



**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: Refer to the program guidelines for a description of any required attachments.

Amendment Number

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

1. Applicant Information

Name of organization

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
- General Provisions and Assurances
- Application-Specific Provisions and Assurances
- Debarment and Suspension Certification
- Lobbying Certification
- 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 the number of students meeting passing standard on Reading and Math for all three districts by 10%. The current Meets average for all three districts on STAAR Reading is 35% and STAAR Math is 38%.	RVISD, GISD, & KISD will implement afterschool program services to include homework assistance, tutoring, extended learning time, enrichment activities, and parent classes. Each service will be part of a comprehensive and coordinated plan to improve student achievement in Reading and Math.
Participating campuses have all been identified for school improvement with "Targeted/Comprehensive Support & Improvement" Student groups missed targets in the same 3 indicators in the past 3 years.	The afterschool program will prioritize enrollment based on the students from these student groups identified as most in need of academic support services. Student profiles will be created for each student to set goals, track and monitor student progress, and identify additional social and emotional learning supports.
2018-19 and 2019-20 PEIMS discipline data showed an increase in the number of discipline counts at RVISD and KISD with a need to continue to reduce the high number of discipline counts at GISD.	Program services will be designed to support the social-emotional learning needs of students to address discipline and behavior issues with academic enriching activities to promote and foster the development of positive behaviors in the learning environment.

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.

SMART Goal 1: The SPARK afterschool/summer program will work to increase the number of students who achieve Meets on STAAR Reading and Math for participating students, with an increase of 10 percentage points on each district's TAPR for STAAR Reading and Math-all students by June 2022.
 SMART Goal 2: By June 2022, the SPARK afterschool/summer program will work to reduce the number of students with discipline actions as reported on each campus' PEIMS Discipline Report as compared to the 2019-2020 report.
 SMART Goal 3: By June 2022, SPARK afterschool/summer program will work to maintain a 95% or greater attendance rates for each participating campus with coordinated support services for students identified at-risk of truancy.

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**
1. Recruit and hire SPARK Site Coordinators, Family Engagement Specialist (FES), and staff
 2. Schedule and conduct planning meetings with stakeholders and partnership to identify students most in need of services and priority enrollment criteria and preparations to launch the SPARK program.
 3. Develop student profiles and conduct parent conferences to draft an academic plan for SPARK services.
 4. Conduct student, school and parent surveys to align the program with needs and interests.
 5. Schedule and facilitate parent and community information sessions to enroll students and to review and discuss attendance policy. Schedule parent classes to engage families in the academic growth of their child.

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6. Measurable Progress (Cont.)

Second-Quarter Benchmark

1. Attend professional development on Quality Assessments, Texas ACE Blueprint, and project-based learning.
2. Collect and review program data to analyze and discuss during monthly stakeholder meetings
3. Track and monitor student progress to determine progress towards meeting goals.
4. Coordinate and facilitate classes for parents to increase engagement.
5. Track and monitor student attendance and discipline data.
6. Communicate program offerings and success through SPARK website, social media, print materials, texts/emails
7. Conduct quarterly stakeholder meetings
8. Implement Positive Behavior Intervention Supports and social emotional learning program.

Third-Quarter Benchmark

1. Track and monitor student progress, discipline, and attendance data for participating students to show an increase in STAAR Reading and Math performance and attendance and a decrease in discipline incidents.
2. Schedule and facilitate monthly stakeholder meetings to review academic, attendance, and discipline data.
3. Administer parent and student surveys to determine program effectiveness.
4. Coordinate and manage the selection of enrichment activities to meet the interests and academic needs of students based on a review of data and input from stakeholders.
5. Collect, review, and analyze required TEA program data to conduct a final evaluation of program services.
6. Coordinate sustainability with partners to continue the program beyond the grant period.

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 Project Director will oversee and coordinate the submission of required data for state program evaluation, monitoring, and federal reporting in the format and timeline provided by TEA. Required logic models, program evaluation reports, and any other required reports or products will be submitted in accordance with the timeline and format provided by TEA.

Rio Vista ISD (RVISD), Godley ISD (GISD), and Keene ISD (KISD) will utilize the Texas 21st Century Student Tracking (TX21st) system to meet data reporting requirements and to inform leadership when modifications to the program are needed. Examples of data include:

- Grantee Profile, Funding, Contacts, Partner, Center Profiles, Center Contacts, Center Operations, Feeder Schools, Activities, and Schedule data. All data will be entered in August 2021 and will be updated as changes occur.
- Center Operations data will be updated at the beginning of each term. Data entered in the system will represent the approved application and operating schedule.
- Participant and enrollment data will be entered in August/September 2021.
- Attendance data will be entered daily.
- Exception reports and data corrections will be completed and reviewed by the Project Director.
- Grantee will coordinate with the district to collect and enter school day attendance and grades data into TX21st.
- A valid data sharing agreement will be in place with each participating school district attended by the students served providing for required data collection and addressing Family Education Rights and Privacy Act (FERPA) requirements.

A group of stakeholders will serve as a steering committee to provide feedback to increase program quality, build community awareness, evaluate program effectiveness, and inform operations and sustainability plans. Each stakeholder meeting will review benchmarks and summative SMART goals. Progress will be discussed and program adjustments will be made if no progress is evident.

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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.

a. **NEEDS ASSESSMENT PROCESS:** RVIDS, GISD, and KISD have created a collaborative partnership known as SPARK to address the need for afterschool/summer programs in the small, rural communities of the Johnson County area. According to a report published by the US Department of Agriculture in 2017, "Rural counties with the lowest levels of educational attainment face higher poverty, child poverty, unemployment, and population loss than other rural counties." Census data reports that Johnson County has a total population of 175,817 with 37% unemployed and 36% with only a high school diploma. All three districts have campuses with an average poverty rate of 64% that qualifies for Title I School-wide programs. The community needs assessment process was used to understand of the needs of the community and their impacts upon the community's members. In November 2020, RVIDS's Superintendent scheduled a meeting with the Superintendents from GISD and KISD to review and discuss school and community data to: 1) Identify community assets and resources currently available to community members; 2) Define the scope and gap of available programs and services; 3) Decide to collaborate; 4) Collect data; 5) Determine key findings; and 6) Set priorities and create an action plan. The data revealed the need to provide extended learning opportunities for students to close learning gaps experienced during COVID-19 school closures and problems experienced when transitioning to remote learning. The district improvement planning meetings included a variety of stakeholders (parents, teachers, administrators, community members, support services personnel) who expressed concerns for students at-risk of falling behind during remote learning and school closures. To further confirm the need for learning time outside of the regular school day, a campus-based (center-level) community parent and family survey was administered in both English and Spanish to gather input and interest from families within each school district's community. The survey results were analyzed and confirmed the community's interest in and support for an afterschool and summer program.

b. **MOST IN NEED:** When reviewing accountability data posted in the 2018-19 TAPR report, the student population identified as "most in need" attend the campuses (Rio Vista Elementary, Keene Elementary, and Godley Intermediate) identified for School Improvement with "Targeted Support & Improvement Needed" and "Comprehensive Support & Improvement Needed" designations. Both Keene Middle School and Godley Intermediate received an "F" rating for Academic Growth. In addition, a need-based criteria will be used to prioritize enrollment in the afterschool and summer programs based on the following factors: 1) Meets 2 or more at-risk criteria, 2) Did not meet passing standard on most current STAAR Reading or Math, 3) Received a failing grade in two or more classes in the most recent grading period, 4) Economically disadvantaged, 5) Attendance rate of 90% or lower, and/or 6) Received two or more discipline/behavior referrals within the most recent grading period. An estimated 1,792 students or 80% will qualify for priority enrollment with one or more of these criteria. Upon enrollment, student profiles will be created to document students' need for academic, behavior, and attendance support.

c. **ASSESS & RECRUIT:** Baseline data will help program staff to set goals, track and monitor student progress at quarterly checkpoints, and identify additional supports when needed. Throughout the school year, teachers will be able to make recommendations for individual students with unique academic and behavior needs to enroll in the SPARK afterschool program. The Site Coordinator will facilitate monthly monitoring meetings with SPARK teachers and staff, classroom teachers, and administrators to review and analyze data for each student, make updates to student profiles, collaborate to make any necessary improvements.

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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 SPARK afterschool/summer programs will be designed to academically align enrichment activities, structured mentoring programs, accelerated learning and tutoring services for students to meet the challenging state academic standards, TEKS, and state-required assessments, STAAR. This rural area has a high number of students from low-income families with limited or no access to quality learning and enrichment opportunities outside of the school-day. Since the districts transitioned to remote learning, students living in rural, remote areas have faced obstacles maintaining and keeping up with homework assignments due to unreliable access to quality internet services in the area. In the 2016 America After 3 PM Report: The Growing Importance of Afterschool in Rural Communities: "...3 out of 4 parents living in rural communities agree that afterschool programs can help children with their homework assignments..." The loss of learning became apparent during the beginning of the year assessments. Therefore, the SPARK programs at each location will be designed help students meet academic standards, increase school attendance, improve school-day behavior, and increase student engagement in learning through parent classes to support their child's academic growth. In 2018-2019 RVISD, GISD, and KISD all received identification for school improvement with "Targeted and Comprehensive Support & Improvement" designations. The following activities will be implemented to support the achievement of SMART goals:

- well-rounded education activities,
- literacy education, including financial literacy and environmental literacy;
- activities that support a healthy and active lifestyle, including nutritional education and regular, structured physical activity;
- services for individuals with disabilities;
- activities that emphasize language skills and academic achievement for students who are English learners;
- cultural programs;
- telecommunications and technology education programs;
- expanded library service hours;
- programs that assist students who have been truant, suspended, or expelled to improve their academic achievement;
- drug and violence prevention and counseling;
- activities that build skills in science, technology, engineering, and mathematics (STEM) including computer science and that foster innovation in learning by supporting nontraditional STEM education teaching methods;
- providing parents and legal guardians of students participating in the grant program with active and meaningful engagement in their children's education, including opportunities for literacy and related educational development.

Measures of effectiveness are embedded within the SMART goals to track the progress of all SPARK activities:
SMART Goal 1: The SPARK afterschool/summer program will work to increase the number of students who achieve Meets on STAAR Reading and Math for participating students in grades 3-6, with an increase of 10 percentage points on each district's TAPR for STAAR Reading and Math-all students by June 2022.

SMART Goal 2: By June 2022, the SPARK afterschool/summer program will work to reduce the number of students with discipline actions as reported on each campus' PEIMS Discipline Report as compared to the 2019-2020 report.

SMART Goal 3: By June 2022, SPARK afterschool/summer program will work to maintain a 95% or greater attendance rates for each participating campus with coordinated support services for students identified at-risk of truancy in grades PK-6.

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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 SPARK afterschool/summer program will consist of three main components coordinated to improve academic achievement and overall student success: (1) homework assistance, (2) tutoring, and (3) parent engagement. SPARK program and Jumpstart program will target the students identified with the greatest need for academic support and all services will be designed to impact the SMART goals. Each month, students will be provided with a SPARK menu of options to select from based on their interests and academic needs.

HOMEWORK ASSISTANCE: Classroom teachers from each campus location will be hired to work the afterschool program. This consistency provides the benefit for a seamless transition into the afterschool hours. The teachers who assigned the homework will be available to provide extra assistance and support to students with immediate and specific direction and guidance for success on each assignment. This format also creates an alignment for the homework assistance to flow from the curriculum and instruction provided during the school day. Teachers will work with students daily during after school hours to provide support on completing specific homework assignments for each night and/or weekend. Teachers will guide students by employing effective homework strategies and re-teaching to ensure comprehension and academic success. As a result, students' confidence will increase in completing their assignments, have reduced stress levels, will apply knowledge learned during class, turn assignments in on time, and will improve grade performance on report cards. In addition, high school students will volunteer as peer mentors to lead and facilitate the bi-weekly 30-minute peer homework club. Students will benefit from the additional level of academic support through mentors which provide many benefits such as: gain practical advice and encouragement, learn from the experience of others, increase in social and academic confidence, develop communication and study skills, and develop strategies for both personal and academic issues. Parents will receive quarterly progress reports to communicate students' progress with homework assistance.

TUTORING: Program staff will review students' progress to identify specific learning gaps to structure tutorials to address the specific needs of students falling behind academically. Certified teachers will provide after school tutoring and academic support in one-on-one, small group instruction academic interventions in order for students to master the information or concepts learned in class. The following processes will be followed for tutoring support: 1) Assess students' needs and strengths, 2) Plan an approach that will help the student to be successful, 3) Teach and differentiate instructional support to address the immediate comprehension needs of students, and 4) Students will apply knowledge and increase performance in class assignments and on assessments. SPARK will be coordinated with and utilize available curriculum and instruction resources to strengthen the afterschool program services: Lexia Learning, Lexia Power Up, Lead4ward, IXL Math, American Reading Curriculum, iStation, Thinking Maps, Renaissance Learning, Study Island, and many other instructional resources.

PARENT ENGAGEMENT: According to the Youth.gov report on the benefits of parent engagement, "Family engagement in schools contributes to positive student outcomes, including improved child and student achievement, decreased disciplinary issues, improved parent-teacher and teacher-student relationships, and improved school environment." SPARK will integrate the four essential components of parent involvement that have shown evidence of a high correlation between parent engagement and an increase of student achievement and attendance: 1. caring about what occurred in the Title I classroom; 2. encouraging the student to read; 3. keeping track of the child's progress in school work; and 4. making sure that there was a place for the child to study at home.

SOCIAL AND EMOTIONAL SKILLS DEVELOPMENT: SPARK will utilize a social emotional learning (SEL) curriculum and Postive Behavior Intervention Supports (PBIS) or similar research-based SEL program. The SEL program will be coordinated with the school counselor to blend the campus-based Leader in Me (LIM) program with SPARK program activities each week. This research-based program provides a whole-school transformation model and process developed in partnership with educators that empowers students with the leadership and life skills they need to thrive in the 21st century. The LIM's CASEL-endorsed SEL curriculum helps students develop competency in Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making.

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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

RVISD, GISD, and KISD are located in a rural, small communities with little or no access to quality partnerships. Local community organizations such as churches, Veterans of Foreign Wars (VFW), Masons, Kiwanis, or Rotary Clubs will be invited to volunteer or partner to deliver any services that meet the following criteria:

1. Service/program must demonstrate the ability to improve student academic achievement, engage students, improve student attendance, and/or improve student behavior during the school day.
2. Capacity to serve a large number of students from a variety of backgrounds, ethnicities, and with special needs.
3. All participating staff/members must pass criminal background check.
4. Designate a point of contact for all communications.
5. Participate in monthly planning meetings and provide regular updates.

Each SPARK site coordinator will work with the assigned campus point of contact to schedule and coordinate the use of facility space at each campus/center location.

Each SPARK location will coordinate program services to include:

1. Child-nutrition department: to provide meals and snacks for students during program hours
2. Evaluation/PEIMS department: to collect and report student data for program performance and evaluation
3. Access to facilities, maintenance, custodial services, and security
4. Facilities and space for site coordinators, parent engagement specialist, planning meetings, parent classes, and afterschool programs and activities.

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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 field of knowledge and research to provide evidence of the positive impact of afterschool programs continues to grow. Quality afterschool programs have proven to help students increase engagement in school and academics, lower their risk of participating in dangerous behaviors to themselves or others, and increase academic performance. Across the body of research and evaluation data from the USDE's 2008 National Partnership for Quality Afterschool Learning Report, 13 best practices/quality program indicators have been identified to be associated with the implementation of quality afterschool programs. The following indicators will be designed within the SPARK program framework to ensure a high-quality program planning and implementation:

- Setting of clear goals for content area practice (i.e., literacy, math, science, arts, technology, and homework help).
- Alignment of research-based activities to achieve goals.
- Alignment of practice content materials with state standards.
- Links between practice content activities and day-school activities.
- Use of research-based curriculum and teaching strategies.
- Provision of a positive program environment.
- Employment of motivational strategies to engage students in learning.
- Promotion of student engagement (e.g., encouraging meaningful experiences).
- Effective program management/support/resources (e.g., staff/student ratio, staff educational experience, ongoing evaluation).
- Provision of opportunities for student practice.
- Periodic evaluation to check program effectiveness.
- Periodic assessment to review student progress.
- Resetting goals according to assessment results.

<https://sedl.org/afterschool/commonpractices.pdf>

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.

During the needs assessment process, transportation was identified as a potential barrier for student participation. Since the program aims to target the students "most in need" of services, the decision to include transportation services will remove potential barriers for SPARK participation. In the Educational Evaluation and Policy Analysis (April 2017), "Linking Getting to School With Going to School," reports that "bus riders had fewer days absent and were also less likely to be chronically absent, defined as missing more than ten days. Specifically, school bus riders were 3 percentage points less likely to be chronically absent." Funds will be allocated to provide transportation home each day (during the school year and roundtrip transportation during the summer program) to ensure students who live in rural and isolated areas of the county will be in attendance each day.

During registration and enrollment, parents will select an option that best meets their needs as a working parent:

- 1) Bus transportation from the child's home to school in the morning and the bus at the end of the SPARK program to their home address.
- 2) Parents will drop off their child in the morning and the child will take the bus home after the SPARK program.
- 3) Parents will drop off and pick up their child from the SPARK program each day.

SPARK will contract with the RVISD, GISD, and KISD's transportation department. All bus staff are required to maintain current CPR/First Aid training. Transportation will be provided at no cost. Transportation policies and handbook information will be reviewed and discussed during parent annual orientation, registration, and open house events. Parents and students who select bus transportation will be required to read and sign an understanding agreement that outlines safety procedures and policies for riding the bus. Each year, all bus riders will participate in a school bus safety training and demonstration. Each bus will be staffed with a bus monitor to ensure the safety of students and will have a mobile phone for use in the event of an emergency. Each bus is equipped with a security camera, mobile communication system, and safety equipment. Attendance logs track students who enter and leave.

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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.

A SPARK website linked to each school district's website will be the central platform for disseminating information about the afterschool/summer program. The Family Engagement Specialist (FES) will be responsible for managing and updating the website with frequent program updates each week. Information about each SPARK learning center, the address, building location, phone number, and point of contact information will be posted in both English and Spanish. For parents and community members without access to technology, information via print materials will be posted in both English and Spanish in public places around the community (i.e. the public library, local churches, post office, eating establishments, etc.). Public notice was given to announce each district's intent to apply for the Texas 21st Century Community Learning Centers, Cycle 11, Year 1 grant as posted on the district's website and discussed at a designated school board meeting. Upon award of the grant, public notice will also be published in the local newspapers and each school district's website as a designated 21st CCLC Texas ACE center location. The FES will coordinate and implement a marketing campaign through frequent social media postings via Twitter and Facebook, updates to the SPARK webpage, monthly newsletter, use of Remind 101 or similar text messaging system, mailing letters to parents and families, contact local news media sources (TV and radio) to announce the SPARK program, and schedule open house events with informational sessions for interested parents and community members. The Texas ACE copyright logo will be used on all marking materials and will comply with all branding guidelines. Signs will be posted outside of each center location near the street to advertise registration and enrollment is currently open.

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.

FEDERAL: RVISD, GISD, and KISD all operate a Title I School-wide program and Title I services and resources will be coordinated with 21st CCLC grant funds to maximize the use of grant funds. During afterschool/summer hours, examples of Title I funded resources may include equipment (technology, digital tablets, laptops, and desktop computers equipped with curriculum and instructional software and hardware equipment), books and materials (student reading materials, workbooks, curriculum resources, instructional games, manipulatives), positive behavior supports and personnel, assessment and progress monitoring platforms, and much more. Title II professional development will support the professional growth needs of SPARK teachers working with Title I students in the areas of Reading and Math. Title III funds will provide resources for SPARK teachers to use to support the language and literacy needs of English Learners. Title IV funds will provide access to resources and services to support social and emotional learning needs of students that may include well-rounded learning programs, suicide prevention, literacy education, financial literacy and environmental literacy, health and wellness activities including nutritional education and physical activity, cultural programs or expanded library service hours.
STATE: Each district will allocate and coordinate State Compensatory Education funds for resources and staff to support the SPARK program: attendance/truancy clerk, social worker, summer academic support program staff and services, curriculum and instructional materials, support services for at-risk students, or other relevant needs to ensure the success of the SPARK program.
LOCAL: Local funds will provide the SPARK program with access to district facilities space, custodial and maintenance staff, transportation services, safety and security, campus library and library materials, and administrative staff to collaborate with SPARK program staff and support the efforts of the afterschool and summer programs.

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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.)

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.

CAPACITY BUILDING: RVISD, GISD, and KISD SPARK programs will be designed to build capacity for sustainability beyond the program period. SPARK will utilize the current staff at each participating campus to implement programs in the afterschool/summer hours. SPARK staff will receive Texas ACE training on best practices and effective afterschool/summer program planning, management, implementation, and monitoring. By the end of the program year, staff will have gained a year of experience working in the afterschool/summer program that can be transferred to support extending the program beyond the program period.

Many of the partnerships for afterschool clubs will be facilitated by community members and volunteers with little or no cost to the school districts: Boy and Girl Scouts of America, local churches, and local sports organizations.

SUSTAINABILITY: Program evaluation data and information will be shared with school board members to provide evidence of the success of the SPARK program. The program's success will provide the impetus for school board members to vote on allocating district funds and resources to continue the program in future years. RVISD, GISD, and KISD have education foundations with a 501C-3 status. These organizations have provided financial support to the school district to continue successful and innovative education programs previously. The Parent Teacher Organization will also provide support for enrichment activities and field trips for students.

Title I and State Compensatory Education funds will continue the academic support programs for students at-risk of falling behind either during or after school hours. At the end of the program, a survey will be administered to parents to identify the need and interest for a low-cost, fee-based afterschool program.

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)

"Volunteer work offers an opportunity for individuals and communities to engage in activities that affect the common good of society." <https://education.stateuniversity.com/> The Site Coordinators will recruit student volunteers from the high school leadership and mentoring programs. Additional volunteer outreach will be conducted to include local community organizations such as Kiwanis, Lions, Rotary, Masons, or local church organizations.

Volunteers will commit to working two days a week to mentor students and/or facilitate enrichment or physical activities. Each volunteer will be required to complete a criminal background check and orientation prior to working with students. A volunteer interest survey will be administered to place volunteers in areas for best use of their talents and skills. A volunteer handbook will be provided during orientation to outline the Texas ACE and school district's volunteer policies and procedures.

Site Coordinators will manage and monitor volunteer schedules. Training will be provided to volunteers in the areas of project-based learning, positive behavior intervention strategies, best practices in student mentoring, and diversity and cultural awareness.

Local church organizations will provide volunteers for parent classes to include possible offerings: ESL/Adult Education classes, parenting skills, character development, financial literacy, health and wellness classes, and much more. Many grandparents and retirees have grandchildren or other family members who attend RVISD, GISD, and KISD schools. An invitation to volunteer will be sent out to these family members to mentor and provide enrichment activities based on their talents and skills.

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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.

SPARK will address the level of attendance through an effective parent engagement program. Research shows the impact parents have on their child's education. According to experts, the definition of parent engagement is parents and teachers sharing a responsibility to help their children learn and meet educational goals. During the onboarding process, SPARK program staff will conference with parents of students meeting the priority enrollment criteria to discuss the benefits and support services available during the afterschool program. Student profiles with formative and summative assessment data will be reviewed and discussed with parents. Together, SPARK and the parent will discuss and draft a plan for the afterschool hours to provide the additional support needed for academic success. The investment of time to engage parents in this collaborative process will yield greater program participation and attendance for students. SPARK's Family Engagement Specialist (FES) will be responsible for family outreach and communication. At the beginning of the program, the FES will communicate program attendance requirements during enrollment and registration. During information and onboarding meetings, parents will be provided with copy of the attendance policy in both English and Spanish. SPARK staff will recognize student attendance regularly and inquire with parents if attendance issues arise. SPARK staff will refer chronically absent students to the FES to make contact with families via email, phone call, or text message. If the FES is unable to reach parents through either of these methods, a home visit will be conducted to resolve attendance issues and coordinate additional support for families when needed.

SMART Goal 3: By June 2022, afterschool program services will work to maintain a 95% or greater attendance rates for each participating campus with coordinated support services for students identified at-risk of truancy. For grades K-6, dosage for a typical school year: students who attend 45+ days at 120 minutes per day (fall, spring) and 12+ days at 240 minutes during the summer.

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.

In November 2020, RVISD, GISD, and KISD conducted a survey of parents using Google survey to notify parents, staff, and the community of the districts' intent to apply for the 21st CCLC grant and to solicit feedback and input in order to identify the needs of each participating center location. The survey information was reviewed and analyzed to develop a center-level operations schedule that aligns with the identified needs of working parents residing in a rural/small school community.

The starting and ending hours were selected to meet the needs of most parents' current working schedules. The decision for starting the program right after the end of the school day will allow for students to transition into the afterschool program activities with limited disruptions and increase student attendance. SPARK's program end times will provide working parents with adequate time to pick-up students following the completion of their work day and will allow for bus riders to commute home in time for parents to arrive home from work.

The planned SPARK schedule will address the three SMART goals that were identified as the focus of this grant based on the responses from the survey results. The schedule will ensure meeting measures of effectiveness and student service targets to maintain center-level quality. SPARK's activities and operation schedule will provide:

- a. SMART Goal 1: Homework assistance and tutoring support for students in Reading and Math in order to increase the number of students who achieve Meets on STAAR Reading and Math for participating students.
- b. SMART Goal 2: Character education, service learning, social-emotional learning, and positive behavior intervention supports to reduce the number of students with discipline actions as reported on each campus' PEIMS Discipline Report as compared to the 2019-2020 report.
- c. SMART Goal 3: Enrichment activities and academic clubs to engage students to maintain a 95% or greater attendance rates for each participating campus with coordinated support services for students identified at-risk of truancy.

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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.	Project Director	\$65,000
2.	Site Coordinators and Family Engagement Specialist	\$165,000
3.	Professional/support staff extra-duty pay for working afterschool program for 5 centers	\$672,750
4.	Secretary/administrative assistant/data entry clerk part-time/grant bookkeeper/accountant	\$50,000
5.	Benefits	\$74,620

Professional and Contracted Services

6.	Evaluator services (\$3,000/center location)	\$15,000
7.	Quality & Assurance Training	\$6,000
8.	Consultants for enrichment opportunities	\$35,000
9.	Single Audit/Accounting contracted services	\$4,000
10.	Parenting program services/classes \$5,000/center location	\$25,000

Supplies and Materials

11.	Supplies and materials \$5000/center	\$25,000
12.	Parent and family engagement supplies/materials (5 center locations)	\$25,000
13.		
14.		

Other Operating Costs

15.	Field trip costs \$5000/center/Nutritional Snacks	\$75,000
16.	Professional development costs (\$5,000/center location)	\$25,000
17.	Transportation for students	\$95,000

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

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Appendix I: Negotiation and Amendments

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

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the Administering a Grant page of the TEA website and may be 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: 126907

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	126907101	Rio Vista Elementary School, 501 South Cleburne Whitney Rd, Rio Vista, TX 76093, 817-760-0762	0	PK-4	300	150
2	126907041	Rio Vista Middle School, 309 South Cleburne Whitney Rd, Rio Vista, TX 76093, 817-760-0766	0	5-6	150	75
3	126906101	Keene Elementary School, 300 Hwy 67 E, Keene, TX 76059	0	PK-5	400	200
4	126911101	Godley Elementary School, 604 N Pearson, Godley, TX 76044, 817-592-4410	0	PK-1	400	200
5	126911042	Godley Intermediate School, 309 N Pearson, Godley, TX 76044, 817-592-4380	0	2-6	800	400
6						
7						
8						
9						
10						

Texas ACE Center Operations Schedule (one per center)							Program Year 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	126907101	Rio Vista Elementary School, 501 South Cleburne Whitney Rd, Rio Vista, TX 76093, 817-760-0762					PK-4	300	150				
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>		7/5/21			8/5/21			5					
Fall Term		8/23/21			12/17/21			16					
Spring Term		1/3/22			5/27/22			20					
Summer Term		6/27/22			7/28/22			5					
Total number of weeks:								46					
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	8:00			2:00	
Tuesday			3:30	6:30			3:30	6:30	8:00			2:00	
Wednesday			3:30	6:30			3:30	6:30	8:00			2:00	
Thursday			3:30	6:30			3:30	6:30	8:00			2:00	
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)	N/A												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Jump Start Schedule will start at 8:00 am and end at 2:00 p.m.												
Parent/Legal Guardian Activities	Bi-weekly parent trainings 6:30-7:30 pm												

Texas ACE							Program Year						
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	126907041	Rio Vista Middle School, 309 South Cleburne Whitney Rd, Rio Vista, TX 76093, 817-760-0766					5-6	150	75				
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>			7/5/21			8/5/21			5				
Fall Term			8/23/21			12/17/21			16				
Spring Term			1/3/22			5/27/22			20				
Summer Term			6/27/22			7/28/22			5				
Total number of weeks:									46				
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	8:00			2:00	
Tuesday			3:30	6:30			3:30	6:30	8:00			2:00	
Wednesday			3:30	6:30			3:30	6:30	8:00			2:00	
Thursday			3:30	6:30			3:30	6:30	8:00			2:00	
Friday			3:30	6:30			3:30	6:30					
Saturday													
Sunday													
Total Hours Per Week:													
Adjunct Sites, If applicable (site name and full address)	N/A												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)													
Parent/Legal Guardian Activities	Bi-weekly parent trainings 6:30-7:30 pm												

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 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	126906101	Keene Elementary School, 300 Hwy 67 E, Keene, TX 76059					PK-5	400	200				
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			08/09/21			12/17/21			18				
Spring Term			01/10/22			06/09/22			18				
Summer Term			06/13/22			07/14/22			5				
Total number of weeks:									41				
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			3:20	6:20			3:20	6:20	8:30			2:30	
Tuesday			3:20	6:20			3:20	6:20	8:30			2:30	
Wednesday			3:20	6:20			3:20	6:20	8:30			2:30	
Thursday			3:20	6:20			3:20	6:20	8:30			2:30	
Friday			3:20	6:20			3:20	6:20					
Saturday													
Sunday													
Total Hours Per Week:	15				15				24				
Adjunct Sites, If applicable (site name and full address)	N/A												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)													
Parent/Legal Guardian Activities	Bi-weekly parent trainings 6:20-7:20 pm												

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	126911101	Godley Elementary School, 604 N Pearson, Godley, TX 76044, 817-592-4410						PK-1	400	200			
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		Aug. 4, 2021			Dec. 17, 2021			19					
Spring Term		Jan 10, 2022			June 10, 2022			21					
Summer Term		June 13, 2022			July 19, 2022			6					
Total number of weeks:								46					
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	6:30	7:30	3:45	6:30	6:30	7:30	3:45	6:30	8:30			3:30	
Tuesday	6:30	7:30	3:45	6:30	6:30	7:30	3:45	6:30	8:30			3:30	
Wednesday	6:30	7:30	3:45	6:30	6:30	7:30	3:45	6:30	8:30			3:30	
Thursday	6:30	7:30	3:45	6:30	6:30	7:30	3:45	6:30	8:30			3:30	
Friday	6:30	7:30	3:45	6:30	6:30	7:30	3:45	6:30					
Saturday													
Sunday													
Total Hours Per Week:	18.75				18.75				28				
Adjunct Sites, If applicable (site name and full address)	N/A												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)													
Parent/Legal Guardian Activities	Bi-weekly Parent Training 6:30-7:30 pm												

Texas ACE							Program Year						
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 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	126911042	Godley Intermediate School, 309 N Pearson, Godley, TX 76044, 817-592-4380						2-6	800	400			
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				Aug. 4, 2021			Dec. 17, 2021			19			
Spring Term				Jan 10, 2022			June 10, 2022			21			
Summer Term				June 13, 2022			July 19, 2022			6			
Total number of weeks:										46			
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	6:30	7:30	3:45	6:30	6:30	7:30	3:45	6:30	8:30			3:30	
Tuesday	6:30	7:30	3:45	6:30	6:30	7:30	3:45	6:30	8:30			3:30	
Wednesday	6:30	7:30	3:45	6:30	6:30	7:30	3:45	6:30	8:30			3:30	
Thursday	6:30	7:30	3:45	6:30	6:30	7:30	3:45	6:30	8:30			3:30	
Friday	6:30	7:30	3:45	6:30	6:30	7:30	3:45	6:30					
Saturday													
Sunday													
Total Hours Per Week:	18.75				18.75				28				
Adjunct Sites, If applicable (site name and full address)	N/A												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)													
Parent/Legal Guardian Activities	Bi-weekly Parent Training 6:30-7:30 pm												

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 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													
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													
Spring Term													
Summer Term													
Total number of weeks:													
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													
Tuesday													
Wednesday													
Thursday													
Friday													
Saturday													
Sunday													
Total Hours Per Week:													
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													

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 #	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													
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													
Spring Term													
Summer Term													
Total number of weeks:													
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													
Tuesday													
Wednesday													
Thursday													
Friday													
Saturday													
Sunday													
Total Hours Per Week:													
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													

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 #	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													
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													
Spring Term													
Summer Term													
Total number of weeks:													
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													
Tuesday													
Wednesday													
Thursday													
Friday													
Saturday													
Sunday													
Total Hours Per Week:													
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													

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 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													
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													
Spring Term													
Summer Term													
Total number of weeks:													
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													
Tuesday													
Wednesday													
Thursday													
Friday													
Saturday													
Sunday													
Total Hours Per Week:													
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													

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 10	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													
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													
Spring Term													
Summer Term													
Total number of weeks:													
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													
Tuesday													
Wednesday													
Thursday													
Friday													
Saturday													
Sunday													
Total Hours Per Week:													
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													



GODLEY INDEPENDENT SCHOOL DISTRICT
313 N. PEARSON ST. • GODLEY, TEXAS 76044
(817) 592-4300 • FAX (817) 592-4296



To Whom It May Concern:

October 29, 2020

This letter of agreement is to indicate Godley ISD's support and full participation with Rio Vista ISD as a member of a Shared Services Arrangement (SSA) in the 21st Century Community Learning Centers (CCLC) Grant for the 2021-2022 school year.

Godley ISD supports the creation of community learning centers that will provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. The district's participation in this grant program will help students meet state and local student standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that can complement their regular academic programs; and offers literacy and other educational services to the families of participating children.

Godley ISD's 21st CCLC agrees to provide opportunities for:

- academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet the challenging state academic standards.
- a broad array of additional services, programs, and activities, such as youth development activities, service learning, nutrition and health education, drug- and violence-prevention programs, counseling programs, arts, music, physical fitness and wellness programs; technology education programs, financial literacy programs, environmental literacy programs, mathematics, science, career and technical programs, internship or apprenticeship programs, and other ties to an in-demand industry sector or occupation for high school students that are designed to reinforce and complement the regular academic program of participating students
- Offer families of students served by community learning centers opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development.

Each center location will meet program compliance with:

1. Required staffing: project director, site coordinator and family engagement specialist
2. Adherence to a TEA-approved schedule that meets minimum daily/weekly hour requirements
3. Attendance at required conference/trainings
4. Follow the Texas ACE Blueprint
5. Collecting and reporting program data and evaluation

We look forward to being a part of the 21st CCLC grant with Rio Vista ISD and will provide our full support to ensure the success of this program for meeting the academic needs of our students.

Sincerely,

Bryan Myres
Executive Director of Finance

KEENE INDEPENDENT SCHOOL DISTRICT

P.O. Box 656
Keene, Texas 76059

www.keeneisd.org

817-774-5200
Fax 817-774-5400

Ricky Stephens

Superintendent

Sandy Denning

Asst. Superintendent

To Whom It May Concern:

10-28-20

This letter of agreement is to indicate Keene ISD's support and full participation with Rio Vista ISD as a member of a Shared Services Arrangement (SSA) in the 21st Century Community Learning Centers (CCLC) Grant for the 2021-2022 school year.

Keene ISD supports the creation of community learning centers that will provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. The district's participation in this grant program will help students meet state and local student standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that can complement their regular academic programs; and offers literacy and other educational services to the families of participating children.

Keene ISD 21st CCLC agrees to provide opportunities for:

academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet the challenging state academic standards.

a broad array of additional services, programs, and activities, such as youth development activities, service learning, nutrition and health education, drug- and violence-prevention programs, counseling programs, arts, music, physical fitness and wellness programs; technology education programs, financial literacy programs, environmental literacy programs, mathematics, science, career and technical programs, internship or apprenticeship programs, and other ties to an in-demand industry sector or occupation for high school students that are designed to reinforce and complement the regular academic program of participating students

Offer families of students served by community learning centers opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development.

Each center location will meet program compliance with:

Required staffing: project director, site coordinator and family engagement specialist

Adherence to a TEA-approved schedule that meets minimum daily/weekly hour requirements

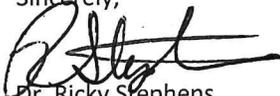
Attendance at required conference/trainings

Follow the Texas ACE Blueprint

Collecting and reporting program data and evaluation

We look forward to being a part of the 21st CCLC grant with Rio Vista ISD and will provide our full support to ensure the success of this program for meeting the academic needs of our students.

Sincerely,



Dr. Ricky Stephens

Superintendent Keene ISD

Keene Independent School District does not discriminate on the basis of race, color, national origin, age, sex, or disability in its employment, practices, activities and programs.

El distrito independiente de la escuela de Keene no discrimina en base de la raza, del color, del origen nacional, de la edad, del sexo, o de la inhabilidad en su empleo, prácticas, actividades y programas.