer, basketball, or baseball for those same reasons. Unfortunately, many of our students go home to an empty house or care for younger siblings until their parents get home from work. Our enrichment program will offer students opportunities to explore interests, accentuate talents, teach life skills, and provide learning opportunities that will enable them to flourish while having fun, creating an atmosphere of inclusion and care. The importance of enrichment time cannot be overstated; as we know, many of our students will be motivated to attend simply to access these activities. Understanding our parents' needs will also be prioritized by supporting them in the following ways: English as a Second Language, Literacy, Computer Literacy, Parenting, and Drug & Alcohol Awareness classes. The extension of regular school day evidenced-based programs used in collaboration with promising practices and techniques will impact students and their parents involved in the Miles ACE program (PROGRAM PRIORITY 1).

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9. Statutory/Program Requirements (Cont.)

4. Describe the planned partnership between the applicant and the proposed eligible partner organization. Include how the partnership will contribute to achieving stated objectives and sustaining the program over time. Check the box if applying for priority points for such a partnership. To receive priority points, the applicant must provide information that demonstrates the activities proposed in the application are, as of the date of the submission of the application, not accessible to students who would be served; or that it would expand access to high-quality services available in the community.

TEA will provide the same priority to an application submitted by a local education agency (LEA) if the LEA demonstrates that it is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements of this grant. Check the box if applying for priority points under this special rule. If this box is checked, provide clear relevant evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements.

- This applicant is part of a planned partnership
- The applicant is unable to partner

We are fortunate to have a great deal of community support for this project. One example that we are incredibly excited about is using retired members of our community to work with our students and provide enrichment activities such as playing dominoes, gardening, baking, and quilting/crocheting. Incorporating multicultural activities into our enrichment program will benefit all students and create an environment of understanding and support.

In preparation for implementation, Miles ISD has discussed utilizing students with professor recommendations at Angelo State University and Howard College pursuing a Bachelor's degree in Teacher Education Programs as "supervised" interns/tutors during homework help and intervention time. Also, students pursuing Master Level Counseling certifications at Angelo State University will team with district staff to provide Social/Emotional guidance. Other organizations that have expressed interest in participation are as follows:

- MILES, TX:
City Council
- SAN ANGELO, TX:
Education Service Center – Region 15
Shannon Hospital
San Angelo Civic Theater
San Angelo Broadway Academy
San Angelo Museum of Fine Arts
RISE Gymnastics
Workforce Solutions
ADACCV – Alcohol and Drug Abuse Council of the Concho Valley

- ABILENE, TX:
West Central Texas Council of Government
Region 2 – Prevention Resource Center: Suicide, Alcohol/Drug Prevention

- COLEMAN, TX:
Central Texas Opportunities (CTO)

- BALLINGER, TX:
Runnels County Extension Office
Runnels County Law Enforcement

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9. Statutory/Program Requirements (Cont.)

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

Quality programming is a must for the Miles ACE program (MAP). Quality occurs when activities are research or evidence-based. Healthy snacks are backed by research from the Afterschool Alliance by encouraging participation and improving effectiveness. Physical activities have the same positive effect: when students are active, they are healthier - affecting both attendance and achievement. According to studies conducted by Sanford University, homework support and tutoring offers meaningful assistance for "struggling" students to keep pace with regular school day instruction reducing stress, headaches, and depression affecting attendance and behavior issues. The availability to receive "below grade level" or "academic gap" instruction boosts confidence and provides hope for a brighter future, positively impacting student engagement. Children learn social-emotional skills in various ways, including the behavior they see modeled by the adults in their lives. Social-emotional skills and concepts can also be taught explicitly in the classroom, in much the same way math or reading is taught. Children's social relations affect their feeling of connectedness at school, which affects their sense of academic competence (Guay, Boivin, & Hodge 1999). Having access to a Family Engagement Specialist to coordinate school-to-home connections will be a "change-maker" for our district. The primary role of this position will be to create opportunities, host events, and assist families in ways to support their child's education. According to research conducted by FAST - Families & Schools Together, there is a direct link between family engagement and parental involvement. As opportunities increase for engagement, parental interest and involvement increase, positively impacting students. The importance of enrichment activities otherwise unavailable to our students in the district will be vital in attracting students to our ACE program. Celebrating students' uniqueness can bolster connections with peers and staff by offering opportunities to showcase talents and grow interest, ultimately resulting in better student engagement and achievement (Fleming, N. 2020).

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

One of the factors in Miles Elementary applying for the 21st Century CCLC was to assist our families who lack before and after-school options for their children. According to parent surveys completed, 82% of our parents work outside the home. The majority travel to neighboring towns due to the lack of employment opportunities locally. 11% of parents would take advantage of the before-school option to not leave the child(ren) unattended as they leave for work. 67% of parents work after 3:35 PM (regular school day dismissal), creating problems/stress for parents and often leaves students in vulnerable situations. In a survey conducted in the Fall of 2019, 10% of Miles' high school students report their first introduction to drugs and alcohol as early as nine years of age due to their lack of supervision. Approximately the same percentage of students report sexual promiscuity and vandalism. Parents have overwhelmingly supported the desire to have a Learning Center that ensures safety, meets students' needs and engages them in enjoyable learning opportunities. For these reasons, transportation will be provided to any family in need. During the school year (Fall and Spring), students will be provided transportation home from the center each day upon dismissal. During summer school, transportation will be provided to and from the center each day. Transportation issues will not be a barrier preventing the Miles ACE program's attendance and will be provided at no charge. Miles ISD Transportation policy will be adhered to for the Miles ACE program, including Certified Bus Driver Training, which addresses rules and regulations, procedures in the case of a bus breakdown, and strategies to manage student discipline issues on the bus. Two-way radios and/or cell phones are provided to bus drivers to promptly address any situations that arise and to ensure that all students arrive home safely.

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9. Statutory/Program Requirements (Cont.)

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

Upon notification of the grant award, Miles ISD will begin by calling a meeting for staff and school board members to ensure all parties directly tied to Miles ISD are informed and educated regarding the 21st Century CCLC approved for the school year 2021-2022. Although our secondary campus students (Non-Title I) are not participating, many of the staff will be serving as tutors, interventionists, and volunteers and, therefore, will be included in all communication. A Miles ACE Program (MAP) flyer will be created containing all pertinent information and provided to staff to assist them with providing information in an organized and consistent manner. These flyers will also be used as a mail-out to all currently enrolled student homes and provided in popular locations around town. Formal methods of dissemination will follow using the Miles Messenger (local newspaper), Miles ISD website, the Miles ISD app, KSAN (San Angelo News Station), KTXT (Abilene News Station), FOX West Texas, and KRUN (Ballinger radio station). The information will include locations, eligibility/enrollment requirements, schedules, and the benefits/student outcomes anticipated by attending. Several opportunities will be offered to accommodate all parents with Face-to-Face Q & A meetings before the program's beginning. All communication will be translated into Spanish to ensure that no barriers exist for participation in the program. Once our MAP begins, regular and meaningful communication will be provided to parents through our FES (Family Engagement Specialist). A newsletter will be sent home with students and posted (on our website) monthly to highlight student accomplishments and announce upcoming events. Parent nights will be conducted monthly to help build rapport, strengthen relationships, and encourage two-way communication between staff and families. Staff members will disseminate flyers to parents during Back to School - Meet the Teacher, Annual Title I Meeting, and parent conferences to ensure that all families continue to hear the benefits of the program.

8. Demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources at each campus served. If applying for Program Priority 1- Program Integration, include a description of how the grant program will integrate with other TEA or local initiatives designed to increase specific academic student outcomes. Use data to explain how the program will realistically impact short- and long-term goals for student academic achievement.

The Miles ACE Program Director/Site Coordinator will become a member of the Miles ISD Leadership team, led by our Superintendent and consists of Campus Principals, Counselor, Dean of students, Program Directors, and Special Program Coordinator. This committee meets monthly to stay abreast of events, discuss concerns/issues, review budgets, and brainstorm ideas for improvements. The coordination and oversight of Federal, State, and local funds occurs through the Superintendent, Business Manager, Directors, Grant Coordinator, and Special Programs Coordinator to comply with fiscal guidelines and optimize resources to the maximum extent possible. This coordination is reflected in the District and Campus Improvement plan through written goals, objectives, and activities tied to appropriate funding sources. Modifications and revisions to these plans can be made through a needs or justification process addressed through a Leadership Team member. 21st Century CCLC funds are federal funds and will comply with the same guidelines and procedures as established with all other federal funds received by the district including, supplement, not supplant (SNS). Existing programs that exist in the regular school day, such as USDA Food and Nutrition Program, Transportation, Health Services, ESSA (Every Student Succeeds Act) and IDEA-B, just to name a few, will assist with guidance and policies for our after-school program in addition to leveraging funding sources when applicable. Support for At-Risk students (PROGRAM PRIORITY 1) served in the after school program will integrate with regular school day State Compensatory Education services to reduce the number of students reflected in the following At-Risk PEIMS indicators: 1- unsatisfactory performance on readiness tests (PK-3), 3- grade level retentions, 4- unsatisfactory performance on STAAR, and 10 – (LEP) Limited Eng Prof. Programs and equipment purchased with federal, state, and/or local funds used during the regular school day will be available to students attending the Miles ACE program. Center activities will occur on the Miles Elementary campus, including classrooms, library, computer lab, gym/playgrounds, and cafeteria, all at no cost to the program.

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9. Statutory/Program Requirements (Cont.)

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

Without funding from 21st Century CCLC, the sustainability of the Miles ACE program would be challenging. As stated through our Comprehensive Needs process, Miles ISD has attempted to address this issue with our students deemed "most in need" for quite some time. Marginal gains were made, but the difference this funding will make will be remarkable not only for students attending the program but for ALL students. By increasing high-quality academic support and SEL programs to assist with attendance and behavior issues, regular school day classroom rigor and pace are positively impacted. Our district sees the loss in funding affecting all students in the district. Duplication of services without funding will be impossible. Still, every effort would be made to evaluate services deemed "most effective" to see what other avenues and/or modifications could be made to support them. This would be done formally through our Comprehensive Needs Assessment process with administration, staff, parents, and community, with final determinations to be made through our Leadership Team. The pursuit of organizations that would support our program despite funding would be paramount. Miles ISD is dedicated to formulating a plan of action that might restructure the program to best serve our students. Our community, families, and students need this program. It would be a priority to "brainstorm" all avenues for continuation.

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

To maximize resources, volunteers will play a vital role in the Miles ACE program. Upon news of grant approval, Miles ISD will begin recruitment efforts to find community members who possess talents and expertise in areas such as gardening, culinary, arts and crafts, or individuals who simply have the time to be a reading "partner" or a mentor. Our students will reap the rewards of all that our community members will be able to offer in the way of knowledge/wisdom, personal attention, and emotional support. We value the importance of human connections in an age where students are more and more isolated and disconnected due to their dependence on tech-driven devices. An enormous amount of research states how impactful ONE person is in a child's life that can fill a void or "stand in the gap" when that connection is lacking. By using volunteers in our ACE program, we will broaden the scope of individuals that come in contact with our students in a consistent, positive way. Our Secondary Campus Student Council, Honor Society, and Business Professional Association members will volunteer in the program and will be granted community service for their support. Many of our elementary students already admire and aspire to follow in the footsteps of these role models (athletes, cheerleaders, band members, etc.) on campus so it only makes sense that we utilize them in this capacity. Additionally, the Miles Parent Teacher Organization (PTO) is a group of individuals that fully and whole-heartedly support the students and teachers of Miles Elementary and will be instrumental in volunteering and recruiting volunteers to help the Miles ACE Program succeed. Miles ISD Board Policy: GKG(Legal) will be strictly adhered to as we campaign to find qualified, dedicated, and knowledgeable individuals within our community and surrounding areas to support the success of our ACE program. Applications will be submitted, references vetted, and background checks conducted through the Texas Department of Public Safety, ensuring our students' well-being and safety are prioritized.

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9. Statutory/Program Requirements (Cont.)

11. The level of attendance in the program (i.e., dosage) is correlated with certain positive student outcomes. Describe the program's strategies for recruiting and retaining students in the program over time. Provide SMART goals specifically related to student attendance targets and dosage for a typical school year (fall, spring) and separately for summer.

The mission of our Miles ACE program (MAP) is for students themselves to want to attend the program. We know that the best outcomes will occur when students are motivated and driven to attend. This can only occur when the parents and students understand our objectives, our program is staffed with persons dedicated to the mission, and programs and activities are well-designed and intentional. Finding a healthy balance between work and play is key to achieving our goals and outcomes. Continuous recruitment efforts will occur to ensure that parents/caregivers understand the program's benefits and that no barriers exist preventing students from attending. Outreach will be ongoing to any parent whose child is not attending or begins to miss consistently. Timely responses to matters of concern and effective solutions that benefit the program will be critical, especially during this year of implementation. Surpassing attendance targets is our goal.
FALL (2021) - The MAP will provide approximately 195 hours of well-designed academic (129), social/emotional (33), and enrichment activities (33) for students deemed "most in need." Attendance target = 175 (70% targeted students/30% Non-targeted students)
Spring (2022) - The MAP will provide approximately 240 hours of well-designed academic (160), social/emotional (40), and enrichment activities (40) for students deemed "most in need." Attendance target = 175 (70% targeted students/30% Non-targeted students)
Summer (2022) - The MAP will provide approximately 120 hours of a well-designed academic (60), social/emotional (30), program's visibility, and enrichment activities (30) for students deemed "most in need." Attendance target = 100 (as other summer school programs will be going on simultaneously). (50% targeted students/50% Non-targeted students)

12. Describe how the center-level needs assessments informed the proposed center operations schedule and corresponding staffing and budget plans. Describe how the plan will help meet the measures of effectiveness and student service targets while maintaining center-level quality.

Once our district determined plans to apply for the Nita M. Lowey – 21st Century CCLC grant, plans were put in place to have ongoing discussions regarding center staffing, operations, and budgets. Student needs drove the program schedules and activities that we felt would have the greatest impact on student outcomes. These discussions have occurred throughout the 2020-2021 school year in Leadership meetings and with key members. Although Miles ISD has never operated an after-school program, we are fortunate to have staff members who have worked for districts that did. This insight was valuable because it allowed us to "brainstorm" and discuss both what we felt was effective and not effective. We feel fortunate to have so many organizations willing to dive into this endeavor with us. These partners will be key to providing services that will help us build a program that will thrive. We also have the support of Miles ISD staff, with 98% reporting the need for an after-school program and an interest in providing services to the program through tutoring, intervention support, guidance, and enrichment. The key to measuring the plan's effectiveness proposed in the grant will be through continuous evaluation of data. In this year of implementation, we will rely heavily on State activities and resources to assist us. Timelines for required data submissions will be strictly adhered to for program evaluation, monitoring, and federal reporting by TEA. Additionally, a group of stakeholders will be formed to serve as a steering committee charged with providing feedback to increase program quality, build community awareness, evaluate program effectiveness, and inform operations and sustainability plans. Members will be voluntary, diverse, and qualified to support efforts to continuously improve program quality and the visibility of the program within the Miles community. Our Administration and Special Programs Coordinator will assist newly hired ACE staff with the review of current data, established targets, and expected student outcomes for our regular school day program in addition to the goals that we have set in our grant proposal. All will work together to ensure program success.

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10. Equitable Access and Participation

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

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

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

11. PNP Equitable Services

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

- Yes No

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

Are any private nonprofit schools participating in the grant?

- Yes No

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

Assurances

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

Equitable Services Calculation

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

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12. Request for Grant Funds

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

Payroll Costs

1.	ACE Program Administration and Management	\$164,500
2.	Extra-Duty Pay Teachers	\$77,050
3.	Extra-Duty Pay Paraprofessionals	\$37,002
4.	Extra-Duty Pay Counselors	\$8,798
5.		

Professional and Contracted Services

6.	ACE Program Professional Development	\$5,500
7.	Enrichment	\$6,329
8.	Transportation	\$20,000
9.	Criminal History Background Checks	\$1,500
10.		

Supplies and Materials

11.	ACE Program Administration and Management	\$9,500
12.	Intervention Resources	\$12,500
13.	SEL Resources	\$2,000
14.	Enrichment Supplies	\$10,000

Other Operating Costs

15.	ACE Program Administration and Management Travel	\$9,850
16.	Student Travel	\$1,000
17.		

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 mailed OR faxed (not both). **To fax:** one copy of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to either (512) 463-9811 or (512) 463-9564. **To mail:** three copies of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to the address on page 1. More detailed amendment instructions can be found on the last page of the budget template.

You may duplicate this page.

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

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

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

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Center Operations Schedule

County-district number or vendor ID: 200902

Part 2: Center Overview Table

In the chart below, applicants must enter information on each of the proposed centers. Applicants must ensure that the center number entered in the chart below is the same as that used in the Center Operation charts that follows (Part 3).

Center #	9 Digit campus ID #	Name of Center/Host Site, Physical Address, City, ZIP, Program Contact Phone	# of Feeder Schools	Grade Levels Served (PK to 12)	Proposed "Regular" Student target to be served 30 or 45 days or more annually	Proposed Parent/Legal Guardian Target
1	101	Miles Elementary – 1001 Robinson Miles, Texas 76861 – (325)468-2861	0	PK-6	175	44
2						
3						
4						
5						
6						
7						
8						
9						
10						

Texas ACE							Program Year					
Center Operations Schedule (one per center)							2021-2022					
<i>(Part 3) Applicant will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 1	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target			
Center	200902101	Miles Elementary – 1001 Robinson Miles, Texas 76861					PK - 6	175	44			
Feeder												
Feeder												
Program Operations		Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks				
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term		8/24/21			12/17/21			13				
Spring Term		1/10/22			5/27/22			16				
Summer Term		5/30/22			6/30/22			05				
Total number of weeks:								34				
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	7:05	7:50	3:35	5:50	7:05	7:50	3:35	5:50	7:45			1:45
Tuesday	7:05	7:50	3:35	5:50	7:05	7:50	3:35	5:50	7:45			1:45
Wednesday	7:05	7:50	3:35	5:50	7:05	7:50	3:35	5:50	7:45			1:45
Thursday	7:05	7:50	3:35	5:50	7:05	7:50	3:35	5:50	7:45			1:45
Friday	7:05	7:50	3:35	5:50	7:05	7:50	3:35	5:50				
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
Parent/Legal Guardian Activities		10 Parental Involvement Activities to be carried out from September 2021 – June 2022. Specific Dates will be set upon approval of the Miles ISD school/activity calendar for SY 21-22.										