



**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: 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 to **Pre-award costs:** permitted for this grant

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
Less than 50% of elementary and middle school students meet standard in math and reading. Gap between Eco. Dis. and all student group is significant with as few as 22% meeting at middle schools.	Provide a multi-tiered intervention system during out of school time that focuses on closing the gap, is integrated with regular school day activities/expectations and targets the unique needs of identified high priority students.
Attendance rates that lag below state average and a disproportionate number (more than 90%) of behavioral and discipline referrals involving minority and economically disadvantaged students.	Provide evidence based whole child engagement, including project based modules, grade level and district initiatives and fun enrichment activities based on student interest and community resources to increase school day attendance and improve student behavior.
A lack of parent/family engagement and participation in individual students' education and school based activities due to economic and language barriers.	Provide targeted activities that engage families in their student's education with flexible scheduling that takes into consideration needs of working families and those with language/cultural differences. Provide resources to families to support education, training, and access to community and school activities.

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.

Provide community learning centers at 7 elementary campus sites and 2 middle schools that recruit and retain high priority students to participate in academic enrichment and additional services which support their educational engagement and increase academic and social emotional skills demonstrated by a minimum of 10% increase in academic outcomes in literacy and math, 15% increase school attendance, 10% decrease in behavior incidents and a 25 % increase in parent engagement for enrolled students as measured by Attendance, Academic assessment and grades, Behavioral/Disciplinary Referral data, Parent participation and attendance, and Pre/Post Survey Data.

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

SISD's ACE will DEVELOP during the First-Quarter. This includes ACE becoming fully staffed and operational. Family Engagement, recruitment, and enrollment of the targeted students at 9 sites will begin, along with Family Engagement activities and baseline data collection for each SMART Goal. Data driven recruitment of newly identified students within the target group will be ongoing. Development of the coordination between regular school day staff and ACE staff will be completed. Data collection will be completed weekly and entered into the ACE System each Friday. First Quarter review will include the progress made by each participant compared to baseline by SMART Goal.

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8. Measurable Progress (Cont.)

Second-Quarter Benchmark

SISD's ACE will ASSESS performance over the Second-Quarter. Recruitment, Attendance Monitoring, Data Collection, Data Entry and Coordination between the regular school day and ACE Staff will continue. On-going evaluation of performance will be continued and target the performance of Regular Participants (45 days or more), Participants (Less than 45 Days), and Non-Participants to determine outcomes by cohort towards each of the SMART Goals for comparison. Each center will create an effective form of communication between students, parents and teachers of ACE's schedule and calendar of events to promote both student and family engagement in ACE by increased awareness. Action plans will be developed to ensure that ACE meets its targeted number of regular participants from the target group.

Third-Quarter Benchmark

SISD's ACE will REVIEW the performance over the first year of the Project. The Summer Program will be implemented; ACE will continue Recruitment, Attendance Monitoring, Data Collection, Data Entry and Coordination between the regular school day instruction and ACE Staff will continue during the Third Quarter. Action Plans will focus on student and family engagement activities to enhance academic and enrichment at each center to ensure all targets are met. Evaluation of Qualitative (student, teacher, and parent surveys), Quantitative (annual totals of participants and days) and Outcomes (for the three cohorts by SMART Goal) will be completed and reported by center. Findings will be shared with ACE Staff, Teachers, Administrators, Parents and Community to ensure that ACE's successes or short-comings are reviewed and utilized for growth and development in the following year.

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.

The Seguin ACE Program will utilize an External Evaluator to work with project staff and ACE staff to collect data on a continuous basis from each participating ACE Center. Data will be collected based on the data elements in the SMART goals and disaggregated by tutor, student, grade, level of intervention, and fidelity of the intervention implementation. The ACE Evaluation Plan will allow ACE staff to quickly and efficiently determine the progress being made toward program goals, individual center goals, and the specific progress of participants based on their goals and individual intervention plans. In addition, ACE Project Director, Family Engagement Specialist and Site Coordinators will be able to evaluate effectiveness and fidelity of academic interventions, tutoring strategies, enrichment activities and parent events. This information will be used to inform and collaborate with Campus Staff, Parents and the Community Advisory Council(CAC) to ensure program effectiveness and appropriate and timely modification of schedules, strategies and resources (budget) for continuous improvement.

The ACE methods of evaluation will include the use of multiple objective performance measures, including: (a) individual student performance; (b) participation levels in activities; (c) discipline statistics and other referrals based on behaviors; (d) grades and grade point average; (e) post secondary readiness measures; and (f) records of parent attendance and participation in specific activities and events. Each performance measure will clearly align with SMART goals and specified ACE outcomes. Importantly, both Quantitative Data (e.g., test scores, referrals, attendance, participation levels, etc.) and Qualitative Data (e.g., surveys, comments, focused feedback from students, parents, tutors, community, contractors, staff, etc.) are generated to allow for complete, comprehensive, and meaningful evaluations of the entire ACE Program.

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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.
 - a. Describe the needs assessment process, center-level needs assessment process, multiple sources of data used, and stakeholder feedback that occurred for this grant application.
 - b. 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.
 - c. 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.

SISD completed a Center Focused Needs Assessments for Program Development to Target Regular Participants at the 9 centers. Additionally, SISD annually completes a needs assessment that has driven the develop of multiple projects in coordination with community partners to address the social-emotional learning (SEL) of students, school climate at its campuses and the integration of Positive Behavioral Interventions and Supports (PBIS). This process of on-going campus and community needs assessment has driven the development of ACE and partnerships with Texas Lutheran University (TLU) and the City of Seguin. SISD has developed effective mechanisms to reach parents and the community through social media and on-line communications to promote engagement in existing services. This process has allowed for both community and center needs assessment to engage students, parents, teachers, and the community as ACE was developed. SISD has utilized the Panorama Education software platform for stakeholder solicitation of on-going and targeted school climate and center need surveys. Gathering stakeholder input through these processes allowed for the development of a Center Focused ACE Program that was reviewed by stake holders prior to submission. Each center has collected the needs for enrichment and support of academic programs unique to the targeted students at their campus. SISD is 4.5% African American, 70.3% Hispanic, 1.2% Two or More Races, and 23.4% White. 71% of SISD Students are Economically Disadvantaged. At SISD, average attendance decreased from 93.8% to 92.4% from 2018-2019 to 2019-2020. Based on these two school years, there was no significant attendance rate differences by race or ethnicity. However, economically disadvantaged students (71% of SISD Students) were identified in 92.1% of unexcused absences. At SISD economically disadvantaged students were disproportionately represented in 97.2% of all students suspended and 100% of students who were expelled. During the 2019-2020 school year, there were a total of 215 in-school suspensions. Of these, 180 (83.7%) were minority students and 35 (16.3%) were non-minority students. Of these students, 31.6% were identified as students with a disability. SISD has a student body that is 76.9% minority, 23.1% non-minority, and 12.1% are identified as students with a disability. There were 3 expulsions reported and 100% of these students were minorities. Review of the 2018-2019 STAAR Performance Reports also show that economically disadvantaged students at SISD fell behind their peers in the district and across the state. English Language Learners are also in need of academic supports as they fall further behind the district and state averages at SISD. There is a clear need for academic enrichment, academic engagement, school engagement, and family engagement to improve student attendance and academic performance for economically disadvantaged, ELL and minority students at SISD. The ACE Program has identified a total of 750 students at the 9 proposed centers for ACE recruitment. This is approximately 10% of SISD's student body and those who are in highest need of evidence-based practices to impact academic performance, school engagement and family engagement. Each campus has an at-risk population exceeding the state average which meets Statutory Priority 1 and further indicates the need for ACE. SISD has developed an evidence-based ACE Program for positive change in academic engagement, SEL, motivation for school attendance, school climate, career opportunities, family engagement in education and activities that will improve community and economic resources. These areas are all identified in the CNA as well as the District Strategic Plan and Campus Improvement plans. ACE has been designed to meet multiple community needs that allow greater employment opportunities and parent and family support, while increasing academic outcomes for targeted students. The Project Director and Family Engagement Specialist, along with Program Partners and Site Coordinators, will implement systems and work with district and campus staff as well as the Community Advisory Council to monitor program data, student outcomes and the needs of students at each site to ensure continued recruitment and retention of high need targeted students.

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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.

SISD will provide community learning centers at 9 campus sites within the district. It is the overall Goal of the Project to recruit and retain high priority students to participate in an ACE Program designed to increase participant school attendance by 15%, grade point average by 10%, and school connectedness by 15% over non-participants annually as measured by attendance records, grade point averages, and reduce disciplinary referrals by 10%. ACE will be provided at essential times that increases employment opportunities for economically disadvantaged families and annual parent surveys will show at least 10% of parents at each center have improved employment or employment opportunities. The following SMART goals will measure effectiveness and growth in program measures at each site. The Independent Evaluator will work with the Project Director to organize and analyze data for each site to inform day to day implementation and continuous improvement.

1. ACE will complete a comparative analysis between Regular Participants, Participants, and Non-Participants for each grade and subject completing state assessment/standardized testing. This comparison will be completed during the Summer Quarter when this data is available. Regular Participants will show a 10% increase over baseline.
2. ACE will complete a comparative analysis between Regular Participants, Participants, and Non-Participants grade point average. This comparison will be completed at the end of the First and Second-Quarters. Student GPA's will be compared to baseline, and each of the cohorts to determine if the Regular Participants show a 10% increase over the increases of the Participants and Non-Participants.
3. ACE will complete a comparative analysis between Regular Participants, Participants, and Non-Participants disciplinary referral rates. This comparison will be completed at the end of the First and Second-Quarters. Student Disciplinary Referrals will be compared to baseline, and each of the cohorts to determine if the Regular Participants show a 10% decrease compared to the referral rates of the Participants and Non-Participants.
4. ACE will complete Student Surveys during the First Quarter (Baseline) and the Third-Quarter (Outcome). The qualitative surveys will include the questions to solicit student voice and determine perception of connectedness. Comparison of Third-Quarter results will be made to First-Quarter Baseline responses to measure the increase in school engagement. The targeted increase is 15% annually.
5. ACE will complete Parent Surveys during the First Quarter (Baseline) and the Third-Quarter (Outcome). The qualitative surveys will include the questions to gauge parents' perception of students' connectedness and engagement in school. Comparison of Third-Quarter results will be made to First-Quarter Baseline responses to measure the increase in parent perception of school engagement and connection. The targeted increase is 15% annually.
6. ACE will complete Parent Surveys during the Third-Quarter (Outcome). The qualitative surveys will help determine the extent that participation in the program supports the needs of parents who work and will ask parents if their child's participation has improved employment or employment opportunities. The target is a minimum of 10% of parents at each campus who indicate improved opportunities for employment.
7. ACE will complete a comparative analysis between Regular Participants, Participants, and Non-Participants Attendance during the school day. This comparison will be completed during the Summer Quarter when end of school year attendance data is available. The target is a 15% increase in attendance over baseline.

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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.

Program goals and objectives will be achieved by providing evidence-based strategies, programs and activities. The ACE Blueprint and Texas ACE website will also serve as a resource for the Seguin ACE Program. Academic performance will be achieved via a multi-tiered intervention system utilizing Strategic Tutoring Strategies. All students will be provided with homework assistance and specific skills instruction using current homework assignments. Targeted students will be provided with tutors who are subject matter experts. Qualified staff at each site will be recruited to work during after school time to ensure continuance of school day initiatives and dual language support. The district currently uses the Panorama Education platform, which will enable the Site Coordinator and Campus Staff to develop individual intervention plans based on current academic, behavioral, attendance and social emotional data. Site Coordinators will participate in campus leadership meetings, PLC's and RTI meetings. ACE program staff will participate in district and campus level training in order to better coordinate instruction with campus teachers, tutors and parents as well as consistently implement behavioral and social emotional strategies being used during the school day.

To increase attendance, the ACE Program will work with each student and their family to develop an individual attendance plan. The ACE Site Coordinators will follow up with students and parents when a student misses more than two consecutive days of school and/or after-school attendance.

To help improve behavior and increase student engagement, the Seguin ACE Program will utilize the nationally recognized Positive Behavioral Interventions and Supports (PBIS) program in which school district personnel have been trained. Positive behavior will be reinforced for the school day as well as during after-school programs. Goal setting and future planning will be emphasized with extended and enrichment activities in the areas of STEM and Career exploration. Students will be given an opportunity to continue or complete career and technology activities during out of school time. Participants will have a voice in program offerings and make choices with regards to their schedules and enrichment activities.

To improve family engagement, the ACE Program will provide opportunities for parents to frequently participate in their student's academic and enrichment activities. Extending adult learning opportunities based on the needs of families as well as increasing access to community events, will be a focus of the Family Engagement Specialist. Students and families will be given access to on-line learning and career exploration opportunities. Increasing knowledge about the benefits of college and career planning will be a priority and emphasized at an early age for ACE Program participants. Further, the Family Engagement Specialist will work with each ACE Center to increase parental involvement by providing family events and activities to support and contribute to improved academic achievement and student success.

In addition, to address nutrition needs and assist working families, the Seguin ACE program will collaborate with the Child Nutrition department to provide boxed meals for students at all ACE sites. To address social emotional and relationship skills, this time will be structured as a "family meal time". Students will eat in small groups and program staff will use this time for: announcements, recognition, Table-Talk activities, fun games that promote language and literacy, student input/feedback on the program activities via surveys, opinion polls and group dialog/reflection. Parents/Families will be invited to join on designated days.

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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

To accomplish the ambitious goals and objectives of the Seguin ACE program and achieve all measures of effectiveness, Seguin has included local community based organizations in the planning process and has received commitments of participation from two key community-based organizations: The City of Seguin and Texas Lutheran University (TLU).

The City of Seguin and Seguin ISD have a long history of partnership that include initiatives and events to serve and engage the community. Currently SISD collaborates with the Parks and Recreation Department to offer the JAAM program, an affordable, fun and safe environment for children to spend their “ free-time” after-school. This program is based on a shared mission to serve the community and SISD students by providing a stimulating environment with adequate supervision after-school for working parents. The Parks and Recreation Department will join forces with SISD to support the development and implementation of ACE centers at the elementary schools. This partnership will assist SISD ACE with necessary recruitment of staff and assistance with planning of recreation, wellness and student leadership activities utilizing the evidence based Coordinated Approach To School Health (CATCH) program. This program has been adopted by SISD and is currently implemented during the regular school day at all proposed sites. The Parks and Recreation Staff will participate in joint training provided by the ACE program through CATCH program trainers. Both partners will benefit from the collaboration and training, and ultimately the students served in both programs, will benefit from consistency between regular school day instruction and expertise of after-school staff.

Texas Lutheran University (TLU), located in the heart of Seguin, promotes a community of learning. TLU empowers a diverse student body through an education centered on the liberal arts and professional programs. In pursuit of a more just world, TLU is committed to academic excellence, servant leadership, and career development. This partnership will benefit Seguin ACE by expanding capacity in community engagement and program sustainability, providing access to technical assistance through expert, evidence-based support from University staff and increasing access and capacity to mentors, tutors and youth workers for the program. The partnership will enhance community-based learning opportunities for TLU students and provide potential opportunities for part-time work, work-study, and practicum or internship sites.

Both partners will enhance the Seguin ACE program and help cultivate recognition of the value and the benefit of sustaining and growing the program, not only for the direct participants, but for the entire community.

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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.

The Seguin ACE program proposes to fund expanded learning opportunities for students identified as most "at-risk" at seven elementary campuses and 2 middle school campuses. Activities will be supplemental to the school day, scheduled after-school at all nine centers and for five weeks during summer break. Learning activities will be closely aligned to school day curriculum, but will supplement regular academic activities and curriculum by developing individual intervention plans and expanding concepts to engage students in learning experiences that increase the depth of understanding. Seguin ISD has identified critical needs through analysis of multiple data sources. These sources include: School Report Cards, PEIMS data, student discipline data, promotion and attendance data, U. S. Census Bureau data, Guadalupe County Health Needs Assessment, family, student and staff surveys from each proposed site and input from the Community Advisory Council. In addition, all SISD staff have access to the Panorama Education platform, a student data system that brings together social-emotional learning, multi-tiered system of support, response to intervention, college and career readiness tracking, school climate, and student voice. Reports from each campus, as well as snapshots of priority groups and individual students, were reviewed. Proposed activities were chosen based on data from this multifaceted needs assessment. High quality academic enrichment is a primary goal of the Seguin ACE Program. The evaluation measures addressed will directly assess these strategies and will be analyzed monthly and quarterly to measure progress and to make necessary adjustments to ensure student academic growth and closing of gaps between the most at-risk and total student population. ACE program staff will be provided training in the use of all available tools and resources to ensure that current data informs instruction, planning and continuous improvement.

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.

Seguin ISD currently provides transportation to and from school to approximately 35% of their students. The Seguin ACE program will serve approximately 750 students daily. All students in the program will be eligible to sign up for transportation home from the program. It is anticipated that a larger percentage of students will require this service due to the after-school time frame so the Seguin ACE anticipates at least 400 students will require transportation home on a daily basis. The Transportation Department will work with each Site Coordinator and the Project Director to get routes set up and students enrolled to ensure safe transport home for all enrolled students who require it. Transportation policies for the after-school program will be consistent with those already in place at each site during the school day with adjustments made to accommodate the time of day and the needs of program students. Seguin ISD provides a comprehensive parent handbook for students who participate in transportation, as well as training for campus staff. In addition, the Transportation Department has a unique program: "Buster The Safety Bus". Buster travels to elementary campuses to provide engaging videos and activities that teach bus safety and rules to students. The Site Coordinators will work with the Transportation Department to ensure that all students who ride the bus home from ACE get to participate in this program either during the school day or during after-school time. During the enrollment process in the after-school program, parents will be able to select transportation services. For students who ride the bus home, staff will sign them out of the program and ensure they are safely on the bus at the end of each after-school session. Any transportation services required to adjunct sites or community based learning opportunities will be approved in accordance with Texas ACE Blueprint requirements and coordinated with the Transportation Department.

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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 funding, Seguin ISD, along with key partners, will develop a press release to announce the project including center locations, start dates and where to seek further information. District leadership and the newly hired Project Director will refer to the Texas ACE website to select sample outreach materials and templates to assist with communicating and marketing the initiative. The Community Advisory Council (CAC) members will reach out to the community in their specific areas or organizations to inform and promote program participation. Seguin ISD will provide information about each center on its district website as well as individual center information on each campus website where the center is located. District wide information calls will be scheduled on the district call-out system. Email notifications will be sent to families and community members who are signed up for email alerts. All information will be provided in both English and Spanish.

Prior to the registration window, parents of students targeted for the program will be contacted to introduce the ACE Program and encourage them to enroll their student. Seguin ISD will use events scheduled in August and early September, i.e.: dual language parent meetings, late registration, back to school night, and town hall meetings to talk with parents and families about this opportunity. The Project Director and the Family Engagement Specialist, along with district and campus leadership will coordinate presentations at these events to ensure a consistent message is projected to all.

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.

Seguin ISD is in the implementation phase of anchoring our academic goals to a comprehensive system and structure of Whole Child and Research-based initiatives. At the center of this work is a belief that wellness and wholeness is central to achievement. The LiiNK Project, a research project in partnership with Texas Christian University, is an evidence based program that integrates increased access to nature-based play and movement through unstructured recess sessions during the school day and preceding instructional sessions. This structure of opportunities for students to “ reset” before each instructional session will continue into the design of the ACE programming schedule to ensure engagement and achievement. Additionally, the CATCH Program (Coordinated Approach to Child Health) provides a curriculum and framework for collaboration among school personnel and within programs to keep health and wellness central to success. Seguin ACE will coordinate with the Seguin ISD Federal Programs Department to maximize resources. The Project Director will be included in the Learning and Leadership Services Department to help develop and integrate activities during after-school time to include: Parent Empowerment Series; Community Learning Exchanges;Tutorials; Migrant/Foster/Homeless Student Leadership programs; Special Education activities; LEP student TELPAS tutorials; Title IV After School Clubs; Seguin Outdoor Learning Center field experiences; and Rope Course/Team Building Activities. To achieve Program Priority 1, the Seguin ACE will integrate CATCH and LiiNK into ACE program design.

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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.

Support from the Seguin ISD Leadership and School Board indicates a commitment to implement and sustain a program that will provide high quality extended learning opportunities to students. The Seguin community is tethered to the success of the school district and students. The effectiveness of district programs shape every aspect of our community and this includes the economy of the town. Seguin ACE will support a skilled and more capable workforce, helping to create a sustainable community where our students can learn, earn and live. The Seguin ACE program will benefit all partners as they collaborate to maximize resources. Implementation of evidence-based strategies and consistent communication of positive outcomes, along with the data behind them, will enable the Seguin community and local agencies to justify resources and support as they complete their strategic planning and resource allocation. In addition, local partners will be able to use the program outcomes and data to leverage resources and raise funds that would not otherwise be available. Additional strategies toward sustainability will include: integration of available district resources and programs to reduce cost of materials and teacher and staff resources, aligning student needs with curriculum and training resources available at no cost to school districts, investing professional development funds in a “ trainer of trainers” model to build capacity, developing parent networks to expand family and parent engagement activities with qualified volunteers, and integrating ACE program goals and objectives into district strategic planning processes and district improvement planning.

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)

SISD ACE centers will follow current school district procedures to ensure volunteers have clear criminal background checks, fingerprinting, and meet all district criteria and state guidelines to be eligible to volunteer with school age children. In addition, the Seguin ACE Project Director and Site Directors will develop job descriptions for volunteer positions. Potential volunteers will go through an interview process to be sure they are a good match and that their service assignment will provide mutual benefit to the program as well as to the volunteer. Volunteers will be provided orientation, will sign in and out, keep a log of hours worked and will be provided clear expectations and needed support to be successful in their placement. In addition, volunteers will be afforded the opportunity to participate in training and collaborative planning with ACE staff when appropriate. Center websites will be established and will include information about the volunteer process, program volunteer opportunities and who to contact should community members want to volunteer. The partnerships with Texas Lutheran University and the City of Seguin will benefit the Seguin ACE by expanding exposure and opportunities to involve other community volunteers. Recent research has documented multiple benefits of age friendly communities where seniors become a valuable resource and develop relationships with the youngest generation (Neal, DeLaTorre, 2016). Seguin ISD has a history of working with community volunteers through partners such as Seguin Retired Teacher Association and Guadalupe County Master Gardeners. ACE websites will be established for each center. These websites will include information and contact information for any community members who are interested in volunteering at the site.

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

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 Seguin ACE has established systems and strategies to ensure ongoing recruiting and retention of students at each site in the program. It will be the goal of the program to recruit, retain and engage high priority students so that they meet attendance goals, enroll in subsequent years and achieve all targeted SMART goals over the life of the program. Registration forms will be made available on-line and at each campus. Site Coordinators will personally invite students and engage with families of identified high priority students. Staff will work together to ensure those students, most in need, get their application completed and submitted. Collaboration at each site with campus counselors, administration, and staff will identify new students as well as monitor the engagement and progress of the current participants. In addition, regular school day certified teachers will be recruited to provide direct academic services to students during after-school time. This provides a connection for students and enables all staff to get timely and pertinent information about student needs and circumstances. The ACE Project Director will provide support to each Site Coordinator to address specific attendance issues and barriers. SMART goals will include: FALL - Enroll 100% targeted students or reach out to the families not enrolled. Students attend minimum of 20 days. SPRING - Site Coordinators and staff meet weekly at each site to review student recruitment and retention needs. Students attend minimum of 25 additional days. SUMMER- Provide 4 days for program to review attendance and other data from first year and plan summer program that will engage targeted students and motivate students to attend the program to accomplish all program and individual attendance plan SMART goals.

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.

Project development was based on comprehensive needs assessment data at the district and individual site levels. Program design was achieved through the collaborative efforts and input of district and campus staff, the community Advisory Council (CAC), students, and parents. In addition to the district strategic plan, campus report cards and improvement plans, surveys and thought exchanges were accomplished, small groups from each site and targeted focus groups met to solicit input. This ensured that input was received in the areas of student needs; center operations, and that qualitative, quantitative, and outcome targets developed for each center. This process also included input from the CAC. Specific representatives from each site provided valuable input with regards to project budget, staffing plans and potential program resources. Areas of needed improvement in keeping with districts goals but unique to each site were identified in order to ensure program coordination and support implementation and sustainability. This assessment process will be ongoing, coordinated by the Project Director, the Family Engagement Specialist and each Site Coordinator to complete quality reviews based on the day to day and weekly operations of each center and to address challenges that happen at each individual site. The Site Coordinator will also meet weekly with campus staff and ACE site staff to stay in touch and coordinate between the after-school and school day programs. The Family Engagement Specialist will offer events, support and resources to parents that enable families to stay in touch with their students' site, provide input, and get questions answered. The Project Director will work with all stakeholders to review measures of effectiveness, targeted services and any barriers to success. This collaborative and center-level focus will ensure successful implementation at each site, and will identify specific strengths and challenges that will be used to identify best practices and support positive outcomes for all participants.

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

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" value="750"/>
2. Enrollment in 21st CCLC of students attending participating private schools	<input type="text" value="10"/>
3. Total 21st CCLC program and participating private school students (line 1 plus line 2)	<input type="text" value="760"/>
4. Total year 1 proposed grant budget for serving students in all centers	<input type="text" value="\$1,700,000"/>
5. Applicant reservation for required staff payroll.	<input type="text" value="\$883,800"/>
6. Total grant amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text" value="\$866,200"/>
7. Per-pupil grantee amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text" value="\$1,155"/>
Grantee's total required ESSA PNP equitable services reservation (line 7 times line 2)	<input type="text" value="\$11,550"/>

For TEA Use Only:
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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.	Salaries - Professional	740,000
2.	Salaries - Paraprofessional, support	327,400
3.	Extra Duty Professional	108,750
4.	Fringes and Benefits	164,661
5.		

Professional and Contracted Services

6.	City of Seguin	74,000
7.	Independent Evaluator	27,000
8.	Community Enrichment Providers	65,000
9.	Training and Technical Assistance	25,000
10.		

Supplies and Materials

11.	Instructional Supplies	27,000
12.	General Supplies	5,800
13.	Technology Supplies	10,800
14.	Family Engagement Supplies	4,500

Other Operating Costs

15.	Student transportation and travel	50,000
16.	Employee Travel	17,000
17.	Nutritious Snacks	4,500

Capital Outlay

18.	NA	
19.		
20.		

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

For TEA Use Only:

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

Appendix I: Negotiation and Amendments

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

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the Administering a Grant page of the TEA website and may be 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"/>	
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	

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

Center Operations Schedule

County-district number or vendor ID:

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	094901103	Jefferson Elementary 215 Short Ave. Seguin, TX 78155 830-401-8727	1	K-5	75	40
2	094901109	Koennecke Elementary 1441 Joe Carrillo Blvd. Seguin, TX 78155 830-401-8741	1	K-5	75	40
3	094901106	McQueeney Elementary 8860 FM 725 McQueeney, TX 78155 830-557-6981	1	K-5	75	40
4	094901108	Patlan Elementary 2501 Breustedt St. Seguin, TX 78155 830-401-1221	1	K-5	100	50
5	094901104	Oralia R. Rodriguez Elementary 1567 West Kingsbury Street 830-401-8770	1	K-5	100	50
6	094901110	Vogel Elementary 16121 FM 725 Seguin, TX 78155 830-401-8745	1	K-5	100	50
7	094901105	F.C. Weinert 1111 N. Bruns St. Seguin, TX 78155 830-401-1241	1	K-5	75	40
8	094901042	AJ Briesemeister Middle School 1616 W. Court Seguin, TX 78155 830-401-8711	1	6-8	75	35
9	094901041	Jim Barnes Middle School 1539 Joe Carrillo Blvd. Seguin, TX 78155 830-401-8756	1	6-8	75	35
10						

2021-2022 Nita M. Lowey 21st Century Community Learning Centers, Cycle 11 Year 1
Attachment 1: Center Operations Schedule

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	094901103	Jefferson Elementary 215 Short Ave. Seguin, TX 78155 830-401-8727			K-5	75	40					
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		09/07/2021		12/15/2021		14						
Spring Term		01/10/2022		05/13/2022		17						
Summer Term		06/06/2022		07/07/2022		5						
Total number of weeks: 36						36						
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			3:30	6:30			3:30	6:30	7:30	11:30	11:30	1:30
Tuesday			3:30	6:30			3:30	6:30	7:30	11:30	11:30	1:30
Wednesday			3:30	6:30			3:30	6:30	7:30	11:30	11:30	1:30
Thursday			3:30	6:30			3:30	6:30	7:30	11:30	11:30	1:30
Friday			3:30	6:30			3:30	6:30				
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		A calendar of monthly family engagement events will be established and posted on the ACE and campus website. Flexible face to face and virtual access will be provided to accommodate work schedules. ACE total program events as well as site specific opportunities will be provided based on family interests and needs.										

2021-2022 Nita M. Lowey 21st Century Community Learning Centers, Cycle 11 Year 1
Attachment 1: Center Operations Schedule

Center Operations Schedule (one per center)					2021-2022							
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 2	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	094901109	Koennecke Elementary 1441 Joe Carrillo Blvd. Seguin, TX 78155 830-401-8741			K-5	75	40					
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		09/07/2021		12/15/2021		14						
Spring Term		01/10/2022		05/13/2022		17						
Summer Term		06/06/2022		07/07/2022		5						
Total number of weeks: 36						36						
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			3:30	6:30			3:30	6:30	7:30	11:30	11:30	1:30
Tuesday			3:30	6:30			3:30	6:30	7:30	11:30	11:30	1:30
Wednesday			3:30	6:30			3:30	6:30	7:30	11:30	11:30	1:30
Thursday			3:30	6:30			3:30	6:30	7:30	11:30	11:30	1:30
Friday			3:30	6:30			3:30	6:30				
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		A calendar of monthly family engagement events will be established and posted on the ACE and campus website. Flexible face to face and virtual access will be provided to accommodate work schedules. ACE total program events as well as site specific opportunities will be provided based on family interests and needs.										

Texas ACE Center Operations Schedule (one per center)	Program Year 2021-2022
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(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.

Center 3	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	094901106	McQueeney Elementary 8860 FM 725 McQueeney, TX 78155 830-557-6981	K-5	75	40
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	09/07/2021	12/15/2021	14
Spring Term	01/10/2022	05/13/2022	17
Summer Term	06/06/2022	07/07/2022	5
Total number of weeks: 36			36

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			3:30	6:30			3:30	6:30	7:30	11:30	11:30	1:30
Tuesday			3:30	6:30			3:30	6:30	7:30	11:30	11:30	1:30
Wednesday			3:30	6:30			3:30	6:30	7:30	11:30	11:30	1:30
Thursday			3:30	6:30			3:30	6:30	7:30	11:30	11:30	1:30
Friday			3:30	6:30			3:30	6:30				
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	A calendar of monthly family engagement events will be established and posted on the ACE and campus website. Flexible face to face and virtual access will be provided to accommodate work schedules. ACE total program events as well as site specific opportunities will be provided based on family interests and needs.

2021-2022 Nita M. Lowey 21st Century Community Learning Centers, Cycle 11 Year 1
Attachment 1: Center Operations Schedule

Texas ACE Center Operations Schedule (one per center)					Program Year 2021-2022							
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 4	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	094901108	Patlan Elementary 2501 Breustedt St. Seguin, TX 78155 830-401-1221			K-5	100	50					
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		09/07/2021		12/15/2021		14						
Spring Term		01/10/2022		05/13/2022		17						
Summer Term		06/06/2022		07/07/2022		5						
Total number of weeks: 36						36						
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			3:30	6:30			3:30	6:30	7:30	11:30	11:30	1:30
Tuesday			3:30	6:30			3:30	6:30	7:30	11:30	11:30	1:30
Wednesday			3:30	6:30			3:30	6:30	7:30	11:30	11:30	1:30
Thursday			3:30	6:30			3:30	6:30	7:30	11:30	11:30	1:30
Friday			3:30	6:30			3:30	6:30				
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	A calendar of monthly family engagement events will be established and posted on the ACE and campus website. Flexible face to face and virtual access will be provided to accommodate work schedules. ACE total program events as well as site specific opportunities will be provided based on family interests and needs.											

Texas ACE Center Operations Schedule (one per center)	Program Year 2021-2022
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(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.

Center 5	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	094901104	Oralia R. Rodriguez Elementary 1567 West Kingsbury Street 830-401-8770	K-5	100	50
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	09/07/2021	12/15/2021	14
Spring Term	01/10/2022	05/13/2022	17
Summer Term	06/06/2022	07/07/2022	5
Total number of weeks: 36			36

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			3:30	6:30			3:30	6:30	7:30	11:30	11:30	1:30
Tuesday			3:30	6:30			3:30	6:30	7:30	11:30	11:30	1:30
Wednesday			3:30	6:30			3:30	6:30	7:30	11:30	11:30	1:30
Thursday			3:30	6:30			3:30	6:30	7:30	11:30	11:30	1:30
Friday			3:30	6:30			3:30	6:30				
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
 A calendar of monthly family engagement events will be established and posted on the ACE and campus website. Flexible face to face and virtual access will be provided to accommodate work schedules. ACE total program events as well as site specific opportunities will be provided based on family interests and needs.

2021-2022 Nita M. Lowey 21st Century Community Learning Centers, Cycle 11 Year 1
Attachment 1: Center Operations Schedule

Texas ACE Center Operations Schedule (one per center)	Program Year 2021-2022
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(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.

Center 6	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	094901110	Vogel Elementary 16121 FM 725 Seguin, TX 78155 830-401-8745	K-5	100	50
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	09/07/2021	12/15/2021	14
Spring Term	01/10/2022	05/13/2022	17
Summer Term	06/06/2022	07/07/2022	5
Total number of weeks: 36			36

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
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Wednesday			3:30	6:30			3:30	6:30	7:30	11:30	11:30	1:30
Thursday			3:30	6:30			3:30	6:30	7:30	11:30	11:30	1:30
Friday			3:30	6:30			3:30	6:30				
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	A calendar of monthly family engagement events will be established and posted on the ACE and campus website. Flexible face to face and virtual access will be provided to accommodate work schedules. ACE total program events as well as site specific opportunities will be provided based on family interests and needs.

Texas ACE	Program Year
Center Operations Schedule (one per center)	2021-2022

(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.

Center 7	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	094901105	F.C. Weinert 1111 N. Bruns Seguin, TX 78155 830-401-1241	K-5	75	40
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	09/07/2021	12/15/2021	14
Spring Term	01/10/2022	05/13/2022	17
Summer Term	06/06/2022	07/07/2022	5
Total number of weeks: 36			36

Center Schedule

Day of the Week	Fall Term				Spring Term				Summer Term			
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Tuesday			3:30	6:30			3:30	6:30	7:30	11:30	11:30	1:30
Wednesday			3:30	6:30			3:30	6:30	7:30	11:30	11:30	1:30
Thursday			3:30	6:30			3:30	6:30	7:30	11:30	11:30	1:30
Friday			3:30	6:30			3:30	6:30				
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			

Adjunct Sites, If applicable (site name and full address)	
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Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	
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Parent/Legal Guardian Activities	A calendar of monthly family engagement events will be established and posted on the ACE and campus website. Flexible face to face and virtual access will be provided to accommodate work schedules. ACE total program events as well as site specific opportunities will be provided based on family interests and needs.
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Texas ACE Center Operations Schedule (one per center)	Program Year 2021-2022
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(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.

Center #	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	094901042	AJ Briesemeister Middle School 1616 W. Court Seguin, TX 78155 830-401-8711	6-8	75	35
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	09/07/2021	12/15/2021	14
Spring Term	01/10/2022	05/13/2022	17
Summer Term	06/06/2022	07/07/2022	5
Total number of weeks: 36			36

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			4:00	7:00			4:00	7:00	7:30	11:30	11:30	1:30
Tuesday			4:00	7:00			4:00	7:00	7:30	11:30	11:30	1:30
Wednesday			4:00	7:00			4:00	7:00	7:30	11:30	11:30	1:30
Thursday			4:00	7:00			4:00	7:00	7:30	11:30	11:30	1:30
Friday			4:00	7:00			4:00	7:00				
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	A calendar of monthly family engagement events will be established and posted on the ACE and campus website. Flexible face to face and virtual access will be provided to accommodate work schedules. ACE total program events as well as site specific opportunities will be provided based on family interests and needs.

Texas ACE	Program Year
Center Operations Schedule (one per center)	2021-2022

(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.

Center 9	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	094901041	Jim Barnes Middle School 1539 Joe Carillo Blvd. Seguin, TX 78155 830-401-8756	6-8	75	35
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	09/07/2021	12/15/2021	14
Spring Term	01/10/2022	05/13/2022	17
Summer Term	06/06/2022	07/07/2022	5
Total number of weeks: 36			36

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
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Thursday			4:00	7:00			4:00	7:00	7:30	11:30	11:30	1:30
Friday			4:00	7:00			4:00	7:00				
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	A calendar of monthly family engagement events will be established and posted on the ACE and campus website. Flexible face to face and virtual access will be provided to accommodate work schedules. ACE total program events as well as site specific opportunities will be provided based on family interests and needs.

Memorandum of Understanding

The Seguin Independent School District (SISD) will apply for the federal 21st Century Community Learning Centers (CCLC) grant program through the Texas Education Agency (TEA) by the grant submittal deadline of January 21, 2021. The CCLC program is authorized by Title IV, Part B of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA) of 2015. The program provides opportunities for communities to establish or expand activities that provide students attending low performing schools with access to academic enrichment and other activities that are specifically designed to reinforce and complement the regular academic program to help students meet the challenging state academic standards. The program provides families of participating students with active and meaningful engagement in their children's education as well as opportunities for adult literacy. The goal is to provide this program at SISD's seven elementary and two middle school campuses.

Upon receiving the requested funds (if awarded), SISD will enter a collaborative partnership with the City of Seguin to support the creation and implementation of community learning centers that provide academic enrichment opportunities to high priority targeted students during non-school hours. This partnership was agreed upon as written in the approved Agreement Between The City Of Seguin And The Seguin Independent School District 2020-2021 executed on July 8, 2020. This partnership will benefit the Seguin Afterschool Centers on Education (ACE) program by expanding capacity to provide enrichment activities that are evidence based and aligned with academic goals and standards and by engaging with community organizations toward program sustainability. The partnership will provide training and learning opportunities for City of Seguin staff and will assist them to expand their capacity to work with Seguin youth in community based out of school programs such as the Jammin' Afterschool Adventures for Me (JAAM).

The framework of the partnership is as follows:

SISD, Seguin ACE Staff agree to:

- Implement and administer the Texas Afterschool Centers on Education program within the state and federal guidelines outlined in the grant program.
- Implement the Seguin ACE program at the district's seven elementary schools and two middle schools.
- Provide space for program activities.
- Provide space for curriculum material and supplies.
- Provide administrative oversight to all program sites.
- Provide performance reports and data to community partners, community advisory council and campus staff for evaluation and feedback and provide ongoing communication regarding program quality.
- Coordinate and Chair the Community Advisory Committee to the Seguin ACE program that will meet at least quarterly
- Provide program supplies and materials to families.
- Collaborate with Texas Lutheran University (TLU) to establish mutually beneficial opportunities for ACE students and TLU students.
- Continue to support the JAAM program as approved in the Agreement Between The City Of Seguin And The Seguin Independent School District 2020-2021 by providing acceptable space for program activities.

The City of Seguin agrees to:

- Provide two part-time staff per elementary site for 1.25 hours per day to plan and implement CATCH Kids Club activities and lessons.
- Provide a part-time staff liaison to the SISD site coordinators to collaborate on schedules and planning with reference to daily delivery of the CATCH activities and lessons.
- Designate a representative to attend and provide input at quarterly Community Advisory Meetings.
- Collaborate with Seguin ACE to review program data and complete program fidelity checks.

Estimated City Budget:

Staffing	\$65,786
Supplies	1,714
Curriculum & Planning Oversight/Compliance	<u>6,500</u>
Total	\$74,000


Upon notification of the grant award by the Texas Education Agency for Cycle 11 of the Texas 21st Century Community Learning Centers Grant Program, the City of Seguin and SISD will enter into a formal agreement that would be approved by the Seguin City Council and the SISD Board of Trustees. The agreement would formally outline the partnership for the 2021/2022 school year regarding duties and responsibilities.



Dr. Matthew Gutierrez, Superintendent
Seguin ISD

Date

1-20-2021



Steve Parker, City Manager
City of Seguin

Date

1-13-2021

Memorandum of Understanding

Seguin ISD has applied for federal 21st CCLC grant funds from TEA to provide out-of-school programs in nine schools. Upon receiving the requested funds, the Seguin ACE Program will enter a collaborative partnership with Texas Lutheran University to support the creation and implementation of community learning centers that provide academic enrichment opportunities to high priority targeted students during non-school hours.

This partnership will benefit Seguin ACE by expanding capacity in community engagement and program sustainability, providing access to technical assistance through expert, evidence-based support from University staff and increasing access and capacity to mentors, tutors and youth workers for the program. The partnership will enhance community-based learning opportunities for Texas Lutheran University students and provide potential opportunities for part time work, work study, and practicum or internship sites. In addition, the Seguin community will benefit from "Grow Your Own" opportunities that will encourage young adults to work with Seguin youth upon graduation from the University.

SISD, Seguin ACE Staff agree to:

- Implement and administer the Texas ACE Program within the state and federal guidelines outlined in the grant program.
- Implement the Seguin ACE afterschool program at the district's 7 elementary schools and 2 middle schools.
- Provide space for program activities.
- Provide space for curriculum material and supplies.
- Provide administrative oversight to all program sites.
- Provide performance reports and data to community partners, community advisory council and campus staff for evaluation and feedback and provide ongoing communication regarding program quality.
- Coordinate and Chair the Community Advisory Committee to the Seguin ACE program that will meet at least quarterly
- Provide program supplies and materials to families.
- Collaborate with Texas Lutheran University to establish mutually beneficial opportunities for ACE students and TLU students.

Texas Lutheran agrees to:

- Provide technical assistance and advisory support.
- Assist with recruitment and placement of youth workers, tutors and mentors as determined by site needs and University student availability.
- Designate a representative to attend and provide input quarterly Community Advisory Meetings.
- Collaborate with Seguin ACE to establish mutually beneficial opportunities for ACE students and TLU students,

This agreement entered effective August 1, 2021, through July 31, 2022 between the Seguin Independent School District ACE Program and Texas Lutheran University. The agreement is effective only upon notification of the grant award by the Texas Education Agency for Cycle 11 of the Texas 21st Century Community Learning Centers Grant Program.

This agreement can be voided by either party with a 30-day written agreement. As indicated by our signature, we agree to follow the guidelines of this grant per the state and federal guidelines outlined in the grant program.



Dr. Matthew Gutierrez, Superintendent
Seguin ISD



Dr. Sarah Ferguson, VP for Academic Affairs
Texas Lutheran University

1-20-2021

Date

January 15, 2021

Date