



**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
- 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
Academic Achievement: The percent of students that Met Grade Level Standards for reading (35%) and math (37%) at partnering schools is well below the statewide percents for both reading (48%) and math (52%)	In order to positively impact academic achievement, ACE will work with core-day teachers to identify and recruit students most in academic need. Furthermore, ACE will offer academic enrichment opportunities, tutoring, and homework assistance which will be aligned with core day lessons and TEKS. ACE will employ core day teachers to ensure alignment between school day and ACE.
Enrichment: All participating schools are located in rural communities and 76% of students economically disadvantaged. Surveys indicated less than 20% of families have access to activities outside of school.	To provide students access to opportunities including youth development and leadership, nutrition and health education, art, music, dance, and drug prevention, ACE will partner with Texas A&M AgriLife and outside vendors. These partnerships will allow students access to enrichment activities during ACE.
Family Support: 100% of participating districts reported limited parental involvement with the campus. 65% of parents surveyed stated they were interested in attending parent nights which focused on family engagement and academic support.	The Family Engagement Specialist and Site Coordinator will meet with each campus to discuss strategies for engaging families. Parents will be personally contacted and invited to events. A variety of parent events will be offered including academic family nights, parenting strategies, financial literacy, and ESL. Family events will be offered at various times to accommodate families schedules.

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.

75% of students that enroll in the 2021-2022 Nita M Lowey 21st CCLC program will attend a minimum of 45 days and participate in both academic and enrichment activities, which will result in increased academic achievement, increased school day attendance, and improved behavior by the end of the school year.

At the end of the school year, 60% of students attending the 2021-2022 Nita M. Lowey 21st CCLC program a minimum of 45 days will show an increase in academic achievement. Academic achievement will be measured by reading and math benchmark scores on local assessments for Kindergarten-3rd grade students and by reading and math STAAR scores for 4th-8th grade students.

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

To ensure adequate progress is being made toward goals, quarterly progress checks will occur. During quarterly meetings, the PD and SC will review center level data. Action plans will be developed for any centers not meeting benchmarks. The PD will follow up with the SC weekly to ensure the action plan is being followed

First-quarter benchmarks will include

- 1) 100% of students identified as most in need and recommended for ACE by core day teachers have been invited.
- 2) 75% of students enrolled in ACE have attended at least ten times
- 3) 100% of ACE activities are high quality, engaging, intentionally designed, and aligned with core day TEKS.
- 3) Student interest surveys have been completed

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6. Measurable Progress (Cont.)

Second-Quarter Benchmark

The second-quarter benchmark meeting will occur at the end of January. The SC and PD will review center level data. Action plans will be created for centers not meeting second quarter benchmarks.

Second-quarter benchmarks include:

- 1) SC has beginning of the year benchmark data for 100% of students enrolled in ACE
- 2) SC has academic achievement tracking data from core day teachers for 100% of students enrolled in ACE
- 3) 80% of students enrolled in ACE have attended at least 30 times
- 4) 100% of ACE students are enrolled in academic assistance based on their individual academic needs
- 5) 100% of the ACE activities are high quality, intentionally designed, engaging, and aligned with core day TEKS.
- 6) Student voice and choice is reflected in the activity schedule.

Third-Quarter Benchmark

The third-quarter benchmark meeting will occur in April. The SC and PD will review center level data. Action plans will be created for centers not meeting third quarter benchmarks. Third-quarter benchmarks include:

- 1) SC has ongoing academic tracking data from core day teachers for 100% of students enrolled in ACE
- 2) SC has middle of the year benchmark data for 100% of the students enrolled in ACE
- 3) Middle of the year benchmark data has been analyzed and students not making progress have been identified. Specific plans of action have been written for students not showing progress
- 4) 80% of students enrolled in ACE have attended at least 45 days
- 5) 100% of ACE students are attending academic assistance based on their individual academic needs
- 6) Student voice and choice is reflected in the activity schedule which has been updated based on student interest.

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.

ESC Region 12 will utilize comprehensive evaluation data in its continuous improvement efforts to monitor the attainment of the goals and objectives of the grants. The Quality Assurance Process (QAP) as described in the Texas ACE Blueprint, will provide feedback throughout the year (fall, winter, spring). The project director (PD) will review feedback from the QAP to identify areas of improvement. Feedback and suggestions from the QAP will be implemented immediately.

Independent, objective feedback is critical for continuous quality improvement and ongoing sustainability. Therefore an independent evaluator with expertise in 21st CCLC programs will evaluate the grant. Through quarterly visits, the evaluator will assess program progress and provide oral and written feedback. Feedback from visits in conjunction with feedback from various stakeholders, student achievement data, and attendance data will be analyzed to determine whether or not ACE activities are being implemented as planned to achieve goals and objectives. The PD will be responsible for reviewing data on an ongoing basis to determine if quarterly benchmarks are being met, to assess the effectiveness of programming, to identify programs that are not making adequate progress towards program goals, and developing action plans in response to findings.

The PD will host monthly training during which center level data will be reviewed. Additionally, formal quarterly benchmark meetings will be held to assess each center's progress towards the overall program goals. During quarterly meetings, the PD, SC, and campus administration will review evaluation feedback, student achievement data (benchmark scores, classroom grades), ACE attendance and enrollment patterns, and behavior reports. Action plans will be created for any centers not making adequate progress towards program goals. Action plans will identify steps necessary for the centers to take to ensure they meet their yearly goals. The PD will follow up with the SC biweekly to monitor the progress of the action plan.

Continual monitoring, assessing, and improving the program will allow programs to adapt and refocus throughout the year based on the needs of the students at each center.

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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: ESC Region 12 conducted a regional data analysis to identify communities and schools that could benefit from ACE resources in reasonable proximity to the fiscal agent. The ESC Region 12 grant department conducted a needs assessment based on academic achievement data from TEA, District and Campus Improvement Plans, performance data, and census data. The seven partnering school districts of Hamilton, Chilton, Itasca, Kerens, Rosebud-Lott, Wortham, and Corsicana were identified. The identified schools all demonstrated a high population of students with academic needs, an increasing population of economically disadvantaged students, and an above-average percent of at-risk students. Six of the nine campuses (Chilton, Itasca, Kerens, Carroll Elementary, Fannin Elementary, Jose Antonio Navarro Elementary) are comprehensive or targeted support campus and have an "at-risk" population greater than the state average. These six campuses will serve 1,000 students, 68% of the students served in the ESC Region 12 ACE Cycle 11 grant. Once school districts were identified, ESC Region 12 worked with each center to determine center level needs. A variety of data sources including parent and student surveys, teacher surveys, disaggregated student-level achievement data, community surveys, and census data were analyzed. Survey data showed high levels of support from campus administrators, teachers, parents, and community members. Throughout the process common needs began to develop 1) There are large gaps in academic achievement between the at-risk population and their peers. 2) Students are not able to connect academic skills to the real world 3) There are large numbers of working two-parent and single-parent homes in communities with limited child care. 4) Working parents are forced to leave younger children at home with their siblings. 5) Parents have limited education and lack the skills necessary to help with homework. 6) A large percentage of students rely on the bus for transportation needs.

B: Needs assessments indicated the number of students meeting grade-level standards in math (37%) and reading(35%) was significantly lower than the statewide percent (52%, 48%). When compared to their peers, achievement scores were significantly lower for at-risk and economically disadvantaged students. Therefore, at-risk and economically disadvantaged students that do not meet grade-level benchmark standards were deemed "most in need" at each campus. This population of students accounts for 35%-65% of students at each campus. Each center will serve 30%-40% of the students on their campus, 100 % of which have been identified as most in need students. The ACE Cycle 11 grant will serve a minimum of 1,475 students, which will account for 75% of the "most in need" students.

C. Collaboration and communication between the site coordinator (SC) and core day teachers will ensure that ACE is continually recruiting and serving the most in need students. The (SC) will attend grade-level planning meetings and data meetings so they will be aware of any students not meeting academic expectations. The SC will reach out to students and parents to explain the program and provide registration forms. Additionally, core day teachers will have ACE referral forms to refer students to ACE based on academic performance, behavioral issues, attendance issues, or other concerns. The ESC Region 12 ACE program will meet the needs of working families by providing safe and educational morning, after school, and summer programming that will be aligned with school day learning and TEKS. During fall and spring, all programs will offer snacks as well as transportation home. During summer, transportation will be offered to and from programming and all programs will utilize the summer feeding program to serve students lunch. Providing transportation and snacks will help ease the burden of working families and reduce barriers to academic success. Additionally, ACE programs will partner with community agencies to ensure ACE families have access to resources available to them. As family and community needs are fluid, ESC Region 12 will continually assess the needs of families and students. Parent, student, and staff surveys will be done each semester and analyzed by ACE staff to ensure programming aligns with community and family needs.

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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.

ESC Region 12, partnering school districts, and partner organizations worked together to develop programming that will enhance students' academic success, increase school day attendance, and improve school day behavior. The grant will create 9 centers in 7 districts and will serve 1,475 students and families. Each site will offer before school learning time to provide homework assistance, academic enrichment, and strategic tutoring. After school, students will have a range of learning opportunities including homework assistance, tutoring in core academic areas, STEAM, technology, fitness, maker-space, youth development, and health and wellness. The goals of these activities are to provide academic enrichment and meaningful educational experiences for enriched learning. At the grantee level the following student achievement goal will be used: At the end of the school year, 60% of students attending the 2021-2022 Nita M. Lowey 21st CCLC program a minimum of 45 days will show an increase in academic achievement. Academic achievement will be measured by reading and math benchmark scores on local assessments for Kindergarten-3rd grade students and by reading and math STAAR scores for 4th-8th grade students. To ensure this goal is met, all centers will 1) ensure all activities are intentionally designed based on the needs of students, 2) identify, recruit, and enroll the most in-need students 3) offer focused tutoring aligned to students needs (determined by benchmark data) 4) provide homework assistance to reinforce school day knowledge 5) integrate technology into learning 6) create high engagement enrichment activities with math and reading TEKS embedded in activities 7) embed academics into parent activities to equip parents with the skills necessary to provide academic support at home 8) monitor student progress and achievement 9) offer innovative summer programming to reduce the summer slide. In order for the grantee level SMART goal to be met, student growth must be traced and measured at the center level. SC will monitor student progress and ensure they are meeting progress benchmarks as set by the PD. The PD will provide training and support for centers not making progress. ACE will also focus on engaging families in their students' academic careers to provide a holistic approach to student success. Family activities will occur on an ongoing basis throughout the year. Programs will include academic family fun nights, parent workshops, GED/ESL nights, and parent cafes. Academic family nights, such as Reading with a Twist, Shake it Up Math Games, and STEM Challenges will provide families the opportunity to engage in their children's education in a fun, innovative way. Additionally, educational development courses such as GED, ESL, and Money Management will be offered directly to parents to assist with educational development. Specific family program plans for each center will be based on campus and family needs.

While the overall SMART goal focuses on academic achievement gains, ACE will also increase student attendance and improve school day behavior. The relationship between academic and behavior problems is a long-recognized phenomenon (Alexander, Entwisle, & Horsey, 1997). Therefore, improving academic achievement will positively impact student behavior. Additionally, all ACE programs will embed social-emotional learning into academic and enrichment plans and use The Toolbox: A SEL Curriculum to focus on social emotional learning. Research has shown that higher levels of social emotional learning are associated with lower incidents of behavior issues. The SC will utilize student tracking forms to track ACE student behavior. Specific SEL curriculum will be used based on identified behavior issues. ACE will work with schools to increase school day attendance in the following ways 1) offer parent education focusing on the importance of regular attendance 2) offer highly engaging enrichment activities based on students interest so students are excited to attend 3) communicate with school-day staff to monitor attendance. During the needs assessment process, it was determined, the average attendance rate for students considered "most in need" at each campus was lower than the overall attendance rate for each campus. Based on the data, the following attendance goal has been set: At the end of the school year, the attendance rate for regular ACE students will be equal to or greater than the attendance rate for the school, attendance will be measured by PEIMS data. The SC and PD will monitor progress towards student achievement and attendance goals on a regular basis. If data indicates progress is not being made, the PD and SC will meet with campus administration to determine what changes must be made to ensure ACE goals are met.

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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.

ESC Region 12, partnering school districts, and partner organizations worked together to develop programming that will improve student academic achievement, be hands-on, innovative, and engaging. A full-time project director (PD) will guide nine sites in program implementation, activity design, and programming monitoring. A full-time family engagement specialist (FES) will guide the provision of academically focused family activities and identify the use of community resources to support family needs. Each of the nine centers will have a full-time site coordinator (SC) and staffing needed to provide an adult to student ratio of 15:1. For after school programs to enhance academic achievement, alignment with the school day is necessary (Afterschool Alliance, 2011). Furthermore, amidst consistency and predictability in programming, there is also a need for variety, innovation, social interaction, and life relevance to help keep young people engaged (Halpern et al., 2013). In order to positively impact student achievement and success the following program design will be used. Each ACE Center will offer 15 hours of programming a week; 5 hours before school and 10 hours after school. Morning programming will focus on homework assistance, academic enrichment, and strategic tutoring. Afterschool programming will consist of an academic block and an enrichment block. All students will attend an academic class and enrichment class. Individual activities will vary at each center based on the needs of the school and campus, with all nine centers some form of strategic tutoring in core subjects, homework assistance, academic lessons based on Texas Home Learning (THL) curriculum, TEKS aligned academic enrichment, social-emotional learning activities, youth development, technology education, family engagement activities, and college and career exploration and training. The enrichment schedule will be updated monthly and students will choose enrichment activities based on their interest. Additionally, all ACE programs will embed social-emotional learning into academic and enrichment plans and use The Toolbox: A SEL Curriculum to focus on social emotional learning. Research has shown that students that use The Toolbox show improved attitudes about self and others, increased pro-social behavior, lower levels of problem behaviors and emotional distress, and improved academic performance (Catalano et al., 2002; Greenberg et al.) Family events will be offered on an ongoing basis and will be based on the needs of the students and families at each center.

Alignment and coordination with the regular school day will occur in several ways: 1) SC will be housed on their respective campuses and attend all school day training, professional development, and meetings. 2) SC will attend grade-level planning meetings to ensure ACE lessons are aligned with core day TEKS. 3) When possible, ACE will employ core-day teachers that have first-hand knowledge of students and core day lessons. 4) SC will have access to core day lessons. 5) SC will communicate with core day teachers regarding student progress and achievement. 5) SC will review benchmark data for all ACE students. 6) SC will utilize THL activities and lessons to supplement core day lessons. The aforementioned steps will ensure the ACE program is 100% aligned with the school day. The SC will be responsible for activities oversight and ensuring activities are engaging to students. Activity oversight will be an ongoing process. Student interest surveys will be used to drive activity design, as student voice and choice is critical to engagement. Additionally, the SC will train front-line staff on the 5E Model-Engage, Explore, Explain, Elaborate, Evaluate, which fosters collaboration, active learning, and student engagement (Lesley University). ESC Region 12 specialists will provide training on designing hands-on, minds-on, engaging lessons. SC will review all lesson plans before implementation. During programming, the SC will perform classroom observations using the "ACE Student Engagement Tool" to determine student engagement levels. Feedback from observations will be shared with the staff. SC will meet with staff to modify activities that yielded low levels of student engagement. Students will provide feedback on each activity using the "ACE Activity Feedback Form". The SC will review feedback and adjust activities as necessary. To ensure the program is impacting student academic success and overall success, the SC will meet regularly with school-day teachers, attend grade-level meetings, and monitor student benchmark scores. The program and activities will be modified as needed to provide the highest impact. The PD will monitor each centers performance with data monitoring and site observations. The PD will assist with implementing change by providing support and training.

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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

ESC Region 12 will be partnering with Hamilton ISD, Chilton ISD, Itasca ISD, Kerens ISD, Rosebud Lott ISD, Wortham ISD, and Corsicana ISD to provide ACE services at the 13 targeted campuses at 9 centers. As exemplified by the current partnership for ACE Cycle 9 and ACE Cycle 10, the partnerships have a long-standing, multi-faceted relationship to provide K-12 grade students a continuum of education in the Heart of Texas region. This partnership allows smaller, rural districts, without the institutional capacity to manage a large 21st Century Grant, the ability to bring these much-needed services to their students and families. ESC Region 12 will provide administration and leadership support for this collaboration, including fiduciary oversight and management as the fiscal agent; will arrange and schedule meetings, webinars, and training; and will ensure all administrative and statutory requirements are met. Each district will provide adequate space for the afterschool program to operate, space for the Site Coordinator to office, assistance with student and teacher recruitment, and in-kind donations such as janitorial services, electricity, and building space,

In addition to the partnership between ESC Region 12 and the participating districts, ACE Cycle 11 has secured partnerships with multiple Texas A&M Agrilife Extension Offices in the region. Texas A&M Agrilife provides a diverse array of educational programs, activities, and resources including Food and Nutrition Educational Programs, Rural and Leadership Programs, Youth Development, and Family and Community Health. The partnership will expand the capacity of both organizations as it will allow students in Central Texas access to AgriLife programs they would otherwise not have access to. Through this partnership, AgriLife Extension Agents will work with Site Coordinators at each district to determine the needs of the students at each center. A programming schedule, specific to each center, will be created, to provide ACE students access to AgriLife programs such as Leadership Development, Gardening, Family and Community Health, and Youth Development.

For the duration of Cycle 11, ESC Region 12 will also expand their current partnership with the Baylor Research and Innovation Collaborative (BRIC). This partnership will increase ESC Region 12 ability to provide hands-on, innovative activities to meet the need of the ACE program objectives.

As stated in the name, BRIC is a collaboration of Baylor University's scientists and engineers, the advanced workforce technology training, and workforce development of Texas State Technical College Waco, Huckabee Architects, and other major regional industries such as L-3 Platform systems. Through this collaboration, the BRIC has created the STEM Academy, which strives to provide students access to engaging science and math-based activities, direct access to professionals in the workforce, and grade-specific curriculum, aligned with TEKS and based on real-world situations.

The expanded partnership between ESC Region 12 and the BRIC will provide ACE students direct access to TEKS aligned curriculum, and STEM professionals and experts. Additionally, ACE staff will gain access to additional professional development that will increase their effectiveness in ACE and the school day. The skills and knowledge they gain will outlive the life of the grant and will enhance learning for partner schools for years to come.

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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.

Research has identified the attributes and characteristics of afterschool programs that successfully promote positive youth development (Eccles & Appleton; Goodman, Eds, 2002) and academic achievement (Miller, 2003). According to McLaughlin (2002), afterschool programs are effective, intentional learning environments when they are youth-centered, knowledge-centered, and include youth in the planning process. Each ESC Region 12 ACE program will be intentionally designed based on the needs of the students at their center. The project director (PD) and site coordinator (SC) will work with campus administration to individualize the program based on the needs of the campus. Student focus groups will be created to allow for student input into activity development and program improvement. Through the partnership with Texas Agrilife, Youth Leadership classes will be offered with leadership opportunities available for students within the ACE program.

For afterschool programs to enhance academic achievement, alignment with the school day is necessary (Afterschool Alliance, 2011). Learning the same content through different and innovative approaches that only after-school can offer is extraordinarily helpful in context understanding and retention (Institute of Education Sciences). Additionally, academic and enrichment are not mutually exclusive and both research and past 21st CCLE experience have shown that instruction and learning are more meaningful when the two elements are blended into hand-on, innovative, real-world experiences (Harvard Family Research Project, 2007). Therefore, ESC Region 12 ACE will implement a model of student programming that is aligned to the school day and features of the combination of academic assistance and enrichment, with an emphasis on college and career exploration. Texas Home Learning will be used as a curriculum guide to ensure TEKS and school day alignment. Front line staff will be trained by ESC Staff to ensure they are creating innovative academic enrichment activities, hands-on, and engaging. Additionally, ACE will focus on building relationships with parents as family engagement is an integral component for student success, growth, and academic achievement (Hook, et al, 2001).

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 planning process of the ACE grant, communities, schools, and parents expressed the need for students to have a safe way to get home after programming. The large geographic boundaries of the rural districts and campuses that will be served by the grant result in transportation being a major barrier for students and families. Many parents must commute to larger cities, traveling 30-60 minutes one way, for employment, and are unable to transport students home from school or after-school. Therefore, grant funds will be used to remove this barrier and provide transportation to students and families.

Transportation from school to the center: Each of the 9 centers operates at their respective campuses, so students will already be present at their center. Transportation between the school and center is not needed.

Transportation from the center to home: Upon enrollment in ACE, students will submit a registration form that includes a preferred method of dismissal and is signed by the parents or legal guardian. Options for dismissal include parent pick-up and bus transportation. The Site Coordinator will contact parents to confirm each student's dismissal. Any transportation changes must be requested, in writing, by a parent or legal guardian and sent directly to the Site Coordinator. The Site Coordinator will provide the ACE Bus List to the transportation manager for Afterschool Bus Routes to be created. The Site Coordinator will receive a copy of the students on each bus route. After ACE, all bus riders will be escorted by their ACE teacher to the bus and the Site Coordinator will check off student names as they enter the bus. Car riders will be escorted to the car pick up area and to be signed out and released to their parent/guardian. These safety checks ensure all students are safe and accounted for after ACE. Kindergarten and 1st-Grade students will not be allowed to exit the bus if a parent/guardian is not home. The student will be returned to the campus and parents will be contacted.

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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.

Community stakeholders, families, school leaders, and ESC Region 12 leaders were all involved in the needs assessment and planning process for the grant. Therefore, stakeholders have a vested interest in the centers' success, are eager to share information about the community learning center within their community, and will be a vital part of the communication strategy. Information related to the centers' location, operational hours, and purpose along with promotional materials found on MyTexasAce will be shared with stakeholders via e-mail and at Community Taskforce meetings. Stakeholders will then disseminate the information to others in the community by word of mouth, newspaper articles, and speaking at local events. Additionally, as a positive relationship with the media is a key component to information dissemination and sustainability, ESC Region 12's Communication and Marketing Team will use their existing relationship with local and regional media to share information related to the community learning center's locally as well as regionally.

Upon notice of the grant award, local and regional media will receive a press release about the ACE program. The press release will be shared on ESC Region's web-page, each campus's web-page, all social media channels including but not limited to ESC Region 12's Facebook and Twitter, each campus's Facebook and Twitter, on local television channels, and in each communities newspaper. Each campus will send a campus-wide grant notification letter home with students and utilize their campus-wide messenger to send notifications via text and phone. On an ongoing basis, the information will be shared at campus-wide events such as an open house, parent night, and extracurricular events. Students will utilize technology skills acquired in enrichment to create videos and podcasts that can be shared with the media and on social media. National events such as Lights on After School will also be used to highlight each center.

Due to the diverse student population, all communication will be shared in English as well as Spanish.

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.

Coordination of federal, state, and local resources effectively delivers necessary public resources to those identified as needing assistance. Historically, these populations have been difficult to reach. However, aligning resources and efforts will maximize the impact of all efforts and provides resources to families at the 9 ACE Centers. 21st Century CCLC funds will be used to supplement, not supplant, district efforts to increase academic achievement, increase attendance, and decrease behavioral issues. The ACE program will: Utilize free and reduced food services to provide snacks/meals to ACE students. Expand current tutorials by providing additional staffing and transportation to reduce barriers. Expand summer programming by extending hours, and increasing staff. Work with the local community to provide ESL and GED classes. Expand parent involvement by creating Parent Resource Centers, providing monthly parent events, and coordinating efforts with schools who have earmarked \$1,000 in Title One funds for family events. Utilize school facilities, at no cost, for fall, spring, and summer programs.

Program Priority 1-21st CCLC Program Integration- ESC Region 12 Cycle 11 will integrate Texas Home Learning (THL) 3.0 into programming at all 9 ACE Centers. THL 3.0 provides high-quality instructional materials that can be leveraged to enhance student learning and close learning gaps. During 2019/2020 ESC Region 12 Cycle 9 schools utilized THL curriculum during summer programming. Pre and Post-test benchmark scores showed the inclusion of THL in Summer ACE positively impacted student achievement in math and reading. Continued use of THL during fall programming yielded similar results. Therefore, all ACE Cycle 11 centers will use THL to guide ACE programming. As reading and math were identified as areas of academic need, math and reading portions of THL will be used. The diagnostic tools provided will allow ACE staff to identify individual student needs and learning gaps. Once needs are identified, THL curriculum will guide the creation of hands-on, engaging lessons. Identifying individual student needs and filling in learning gaps will increase student achievement in the short and long term.

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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.

Partnerships between the districts and the community are key to long-term program sustainability. ESC Region 12 has a history of forming partnerships with the community in an effort to enhance and sustain programming. With assistance from the ESC 12, a Community Afterschool Taskforce (CAT) will be created at each district to help support and sustain the ACE program. CAT members will include stakeholders from the school (SC, PD, campus administration), community partners (local business leaders, religious organizations, non-profit leaders), and family members. This campus-based committee will provide guidance and planning for the long-term sustainability of ACE. To aid in the sustainability efforts, the project director will attend TEA sponsored training for sustainability and will reach out to programs that have successfully sustained in the past. The PD will then lead the CAT in sustainability planning. Specific sustainability efforts fluctuate by district and campus, so during the first two years of ACE community members, families, and school staff will be surveyed to determine the specific needs of each community. Once sustainability needs are identified, the PD will work with each CAT to share sustainability tools and strategies to come up with campus-specific sustainability plans. The following grant wide sustainability efforts will include; providing a range of professional development activities to program staff to build capacity that will be useful beyond the scope of the grant, strengthening key partnerships within each community, providing sustainability training, providing curriculum and programs that will outlive the grant cycle.

Each of the seven districts partnering within this project has demonstrated unified support and a commitment to continue OST programming after the grant period, as outlined in the attached letters of support signed by the respective board members. Each letter outlines specific steps to be taken to continue grant activities after Cycle 11 funding has ended.

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)

Volunteers from the community and local organizations not only provide services, but also a strong connection between the school, the neighborhood, and the broader community. Volunteers must provide high-quality services to students to further progress towards the goals and objectives of the program. Partnerships with local community organizations through the Community After School Task Force (CAT) will provide social networks for community members to discover volunteer opportunities, and for the CAT to recruit highly qualified community members to serve as volunteers. Promotional materials disseminated throughout the community will include information about volunteering with the ACE Program .

Once volunteers are identified, they will go through the volunteer process of their center, which will include a background check. The SC will work with campus administration to determine the best use of each volunteer based on their qualifications and the needs of the center. The SC will provide training in any policies and safety procedures that volunteers need to be aware of as well as training specific to afterschool programming. Volunteers will be given schedules and specific assignments and will be supervised by the site coordinator much in the same way as paid staff. Volunteers will be encouraged to provide feedback to staff on the program and student needs. Volunteers will be included in the project evaluation through surveys.

The SC and FES will also work to encourage parents to participate in programs that will bring them into the schools as volunteers. Parent advisory groups will be created at each campus to plan and assist with family events. Parent advisory groups will be vital to increasing parent engagement and sustaining parent activities at the end of the grant cycle.

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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.

Higher levels of attendance (60 or more days) in 21st CCLC funded programs were associated with higher levels of TAKS-(Reading/ELA and mathematics) performance, reduced school-day disciplinary incidents and absences and supported grade-level promotion (AIR 21st CCLC Evaluation Report, 2013). For program goals to be met, student attendance must be regular, occurring multiple times a week for a minimum of two hours each time. The following attendance goals will be used to ensure student attendance targets and dosage are met.

By December, all ACE centers will have ACE enrollment equal to or greater than their required student number. By the conclusion of the spring term, all ACE centers will have met their attendance targets for the year.

Students identified as most in need will be recruited for ACE. Campus administrators, core day teachers, and the site coordinator (SC) will work in collaboration to select students. All potential students will be mailed an ACE invitation letter and registration form. The SC will follow up with any students that do not return the enrollment form. An ACE informational meeting will be held in August to explain the importance of regular ACE attendance. The SC will monitor attendance and reach out to students that are not attending regularly. The SC will work with the school to eliminate any attendance barriers that exist. Additionally, providing hands-on, engaging, student-led, student-selected activities will increase student enjoyment and ensure regular attendance. Consistent attendance in high-quality summer programs can reduce the summer slide. Therefore, during summer, ACE programs will serve 25% of their required students with an attendance rate of 75%. The SC and school administrators will identify students most in need for summer. All identified students will be personally invited by the SC. Attendance will be monitored and the SC will work with families to ensure all attendance barriers are reduced. Summer programming will include student-led project-based learning and field trips. Innovative, student-led programming will increase attendance rates as students will have ownership in their learning.

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.

After performing a comprehensive needs assessment of students, families, and campus needs, ESC Region 12 has strategically aligned the grant budget to provide the highest quality after-school program that will work to ensure student success. Findings from the overall needs assessment indicated the management structure that is currently being used in Cycle 9 and Cycle 10 has been effective as student service targets have been met, results from the Quality Assurance Process show high-level programming at all centers, and districts routinely report improvement in ACE student's academic achievement. Utilizing a similar management system ESC Region 12 will staff a project (PD) director to oversee all aspects of the grant, site coordinators(SC) at each center to oversee the day to day operations, and a family engagement specialist(FES) to serve all schools and communities in the grant. SC's will be housed at their respective campuses which will allow them access to core day teachers, staff, and administration. They will attend grade-level meetings, meet with campus administration, and attend monthly staff meetings. During ACE, they will monitor activities through formal and informal classroom observations. The PD will use observational walk-through data, TX21st data entry, and feedback from parents, students, and campus administration to monitor for consistent programming, assess program activities, and ensure center level quality. The FES will work with SC, campus administration, and local communities to assess family needs and identify resources within the community to meet needs.

Center operations schedules and budgets were created based on center level needs. To set operations schedules, ESC Region 12 met with the administration at each campus, reviewed survey data from families, examined school calendars for the 2021-2022 school year, and analyzed attendance patterns from Cycle 9. The proposed schedules reflect the individual needs of each campus. Individual center level budgets were determined by the number of students served per campus. Each center's allocation includes funds for front line staff, program supplies, contracts with outside vendors, and transportation for students.

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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		Barrier	

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

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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.	1 Full time Project Director (PD)	\$68,000
2.	1 Full time Family Engagement Specialist (FES)	\$55,000
3.	9 Full time site coordinators (SC)	\$486,000
4.	Benefits for PD, FES, SC	\$159,500
5.	Salary and benefits for front line staff at each center	\$682,000

Professional and Contracted Services

6.	Contract Services with colleges and vendors for center level activites	\$18,000
7.	Fixed Cost for PD, FES, and SC at ESC Region 12 (phone, space, Internet access)	\$6,000
8.	Independent Evaluator	\$5,000
9.		
10.		

Supplies and Materials

11.	Supplies for family engagement purchased by FES	\$7,500
12.	Supplies for site specific expenses including curriculum, consumables, and activites	\$90,000
13.		
14.		

Other Operating Costs

15.	Travel for SC, FES, and SC to trainings, meetings, and site visits	\$28,000
16.	Student transportation between the center and home	\$95,000
17.		

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

For TEA Use Only:

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

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Center Operations Schedule

County-district number or vendor ID: 161-950

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	097902041	Hamilton Jr. High 400 S College Hamilton, TX 76431 254-386-4380	2	K-12	200	50
2	073901001	Chilton School 905 Durango Ave Chilton, TX 76632 254-546-1265	0	K-12	200	50
3	109907041	Itasca Middle School 208 N Files Itasca, TX 76055 254-678-2922 ex151	2	PreK-12	200	50
4	175907001	Kerens School 200 Bobcat Lane Kerens, TX 75144 903-396-7941	0	PreK-12	150	50
5	073905105	Rosebud Lott Elementary 1813 US-77 Lott, TX 76656 254-583-7965 ex 111	0	PreK-6	150	50
6	081905041	Wortham Middle School 201 4 th St Wortham, TX 76693 254-765-3080 Ex 3	2	PreK-12	125	40
7	175903107	Carroll Elementary 1101 E 13 th AVE Corsicana, TX 75110 903-872-3074	0	Kg-4	150	50
8	175903103	Fannin Elementary 3201 N Beaton St Corsicana, TX 75110 903-874-3728	0	Kg-4	150	50
9	175903102	Jose Antonio Navarro Elementary 601 S 45 th St Corsicana, TX 75110 903-874-1011	0	Kg-4	150	50
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	097902041	Hamilton Jr. High 400 S College Hamilton, TX 76431				K-12	200	50				
Feeder	097902102	Ann Whitney Elementary 400 S College Hamilton, TX 76431				K-5						
Feeder	097902001	Hamilton High School 610 South College Hamilton, TX 76531				9-12						
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		12/10/2021		13						
Spring Term		01/03/2022		05/13/2022		18						
Summer Term		05/30/2022		07/01/2022		5						
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	6:45	7:45	3:30	6:00	6:45	7:45	3:30	6:00	7:30	12:00	12:30	2:00
Tuesday	6:45	7:45	3:30	6:00	6:45	7:45	3:30	6:00	7:30	12:00	12:30	2:00
Wednesday	6:45	7:45	3:30	6:00	6:45	7:45	3:30	6:00	7:30	12:00	12:30	2:00
Thursday	6:45	7:45	3:30	6:00	6:45	7:45	3:30	6:00	7:30	12:00	12:30	2:00
Friday	6:45	7:45			6:45	7:45						
Saturday												
Sunday												
Total Hours Per Week:	15				15				28			
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		At the time of application, the center is planning to offer all programming in a face-to-face environment. However, remote programming will be provided, synchronously and asynchronously if needed. Field trips, which provide educational opportunities such as science museums and college visits, will be scheduled during summer programming.										
Parent/Legal Guardian Activities		Family events will be held, at minimum, once a month. Events will include Literacy Night, Math Night, Science Night, Social Media Education, and Parenting Support. Events will be held during the day as well as in the evening.										

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 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	073901001	Chilton School 905 Durango Ave Chilton, TX 76632					K-12	200	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		12/10/2021		13					
Spring Term			01/03/2022		05/13/2022		18					
Summer Term			05/30/2022		07/01/2022		5					
Total number of weeks:							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	6:45	7:45	3:45	6:15	6:45	7:45	3:45	6:15	7:30	12:00	12:30	2:00
Tuesday	6:45	7:45	3:45	6:15	6:45	7:45	3:45	6:15	7:30	12:00	12:30	2:00
Wednesday	6:45	7:45	3:45	6:15	6:45	7:45	3:45	6:15	7:30	12:00	12:30	2:00
Thursday	6:45	7:45	3:45	6:15	6:45	7:45	3:45	6:15	7:30	12:00	12:30	2:00
Friday	6:45	7:45			6:45	7:45						
Saturday												
Sunday												
Total Hours Per Week:	15				15				28			
Adjunct Sites, if applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	At the time of application, the center is planning to offer all programming in a face-to-face environment. However, remote programming will be provided, synchronously and asynchronously if needed. Field trips, which provide educational opportunities such as science museums and college visits, will be scheduled during summer programming.											
Parent/Legal Guardian Activities	Family events will be held, at minimum, once a month. Events will include Literacy Night, Math Night, Science Night, Social Media Education, and Parenting Support. Events will be held during the day as well as in the evening.											

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) 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	109907041	Itasca Middle School 208 N Files Itasca, TX 76055						K-12	200	50		
Feeder	109907101	Itasca Elementary School 300 N Files Itasca, TX 76055						Prek-5				
Feeder	109907001	Itasca High School 123 North College Itasca, TX 76055						9-12				
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			12/10/2021			13			
Spring Term			01/03/2022			05/13/2022			18			
Summer Term			05/30/2022			07/01/2022			5			
Total number of weeks:									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	6:45	7:45	3:30	6:00	6:45	7:45	3:30	6:00	7:30	12:00	12:30	2:00
Tuesday	6:45	7:45	3:30	6:00	6:45	7:45	3:30	6:00	7:30	12:00	12:30	2:00
Wednesday	6:45	7:45	3:30	6:00	6:45	7:45	3:30	6:00	7:30	12:00	12:30	2:00
Thursday	6:45	7:45	3:30	6:00	6:45	7:45	3:30	6:00	7:30	12:00	12:30	2:00
Friday	6:45	7:45			6:45	7:45						
Saturday												
Sunday												
Total Hours Per Week:	15				15				28			
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		At the time of application, the center is planning to offer all programming in a face-to-face environment. However, remote programming will be provided, synchronously and asynchronously if needed. Field trips, which provide educational opportunities such as science museums and college visits, will be scheduled during summer programming.										
Parent/Legal Guardian Activities		Family events will be held, at minimum, once a month. Events will include Literacy Night, Math Night, Science Night, Social Media Education, and Parenting Support. Events will be held during the day as well as in the evening.										

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	175907001	Kerens School 200 Bobcat Lane Kerens, TX 75144				K-12	150	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		12/10/2021		13						
Spring Term		01/03/2022		05/13/2022		18						
Summer Term		05/30/2022		07/01/2022		5						
Total number of weeks:						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	6:45	7:45	3:30	6:00	6:45	7:45	3:30	6:00	7:30	12:00	12:30	2:00
Tuesday	6:45	7:45	3:30	6:00	6:45	7:45	3:30	6:00	7:30	12:00	12:30	2:00
Wednesday	6:45	7:45	3:30	6:00	6:45	7:45	3:30	6:00	7:30	12:00	12:30	2:00
Thursday	6:45	7:45	3:30	6:00	6:45	7:45	3:30	6:00	7:30	12:00	12:30	2:00
Friday	6:45	7:45			6:45	7:45			7:30	12:00	12:30	2:00
Saturday												
Sunday												
Total Hours Per Week:	15				15				28			
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	At the time of application, the center is planning to offer all programming in a face-to-face environment. However, remote programming will be provided, synchronously and asynchronously if needed. Field trips, which provide educational opportunities such as science museums and college visits, will be scheduled during summer programming.											
Parent/Legal Guardian Activities	Family events will be held, at minimum, once a month. Events will include Literacy Night, Math Night, Science Night, Social Media Education, and Parenting Support. Events will be held during the day as well as in the evening.											

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 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	073905105	Rosebud Lott Elementary 1813 US-77 Lott, TX 76656						K-6	150	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			12/10/2021			13			
Spring Term				01/03/2022			05/13/2022			18			
Summer Term				05/30/2022			07/01/2022			5			
Total number of weeks:										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	6:45	7:45	3:30	6:00	6:45	7:45	3:30	6:00	7:30	12:00	12:30	2:00	
Tuesday	6:45	7:45	3:30	6:00	6:45	7:45	3:30	6:00	7:30	12:00	12:30	2:00	
Wednesday	6:45	7:45	3:30	6:00	6:45	7:45	3:30	6:00	7:30	12:00	12:30	2:00	
Thursday	6:45	7:45	3:30	6:00	6:45	7:45	3:30	6:00	7:30	12:00	12:30	2:00	
Friday	6:45	7:45			6:45	7:45							
Saturday													
Sunday													
Total Hours Per Week:	15				15				28				
Adjunct Sites, if applicable (site name and full address)													
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		At the time of application, the center is planning to offer all programming in a face-to-face environment. However, remote programming will be provided, synchronously and asynchronously if needed. Field trips, which provide educational opportunities such as science museums and college visits, will be scheduled during summer programming.											
Parent/Legal Guardian Activities		Family events will be held, at minimum, once a month. Events will include Literacy Night, Math Night, Science Night, Social Media Education, and Parenting Support. Events will be held during the day as well as in the evening.											

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) 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	081905041	Wortham Middle School 201 4 th St Wortham, TX 76693	K-12	125	40							
Feeder	081905102	Wortham Elementary School 201 South 4 th St Wortham, TX 76693	K-5									
Feeder	081905002	Wortham High School 201 South 4 th St Wortham, TX 76693	9-12									
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	12/10/2021	13								
Spring Term		01/03/2022	05/13/2022	18								
Summer Term		05/30/2022	07/01/2022	5								
Total number of weeks:				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	6:45	7:45	3:30	6:00	6:45	7:45	3:30	6:00	7:30	12:00	12:30	2:00
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Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		At the time of application, the center is planning to offer all programming in a face-to-face environment. However, remote programming will be provided, synchronously and asynchronously if needed. Field trips, which provide educational opportunities such as science museums and college visits, will be scheduled during summer programming.										
Parent/Legal Guardian Activities		Family events will be held, at minimum, once a month. Events will include Literacy Night, Math Night, Science Night, Social Media Education, and Parenting Support. Events will be held during the day as well as in the evening.										

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 #	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	175903107	Carroll Elementary 1101 E 13 th AVE Corsicana, TX 75110					K-4	150	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			12/10/2021			13		
Spring Term				01/03/2022			05/13/2022			18		
Summer Term				05/30/2022			07/01/2022			5		
Total number of weeks:										36		
Center Schedule												
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	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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Saturday												
Sunday												
Total Hours Per Week:	15				15				28			
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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 #	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	175903103	Fannin Elementary 3201 N Beaton St Corsicana, TX 75110					K-4	150	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			12/10/2021			13				
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Total number of weeks:									36				
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Parent/Legal Guardian Activities		Family events will be held, at minimum, once a month. Events will include Literacy Night, Math Night, Science Night, Social Media Education, and Parenting Support. Events will be held during the day as well as in the evening.											

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	175903102	Jose Antonio Navarro Elementary 601 S 45 th St Corsicana, TX 75110				K-4	150	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		12/10/2021		13						
Spring Term		01/03/2022		05/13/2022		18						
Summer Term		05/30/2022		07/01/2022		5						
Total number of weeks:						36						
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
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Saturday												
Sunday												
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Parent/Legal Guardian Activities		Family events will be held, at minimum, once a month. Events will include Literacy Night, Math Night, Science Night, Social Media Education, and Parenting Support. Events will be held during the day as well as in the evening.										



Baylor University

December 8, 2020

Partner Organization Letter of Support

Dear Texas ACE Review Committee,

Given Baylor University's long-standing partnership with Region 12, we enthusiastically support their application to the 21st Century Community Learning Centers - Texas ACE (Cycle 11) grant. Cycle 11 will provide multiple small districts in the surrounding area invaluable resources to significantly enhance student core-day learning. The afterschool programs will provide academic enrichment opportunities in literacy, math and science that will target individual academic needs as well as expose students to in-demand industries for the region.

Region 12 and Baylor University are deeply committed to supporting our community's students, parents, and school personnel together. Region 12 has an embedded, early 6,000 square foot training facility and office located within Baylor's Research and Innovation Collaborative (BRIC) facility, as part of a as part of a research partnership with Baylor University and Huckabee Architects to provide a state of the art Science, Technology, Engineering and Math (STEM) Academy.

The latest of many successful sponsored research projects between Baylor and Region 12, studied the impact of a flexible learning environment on student engagement at local elementary schools. The findings provided insightful feedback to help teachers best support their students, added to the research literature, and enabled schools to make budgetary decisions.

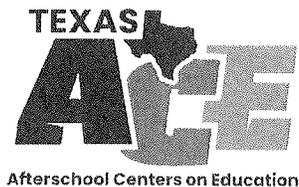
Baylor looks forward to continuing our collaboration efforts with Region 12 to better serve our community through the Texas ACE Cycle 11 grant. Baylor will continue to provide connections to researcher and experts and to access to engaging science/math-based academic enrichment opportunities.

Sincerely,

Stacey L. Smith
Director of Research Development
Office of the Vice Provost for Research
Baylor University

OFFICE OF THE VICE PROVOST FOR RESEARCH

One Bear Place #97310 • Waco, TX 76798-7310 • (254) 710-3763 • FAX: (254) 710-3252



Letter of Partnership
ESC Region 12 and Texas A&M AgriLife

Introduction

The Nita M. Lowery 21st Century Learning Communities Grant (ACE Cycle 11) supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. The program helps 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. If ESC Region 12 is awarded the Nita M. Lowery 21st Century Learning Communities Grant (ACE Cycle 11) they will operate ACE at the following districts Hamilton ISD, Chilton ISD, Itasca ISD, Kerens ISD, Wortham ISD, Corsicana ISD, and Rosebud Lott ISD. Region 12 will provide 15 hours of non-school programming focused on improving students' math and reading skills and expanding access to resources students would otherwise not have access to.

The Texas A&M Agrilife Extension office provides a diverse array of educational programs, activities, and resources including Food and Nutrition Education Programs, Rural Leadership Programs, Youth Development, and Family and Community Health.

Purpose

This Memorandum of Agreement establishes guidelines for a planned partnership between ESC Region 12 ACE Cycle 11 and Texas A&M AgriLife Extension office for Navarro County. The partnership would expand the capacity of both ACE Cycle 11 and the Texas A & M Extension office in multiple ways including but not limited to:

- Providing students at partner schools (Carroll Elementary, Fannin Elementary, Navarro Elementary, Kerens ISD) access to Texas A&M AgriLife programs they would not have access to otherwise.
- Providing students at partner schools (Carroll Elementary, Fannin Elementary, Navarro Elementary, Kerens ISD) access to enrichment opportunities outside of school day programming.
- Providing families of students at partner schools with educational opportunities related to health and wellness that they would otherwise not have access to otherwise.

Agreement

If awarded the Nita M. Lowery 21st Century Learning Communities Grant, The ESC Region 12 ACE Cycle 11 program agrees to

- Provide space for the Texas A&M AgriLife Extension office Navarro County to offer to the program.
- Work with the Texas A&M Agrilife Extension office to determine what students would benefit from programs offered by A&M AgriLife Extension office and actively recruit students to ensure regular attendance.
- Disseminate information regarding the programs offered by Texas A&M Agrilife to ACE students and families.
- Recruit ACE families and parents to attend Family and Community Health programs offered by Texas A&M Agrilife.

Texas A&M Agrilife agrees to

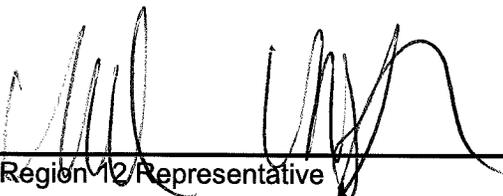
- Work with the ESC Region 12 Cycle 11 Project Director and Site Coordinators to determine what Texas A&M AgriLife programming would be most beneficial for Region 12 Cycle 11 ACE students.
- Provide programming to ESC Region 12 Cycle 11 students, targeting students that would otherwise not have access to Texas A&M AgriLife programs.
- Provide workshops related to Family and Community Health to ESC Region 12 ACE Cycle 11 families.

Funding and Financial Responsibility

No monetary funds will be exchanged. This partnership is intended to increase the capacity of both organizations by working towards shared goals.

Duration

This partnership will be effective on August 1, 2021, contingent upon ESC Region 12 being awarded the Nita M. Lowery 21st Century Learning Communities Grant. It will be reviewed and modified on an annual basis. It is an at-will agreement and can be terminated by either party with 30 days' written notice.

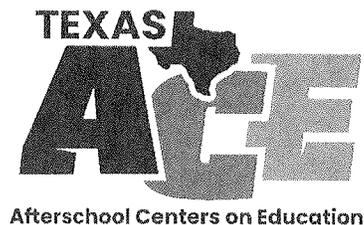


ESC Region 12 Representative

12-10-2021



Texas A&M AgriLife Representative



Memorandum of Understanding
ESC Region 12 and Texas A&M AgriLife Extension Service

Introduction

The Nita M. Lowery 21st Century Learning Communities Grant (ACE Cycle 11) supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. The program helps 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. If ESC Region 12 is awarded the Nita M. Lowery 21st Century Learning Communities Grant (ACE Cycle 11) they will operate ACE Cycle 11 at the following districts Hamilton ISD, Chilton ISD, Itasca ISD, Kerens ISD, Wortham ISD, Corsicana ISD, and Rosebud Lott ISD. Region 12 will provide 15 hours of non-school programming focused on improving students' math and reading skills and expanding access to resources students would otherwise not have access to.

Texas A&M AgriLife Extension Service (AgriLife) provides a diverse array of educational programs, activities, and resources including Food and Nutrition Education Programs, Rural Leadership Programs, Youth Development, and Family and Community Health.

Purpose

This Memorandum of Understanding establishes guidelines for a planned collaboration between ESC Region 12 ACE Cycle 11 and AgriLife. The collaboration would expand the capacity of both ACE Cycle 11 and AgriLife in multiple ways including but not limited to:

- Providing students at ESC Region 12 schools (Itasca ISD) access to AgriLife programs they would not have access to otherwise.
- Providing students at ESC Region 12 schools (Itasca ISD) access to enrichment opportunities outside of school day programming.
- Providing families of students at ESC Region 12 schools with educational opportunities related to health and wellness that they would otherwise not have access to otherwise.

Agreement

If awarded the Nita M. Lowery 21st Century Learning Communities Grant, The ESC Region 12 ACE Cycle 11 program agrees to

- Provide space for AgriLife to offer to the program.

- Work with AgriLife to determine what students would benefit from programs offered by AgriLife and actively recruit students to ensure regular attendance.
- Disseminate information regarding the programs offered by AgriLife to ACE Cycle 11 students and families.
- Recruit ACE Cycle 11 families and parents to attend Family and Community Health programs offered by AgriLife.

AgriLife agrees to

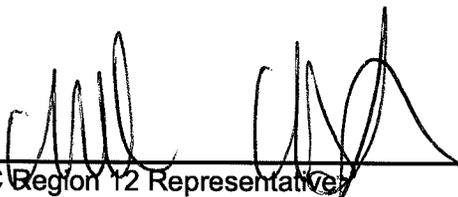
- Work with the ESC Region 12 ACE Cycle 11 Project Director and Site Coordinators to determine what Texas A&M AgriLife programming would be most beneficial for Region 12 Cycle 11 ACE students.
- Provide programming to ESC Region 12 ACE Cycle 11 students, targeting students that would otherwise not have access to AgriLife programs.
- Provide workshops related to Youth Education to ESC Region 12 ACE Cycle 11 families.

Funding and Financial Responsibility

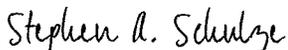
No monetary funds will be exchanged. This partnership is intended to increase the capacity of both organizations by working towards shared goals.

Duration

This partnership will be effective on August 1, 2021, contingent upon ESC Region 12 being awarded the Nita M. Lowery 21st Century Learning Communities Grant, and shall remain in effect for five (5) years. This agreement may be modified or amended if both parties agree in writing. It is an at-will agreement and can be terminated by either party with 30 days' written notice.


ESC Region 12 Representative 12-10-2020

DocuSigned by:



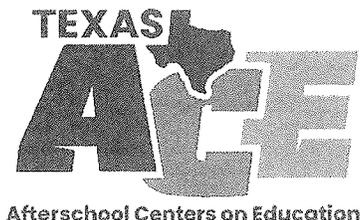
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12/10/2020

Texas A&M AgriLife Extension Service Representative

Stephen A. Schulze

Asst. Vice Chancellor for Administration, Texas A&M AgriLife



Letter of Partnership
ESC Region 12 and Texas A&M Agrilife

Introduction

The Nita M. Lowery 21st Century Learning Communities Grant (ACE Cycle 11) supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. The program helps 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. If ESC Region 12 is awarded the Nita M. Lowery 21st Century Learning Communities Grant (ACE Cycle 11) they will operate ACE at the following districts Hamilton ISD, Chilton ISD, Itasca ISD, Kerens ISD, Wortham ISD, Corsicana ISD, and Rosebud Lott ISD. Region 12 will provide 15 hours of non-school programming focused on improving students' math and reading skills and expanding access to resources students would otherwise not have access to.

The Texas A&M Agrilife Extension office provides a diverse array of educational programs, activities, and resources including Food and Nutrition Education Programs, Rural Leadership Programs, Youth Development, and Family and Community Health.

Purpose

This Memorandum of Agreement establishes guidelines for a planned partnership between ESC Region 12 ACE Cycle 11 and Texas A&M AgriLife Extension office for Hamilton County. The partnership would expand the capacity of both ACE Cycle 11 and the Texas A & M Extension office in multiple ways including but not limited to:

- Providing students at partner schools (Hamilton ISD) access to Texas A&M AgriLife programs they would not have access to otherwise.
- Providing students at partner schools (Hamilton ISD) access to enrichment opportunities outside of school day programming.
- Providing families of students at partner schools with educational opportunities related to health and wellness that they would otherwise not have access to otherwise.

Agreement

If awarded the Nita M. Lowery 21st Century Learning Communities Grant, The ESC Region 12 ACE Cycle 11 program agrees to

- Provide space for the Texas A&M AgriLife Extension office Hamilton County to offer to the program.
- Work with the Texas A&M Agrilife Extension office to determine what students would benefit from programs offered by A&M AgriLife Extension office and actively recruit students to ensure regular attendance.
- Disseminate information regarding the programs offered by Texas A&M Agrilife to ACE students and families.
- Recruit ACE families and parents to attend Family and Community Health programs offered by Texas A&M Agrilife.

Texas A&M Agrilife agrees to

- Work with the ESC Region 12 Cycle 11 Project Director and Site Coordinators to determine what Texas A&M AgriLife programming would be most beneficial for Region 12 Cycle 11 ACE students.
- Provide programming to ESC Region 12 Cycle 11 students, targeting students that would otherwise not have access to Texas A&M AgriLife programs.
- Provide workshops related to Family and Community Health to ESC Region 12 ACE Cycle 11 families.

Funding and Financial Responsibility

No monetary funds will be exchanged. This partnership is intended to increase the capacity of both organizations by working towards shared goals.

Duration

This partnership will be effective on August 1, 2021, contingent upon ESC Region 12 being awarded the Nita M. Lowery 21st Century Learning Communities Grant. It will be reviewed and modified on an annual basis. It is an at-will agreement and can be terminated by either party with 30 days' written notice.

ESC Region 12 Representative

12-20-2020

Texas A&M AgriLife Representative

Bruce Boyd CEA Ag/NR

January 18, 2021

Dr. Jerry Maze
Executive Director
Education Service Center Region 12
1201 W. Loop 340
Waco, TX 76712

Dear Dr. Maze:

The Hamilton Independent School District (HISD) Administration and the Board of Trustees wholeheartedly support the Education Service Center Region 12's (ESC 12) application for the 2021-2022 Nita M. Lowey 21st Century Community Learning Centers, Cycle 11 grant. Currently, Hamilton ISD is part of the ACE Cycle 9 Grant. Without the ACE program, students and families in our community have no other options for safe after-school programming.

As a member of the Community After School Task Force (CAT), HISD is committed to sustaining the ACE program by fostering community support through recruitment of community members and business leaders, as well as, enrolling both students and parents in the program. The CAT will ensure stakeholders in the community continue to assist the centers with outreach development programs to enlist additional volunteers, business support and service providers within the capacity and resources available to the ACE program.

The HISD and Board of Trustees agree to support and sustain the program over time in the following ways:

- HISD will house the operations of and for the ACE Program both during the school year and during the summer, utilizing existing classrooms, libraries, computer labs and gymnasium facilities at each center with no additional costs.
- HISD will ensure adequate use of space to support 15:1 student teacher ratio for the 200 required students.
- HISD will assist the ACE Site Coordinator in staff recruitment and retention of teachers and paras to work in the ACE program.
- HISD will provide the ACE Site Coordinator with suitable workspace and storage.
- The HISD Business Office has estimated that Hamilton ISD will provide over \$15,000 of in-kind donations to the ACE Program through building use, utilities, janitorial, supplies, and uses of other HISD equipment such as computers, copiers, etc.
- HISD has agreed to leverage resources for the 21st CCLC program, with each campus earmarking \$1,000 in Title 1, Part A Federal funds for parental involvement activities in the ACE Project.

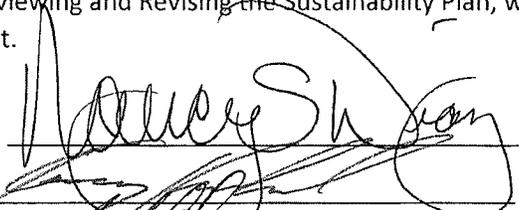
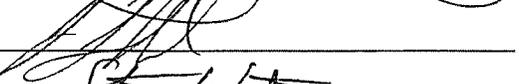
After the grant project ends, HISD is confident in the sustainability of the ACE Program through its commitment to the program in the following ways:

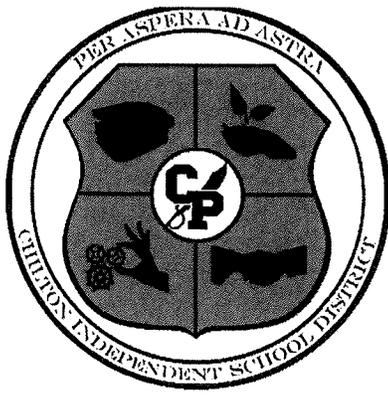
LEARN TODAY - LEAD TOMORROW

- The ACE program will provide a range of professional development for educators to build capacity in the program. This knowledge will be retained and will be utilized with students in future years.
- Leadership development activities will lead to better operations and establishment of meaningful learning environments at each campus.
- Other cost cutting measures to sustain the ACE Program would be:
 - an external evaluation to be done every three years instead of each year;
 - full-time project director and site coordinators will be reduced to part-time;
 - investments in programs, materials, and technology will be made during the grant period that will outlive the grant cycle;
 - programming for parents and families will be reduced or taken over by one of the partners;
 - summer programming will be reduced but not eliminated;
 - programs will rely more on paraprofessional rather than qualified teachers for some of the programming;
 - a fee will be charged to families on a "sliding scale" based on the Federal Lunchroom Program criteria.

The Hamilton ISD Administration and the Board of Trustees are committed to institutionalizing the ACE Program into our organization. Additionally, to ensure that ACE activities continue, HISD and its partners will implement the proven National & Community Services Sustainability Plan process. This plan includes seven important steps to program sustainability and will be integrated into the Management Plan as follows:

- Step 1- Build a "Case for Support" early in the program, by raising program awareness which has been done;
- Step 2- Create a Clear Vision, which has been accomplished;
- Step 3- Establish an Advisory Board, which has been completed;
- Step 4- Build Relationships, which have started through development of this proposal;
- Step 5- Develop a Specific Sustainability Action Plan, will be completed in years 2-3;
- Step 6- Effectively use evaluation data, outlined in the Evaluation section; and
- Step 7- Continue Reviewing and Revising the Sustainability Plan, which will occur in years 4-5 of the proposed project.

President, Board of Trustees		Date <u>1/15/2021</u>
Member, Board of Trustees		Date <u>1/15/2021</u>
Member, Board of Trustees		Date <u>1/15/2021</u>
Member, Board of Trustees	<u>Steve Waters</u>	Date <u>1-15-21</u>
Member, Board of Trustees	<u>Brenda Andrews</u>	Date <u>1-18-21</u>
Member, Board of Trustees	<u>James A. P. MD</u>	Date <u>1/18/21</u>
Member, Board of Trustees	<u>M. Shinn</u>	Date <u>1/18/21</u>



CHILTON INDEPENDENT SCHOOL DISTRICT

BRANDON HUBBARD, SUPERINTENDENT
JENNIFER SHARP, SECONDARY PRINCIPAL
CANDICE ROSS, ELEMENTARY PRINCIPAL
AMBER LIPSEY, DISTRICT COUNSELOR
CHRIS JAMES, ATHLETIC DIRECTOR

January 5, 2021

Dr. Jerry Maze
Executive Director
Education Service Center Region 12
1201 W. Loop 340
Waco, TX 76712

Dear Dr. Maze:

The Chilton Independent School District (CISD) administration and the Board of Trustees wholeheartedly supports the Education Service Center Region 12 (ESC 12) application for the 2021-2022 Nita M. Lowey 21st Century Community Learning Centers, Cycle 11 grant. Currently, Chilton ISD is part of the ACE Cycle 9 Grant. Without the ACE program, students and families in our community have limited options for safe after school programming.

As a member of the Community After School Task Force (CAT), CISD is committed to work to sustain the ACE program through community support, recruitment of community members and businesses as well as recruiting students and parents to the program. The CAT ensures that the stakeholders in the community will assist the centers in developing outreach programs to recruit additional volunteers, business support and service providers with the capacity and resources to sustain the ACE program.

CISD and Board of Trustees agree to support and sustain the program over time in the following way:

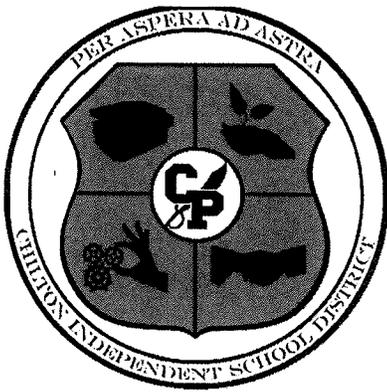
- CISD will house the operation the ACE Program both during the school year and during the summer utilizing existing classrooms, libraries, computer labs and gymnasium facilities at each center at no cost.
- CISD will ensure adequate use of space to support 15:1 student teacher ratio for the 200 required students.
- CISD will assist ACE Site Coordinator in staff recruitment and retention of teachers and paras to work in the ACE program.
- CISD will provide ACE Site Coordinator with suitable workspace and storage.
- The CISD Business Office has estimated that Chilton ISD will provide over \$5,000.00 in in-kind donations to the ACE Program through building use, utilities, janitorial, supplies, and other ISD equipment such as computers, copiers, etc.
- CISD has agreed to leverage resources to the 21st CCLC program by each campus earmarking \$1,000 in Title I Part A federal funds toward parent involvement activities in the ACE Project.

After the grant project has ended, CISD is committed to and confident of sustaining the ACE Program in the following ways:

- The ACE program will provide a range of professional development for educators to build capacity in the program. This knowledge will be retained and will be utilized with students in the future years.
- Leadership development activities will lead to better operations and establishment of meaningful learning environments at each campus.
- Other cost cutting measures to sustain the ACE Program would be:
 - an external evaluation would be done every three years instead of each year;
 - full-time project director and site coordinators will be reduced to part-time;

CHILTON INDEPENDENT SCHOOL DISTRICT

P.O. Box 488 • Chilton, Texas 76632 • Phone (254) 546-1200 • Fax (254) 546-1201 • www.chilton.org
An Equal Opportunity Employer



CHILTON INDEPENDENT SCHOOL DISTRICT

BRANDON HUBBARD, SUPERINTENDENT
 JENNIFER SHARP, SECONDARY PRINCIPAL
 CANDICE ROSS, ELEMENTARY PRINCIPAL
 AMBER LIPSEY, DISTRICT COUNSELOR
 CHRIS JAMES, ATHLETIC DIRECTOR

- investments in programs, materials, and technology will be made during the grant period that will outlive the grant cycle;
- programming for parents and families will be reduced or taken over by one of the partners;
- summer programming will be reduced but not eliminated;
- programs will rely more on paraprofessional rather than qualified teachers for some of the programming;
- a fee will be charged to families based on a “sliding scale” based on the Federal Lunchroom Program criteria.

Chilton ISD Administration and Board of Trustees are committed to institutionalizing the ACE Program. Additionally, to ensure that ACE activities continue, CISD and its partners will implement the proven National & Community Services Sustainability Plan process. This plan includes seven important steps to program sustainability and will be integrated into Management Plan:

- Step 1- Build a “Case for Support” early in the program, by raising program awareness which has been done;
- Step 2- Create a Clear Vision, which has been accomplished;
- Step 3- Establish an Advisory Board, which has been completed;
- Step 4- Build Relationships which have started through development of this proposal;
- Step 5- Develop a Specific Sustainability Action Plan, will be completed in years 2-3;
- Step 6- Effectively use evaluation data, outlined in Evaluation section; and
- Step 7- Continue Reviewing and Revising the Sustainability Plan-will occur in years 4-5 of the proposed project.

President, Board of Trustees	<u>Rodney Haele</u>	Date <u>1-18-21</u>
Member, Board of Trustees	<u>Valerie L. Wilber</u>	Date <u>1-8-2021</u>
Member, Board of Trustees	<u>[Signature]</u>	Date <u>1/19/2021</u>
Member, Board of Trustees	<u>Rebecca L. McKay</u>	Date <u>1/19/2021</u>
Member, Board of Trustees	<u>Christine Chandler</u>	Date <u>1/19/2021</u>
Member, Board of Trustees	<u>[Signature]</u>	Date <u>01/19/2021</u>
Member, Board of Trustees	_____	Date _____

CHILTON INDEPENDENT SCHOOL DISTRICT

P.O. Box 488 • Chilton, Texas 76632 • Phone (254) 546-1200 • Fax (254) 546-1201 • www.chilton.org
 An Equal Opportunity Employer

Itasca Independent School District

Dr. Mark Parsons, Superintendent

123 North College St
Itasca, Texas 76055



(254) 687-2922
FAX (254) 687-2637

January 5, 2021

Dr. Jerry Maze
Executive Director
Education Service Center Region 12
1201 W. Loop 340
Waco, TX 76712

Dear Dr. Maze:

The Itasca Independent School District (IISD) administration and the Board of Trustees wholeheartedly supports the Education Service Center Region 12 (ESC 12) application for the 2021-2022 Nita M. Lowey 21st Century Community Learning Centers, Cycle 11 grant. Currently, Itasca ISD is part of the ACE Cycle 9 Grant. Without the ACE program, students and families in our community have limited options for safe after school programming.

As a member of the Community After School Task Force (CAT), IISD is committed to work to sustain the ACE program through community support, recruitment of community members and businesses as well as recruiting students and parents to the program. The CAT ensures that the stakeholders in the community will assist the centers in developing outreach programs to recruit additional volunteers, business support and service providers with the capacity and resources to sustain the ACE program.

IISD and Board of Trustees agree to support and sustain the program over time in the following way:

- IISD will house the operation the ACE Program both during the school year and during the summer utilizing existing classrooms, libraries, computer labs and gymnasium facilities at each center at no cost.
- IISD will ensure adequate use of space to support 15:1 student teacher ratio for the 200 required students.
- IISD will assist ACE Site Coordinator in staff recruitment and retention of teachers and paras to work in the ACE program.
- IISD will provide ACE Site Coordinator with suitable workspace and storage.
- The IISD Business Office has estimated that Itasca ISD will provide over \$5,000 in in-kind donations to the ACE Program through building use, utilities, janitorial, supplies, and other ISD equipment such as computers, copiers, etc.

Itasca Independent School District

Dr. Mark Parsons, Superintendent

123 North College St
Itasca, Texas 76055



(254) 687-2922
FAX (254) 687-2637

- IISD has agreed to leverage resources to the 21st CCLC program by each campus toward parent involvement activities in the ACE Project.

After the grant project has ended, IISD is committed to and confident of sustaining the ACE Program in the following ways:

- The ACE program will provide a range of professional development for educators to build capacity in the program. This knowledge will be retained and will be utilized with students in the future years.
- Leadership development activities will lead to better operations and establishment of meaningful learning environments at each campus.
- Other cost cutting measures to sustain the ACE Program would be:
 - an external evaluation would be done every three years instead of each year;
 - full-time project director and site coordinators will be reduced to part-time;
 - investments in programs, materials, and technology will be made during the grant period that will outlive the grant cycle;
 - programming for parents and families will be reduced or taken over by one of the partners;
 - summer programming will be reduced but not eliminated;
 - programs will rely more on paraprofessional rather than qualified teachers for some of the programming;
 - a fee will be charged to families based on a "sliding scale" based on the Federal Lunchroom Program criteria.

Itasca ISD Administration and Board of Trustees are committed to institutionalizing the ACE Program. Additionally, to ensure that ACE activities continue, IISD and its partners will implement the proven National & Community Services Sustainability Plan process. This plan includes seven important steps to program sustainability and will be integrated into Management Plan:

- Step 1- Build a "Case for Support" early in the program, by raising program awareness which has been done;
- Step 2- Create a Clear Vision, which has been accomplished;
- Step 3- Establish an Advisory Board, which has been completed;
- Step 4- Build Relationships which have started through development of this proposal;
- Step 5- Develop a Specific Sustainability Action Plan, will be completed in years 2-3;
- Step 6- Effectively use evaluation data, outlined in Evaluation section; and
- Step 7- Continue Reviewing and Revising the Sustainability Plan-will occur in years 4-5 of the proposed project.

Itasca Independent School District

Dr. Mark Parsons, Superintendent

123 North College St
Itasca, Texas 76055



(254) 687-2922
FAX (254) 687-2637

President, Board of Trustees	<u>Sam Brown</u>	Date <u>1/11/21</u>
Member, Board of Trustees	<u>Mark Parsons</u>	Date <u>1/11/21</u>
Member, Board of Trustees	<u>Brian Bussett</u>	Date <u>1/11/21</u>
Member, Board of Trustees	<u>K. Oran</u>	Date <u>1/11/21</u>
Member, Board of Trustees	<u>Kelley Stone</u>	Date <u>1/11/21</u>
Member, Board of Trustees	<u>W. Stone</u>	Date <u>1/11/21</u>
Member, Board of Trustees	<u>Wilke Johnson</u>	Date <u>1/11/21</u>



Kerens ISD

200 Bobcat Lane

Kerens, TX 75144

903-396-2924

Superintendent
Mr. Martin Brumit
903-396-2924
Secondary School Principal
Mr. Greg Priddy
903-396-2931
Secondary School Assoc. Principal
Mrs. Kristen Lynch
903-396-2570
Elementary Principal
Dr. Cindy Satterwhite
903-396-7941
Athletic Director
Mr. Ted Patton
903-396-7061

Dr. Jerry Maze
Executive Director
Education Service Center Region 12
1201 W. Loop 340
Waco, TX 76712

Dear Dr. Maze:

The Kerens Independent School District (KISD) administration and the Board of Trustees wholeheartedly supports the Education Service Center Region 12 (ESC 12) application for the 2021-2022 Nita M. Lowey 21st Century Community Learning Centers, Cycle 11 grant. Currently, Kerens ISD is part of the ACE Cycle 9 Grant. Without the ACE program, students and families in our community have limited options for safe after school programming. As a member of the Community After School Task Force (CAT), KISD is committed to work to sustain the ACE program through community support, recruitment of community members and businesses as well as recruiting students and parents to the program. The CAT ensures that the stakeholders in the community will assist the centers in developing outreach programs to recruit additional volunteers, business support and service providers with the capacity and resources to sustain the ACE program.

KISD and Board of Trustees agree to support and sustain the program over time in the following way:

- KISD will house the operation the ACE Program both during the school year and during the summer utilizing existing classrooms, libraries, computer labs and gymnasium facilities at each center at no cost.
- KISD will ensure adequate use of space to support 15:1 student teacher ratio for the 150 required students.
- KISD will assist ACE Site Coordinator in staff recruitment and retention of teachers and paras to work in the ACE program.
- KISD will provide ACE Site Coordinator with suitable workspace and storage.
- The KISD Business Office has estimated that Kerens ISD will provide over \$ 5000 in in-kind donations to the ACE Program through building use, utilities, janitorial, supplies, and other ISD equipment such as computers, copiers, etc.
- KISD has agreed to leverage resources to the 21st CCLC program by each campus earmarking \$1,000 in Title 1 Part A federal funds toward parent involvement activities in the ACE Project.

After the grant project has ended, KISD is committed to and confident of sustaining the ACE Program in the following ways:



Kerens ISD

200 Bobcat Lane
Kerens, TX 75144
903-396-2924

Superintendent
Mr. Martin Brumit
903-396-2924
Secondary School Principal
Mr. Greg Priddy
903-396-2931
Secondary School Assoc. Principal
Mrs. Kristen Lynch
903-396-2570
Elementary Principal
Dr. Cindy Satterwhite
903-396-7941
Athletic Director
Mr. Ted Patton
903-396-7061

- The ACE program will provide a range of professional development for educators to build capacity in the program. This knowledge will be retained and will be utilized with students in the future years.
- Leadership development activities will lead to better operations and establishment of meaningful learning environments at each campus.
- Other cost cutting measures to sustain the ACE Program would be:
 - an external evaluation would be done every three years instead of each year;
 - full-time project director and site coordinators will be reduced to part-time;
 - investments in programs, materials, and technology will be made during the grant period that will outlive the grant cycle;
 - programming for parents and families will be reduced or taken over by one of the partners;
 - summer programming will be reduced but not eliminated;
 - programs will rely more on paraprofessional rather than qualified teachers for some of the programming;
 - a fee will be charged to families based on a "sliding scale" based on the Federal Lunchroom Program criteria.

Kerens ISD Administration and Board of Trustees are committed to institutionalizing the ACE Program. Additionally, to ensure that ACE activities continue, KISD and its partners will implement the proven National & Community Services Sustainability Plan process. This plan includes seven important steps to program sustainability and will be integrated into Management Plan:

- Step 1- Build a "Case for Support" early in the program, by raising program awareness which has been done;
- Step 2- Create a Clear Vision, which has been accomplished;
- Step 3- Establish an Advisory Board, which has been completed;
- Step 4- Build Relationships which have started through development of this proposal;
- Step 5- Develop a Specific Sustainability Action Plan, will be completed in years 2-3;
- Step 6- Effectively use evaluation data, outlined in Evaluation section; and
- Step 7- Continue Reviewing and Revising the Sustainability Plan-will occur in years 4-5 of the proposed project.

President, Board of Trustees *Jeresa Jennings* Date 1/8/2021

Member, Board of Trustees *Tyrea Boy* Date 1-8-2021

Member, Board of Trustees *[Signature]* Date 1/8/21

Member, Board of Trustees *[Signature]* Date 1/8/21



Kerens ISD

200 Bobcat Lane

Kerens, TX 75144

903-396-2924

Superintendent

Mr. Martin Brumit
903-396-2924

Secondary School Principal

Mr. Greg Priddy
903-396-2931

Secondary School Assoc. Principal

Mrs. Kristen Lynch
903-396-2570

Elementary Principal

Dr. Cindy Satterwhite
903-396-7941

Athletic Director

Mr. Ted Patton
903-396-7061

Member, Board of Trustees

Randy Bancroft

Date 1-8-21

Member, Board of Trustees

Shane L. Hill

Date 1-8-21

Member, Board of Trustees

Genny Berry

Date 1-19-21

ROSEBUD-LOTT INDEPENDENT SCHOOL DISTRICT



Jim Rosebrock Ed.D.
Superintendent of Schools

January 11, 2021

Dr. Jerry Maze
Executive Director
Education Service Center Region 12
1201 W. Loop 340
Waco, TX 76712

Dear Dr. Maze:

The Rosebud-Lott Independent School District (RLISD) administration and the Board of Trustees wholeheartedly supports the Education Service Center Region 12 (ESC 12) application for the 2021-2022 Nita M. Lowey 21st Century Community Learning Centers, Cycle 11 grant. Currently, Rosebud-Lott ISD is part of the ACE Cycle 9 Grant. Without the ACE program, students and families in our community have limited options for safe after school programming. As a member of the Community After School Task Force (CAT), RLISD is committed to work to sustain the ACE program through community support, recruitment of community members and businesses as well as recruiting students and parents to the program. The CAT ensures that the stakeholders in the community will assist the centers in developing outreach programs to recruit additional volunteers, business support and service providers with the capacity and resources to sustain the ACE program.

RLISD and Board of Trustees agree to support and sustain the program over time in the following way:

- RLISD will house the operation the ACE Program both during the school year and during the summer utilizing existing classrooms, libraries, computer labs and gymnasium facilities at each center at no cost.
- RLISD will ensure adequate use of space to support 15:1 student teacher ratio for the 150 required students.
- RLISD will assist ACE Site Coordinator in staff recruitment and retention of teachers and paras to work in the ACE program.
- RLISD will provide ACE Site Coordinator with suitable workspace and storage.
- The RLISD Business Office has estimated that Rosebud-Lott ISD will provide over \$5,000.00 in in-kind donations to the ACE Program through building use, utilities, janitorial, supplies, and other ISD equipment such as computers, copiers, etc.
- RLISD has agreed to leverage resources to the 21st CCLC program by each campus earmarking \$1,000 in Title 1 Part A federal funds toward parent involvement activities in the ACE Project.

After the grant project has ended, RLISD is committed to and confident of sustaining the ACE Program in the following ways:

- The ACE program will provide a range of professional development for educators to build capacity in the program. This knowledge will be retained and will be utilized with students in the future years.
- Leadership development activities will lead to better operations and establishment of meaningful learning environments at each campus.
- Other cost cutting measures to sustain the ACE Program would be:
 - an external evaluation would be done every three years instead of each year;
 - full-time project director and site coordinators will be reduced to part-time;
 - investments in programs, materials, and technology will be made during the grant period that will outlive the grant cycle;
 - programming for parents and families will be reduced or taken over by one of the partners;
 - summer programming will be reduced but not eliminated;
 - programs will rely more on paraprofessional rather than qualified teachers for some of the programming;
 - a fee will be charged to families based on a "sliding scale" based on the Federal Lunchroom Program criteria.

Rosebud-Lott ISD Administration and Board of Trustees are committed to institutionalizing the ACE Program. Additionally, to ensure that ACE activities continue, RLISD and its partners will implement the proven National & Community Services Sustainability Plan process. This plan includes seven important steps to program sustainability and will be integrated into Management Plan:

- Step 1- Build a "Case for Support" early in the program, by raising program awareness which has been done;
- Step 2- Create a Clear Vision, which has been accomplished;
- Step 3- Establish an Advisory Board, which has been completed;
- Step 4- Build Relationships which have started through development of this proposal;
- Step 5- Develop a Specific Sustainability Action Plan, will be completed in years 2-3;
- Step 6- Effectively use evaluation data, outlined in Evaluation section; and
- Step 7- Continue Reviewing and Revising the Sustainability Plan-will occur in years 4-5 of the proposed project.

President, Board of Trustees	<u>Ernie Herung</u>	Date	<u>1-11-21</u>
Member, Board of Trustees	<u>Cindy Kahlig</u>	Date	<u>1-11-21</u>
Member, Board of Trustees	<u>Henry Suavo</u>	Date	<u>1-11-21</u>
Member, Board of Trustees	<u>[Signature]</u>	Date	<u>11 Jan 21</u>
Member, Board of Trustees	<u>Rodney Hiale</u>	Date	<u>1/11/21</u>
Member, Board of Trustees	<u>Jon Stiles</u>	Date	<u>1-11-21</u>
Member, Board of Trustees	_____	Date	_____

WORTHAM INDEPENDENT SCHOOL DISTRICT

Melissa Bosley
Superintendent/CEO



201 South 4th Street
Wortham, TX 76693
School: 254-765-3095 x8

January 5, 2021

Dr. Jerry Maze
Executive Director
Education Service Center Region 12
1201 W. Loop 340
Waco, TX 76712

Dear Dr. Maze:

The Wortham Independent School District (WISD) administration and the Board of Trustees wholeheartedly supports the Education Service Center Region 12 (ESC 12) application for the 2021-2022 Nita M. Lowey 21st Century Community Learning Centers, Cycle 11 grant. Currently, Wortham ISD is part of the ACE Cycle 9 Grant. Without the ACE program, students and families in our community have limited options for safe after school programming.

As a member of the Community After School Task Force (CAT), WISD is committed to work to sustain the ACE program through community support, recruitment of community members and businesses as well as recruiting students and parents to the program. The CAT ensures that the stakeholders in the community will assist the centers in developing outreach programs to recruit additional volunteers, business support and service providers with the capacity and resources to sustain the ACE program.

WISD and Board of Trustees agree to support and sustain the program over time in the following way:

- WISD will house the operation the ACE Program both during the school year and during the summer utilizing existing classrooms, libraries, computer labs and gymnasium facilities at each center at no cost.
- WISD will ensure adequate use of space to support 15:1 student teacher ratio for the 125 required students.
- WISD will assist ACE Site Coordinator in staff recruitment and retention of teachers and paras to work in the ACE program.
- WISD will provide ACE Site Coordinator with suitable workspace and storage.
- The WISD Business Office has estimated that Wortham ISD will provide over \$ 5,000 in in-kind donations to the ACE Program through building use, utilities, janitorial, supplies, and other ISD equipment such as computers, copiers, etc.
- WISD has agreed to leverage resources to the 21st CCLC program by each campus earmarking \$1,000 in Title 1 Part A federal funds toward parent involvement activities in the ACE Project.

After the grant project has ended, WISD is committed to and confident of sustaining the ACE Program in the following ways:

- The ACE program will provide a range of professional development for educators to build capacity in the program. This knowledge will be retained and will be utilized with students in the future years.
- Leadership development activities will lead to better operations and establishment of meaningful learning environments at each campus.
- Other cost cutting measures to sustain the ACE Program would be:

"Home of the Bulldogs"



Corsicana Independent School District

January 5, 2021

Dr. Jerry Maze
Executive Director
Education Service Center Region 12
1201 W. Loop 340
Waco, TX 76712

Dear Dr. Maze:

The Corsicana Independent School District (CISD) administration and the Board of Trustees wholeheartedly supports the Education Service Center Region 12 (ESC 12) application for the 2021-2022 Nita M. Lowey 21st Century Community Learning Centers, Cycle 11 grant. Currently, Corsicana ISD students and families have limited options for safe afterschool programs in our community and the Nita M. Lowey 21st CCLC grant would help meet this community need.

As a member of the Community After School Task Force (CAT), CISD is committed to work to sustain the ACE program through community support, recruitment of community members and businesses as well as recruiting students and parents to the program. The CAT ensures that the stakeholders in the community will assist the centers in developing outreach programs to recruit additional volunteers, business support and service providers with the capacity and resources to sustain the ACE program.

CISD and Board of Trustees agree to support and sustain the program over time in the following way:

- CISD will house the operation the ACE Program both during the school year and during the summer utilizing existing classrooms, libraries, computer labs and gymnasium facilities at each center at no cost.
- CISD will ensure adequate use of space to support 15:1 student teacher ratio for the 150 required students at each of the three campuses.
- CISD will assist ACE Site Coordinator in staff recruitment and retention of teachers and paras to work in the ACE program.
- CISD will provide ACE Site Coordinator with suitable workspace and storage.
- The CISD Business Office has estimated that Corsicana ISD will provide over \$5,000 in in-kind donations to the ACE Program through building use, utilities, janitorial, supplies, and other ISD equipment such as computers, copiers, etc.
- CISD has agreed to leverage resources to the 21st CCLC program by each campus earmarking \$1,000 in Title 1 Part A federal funds toward parent involvement activities in the ACE Project.

After the grant project has ended, CISD is committed to and confident of sustaining the ACE Program in the following ways:

- The ACE program will provide a range of professional development for educators to build capacity in the program. This knowledge will be retained and will be utilized with students in the future years.



Corsicana Independent School District

- Leadership development activities will lead to better operations and establishment of meaningful learning environments at each campus.
- Other cost cutting measures to sustain the ACE Program would be:
 - an external evaluation would be done every three years instead of each year;
 - full-time project director and site coordinators will be reduced to part-time;
 - investments in programs, materials, and technology will be made during the grant period that will outlive the grant cycle;
 - programming for parents and families will be reduced or taken over by one of the partners;
 - summer programming will be reduced but not eliminated;
 - programs will rely more on paraprofessional rather than qualified teachers for some of the programming;
 - a fee will be charged to families based on a "sliding scale" based on the Federal Lunchroom Program criteria.

Corsicana ISD Administration and Board of Trustees are committed to institutionalizing the ACE Program. Additionally, to ensure that ACE activities continue, CISD and its partners will implement the proven National & Community Services Sustainability Plan process. This plan includes seven important steps to program sustainability and will be integrated into Management Plan:

- Step 1- Build a "Case for Support" early in the program, by raising program awareness which has been done;
- Step 2- Create a Clear Vision, which has been accomplished;
- Step 3- Establish an Advisory Board, which has been completed;
- Step 4- Build Relationships which have started through development of this proposal;
- Step 5- Develop a Specific Sustainability Action Plan, will be completed in years 2-3;
- Step 6- Effectively use evaluation data, outlined in Evaluation section; and
- Step 7- Continue Reviewing and Revising the Sustainability Plan-will occur in years 4-5 of the proposed project.

President, Board of Trustees	<u>Dr. Kent Roguen is currently hospitalized.</u>	D. Frost, Supt.	Date <u>1.21.2021</u>
Member, Board of Trustees	<u>[Signature]</u>		Date <u>1-21-21</u>
Member, Board of Trustees	<u>City Branch</u>		Date <u>1-21-21</u>
Member, Board of Trustees	<u>Ed R. March</u>		Date <u>1-21-21</u>
Member, Board of Trustees	<u>Dot Brown</u>		Date <u>1-21-21</u>
Member, Board of Trustees	<u>Stephanie Kelley</u>		Date <u>1-21-21</u>
Member, Board of Trustees	<u>Jed Barkard</u>		Date <u>1-21-21</u>