



**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 07, 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:**

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
Improve Academics: The districts scores lower than the State in the “At Meets Grade Level or Above” for FISD: 8th Grade Reading (37% lower) and Math (48% lower). WCISD: 6th Grade Reading (18% lower) and Math (25% lower).	ACE staff and partners will provide individualized supplemental instruction and homework assistance in core academic subjects (math, reading, science, and social studies) to help students meet state and local student academic achievement standards.
Improve Behavior: According to FBI Arrest Statistics, Hunt County had 142 arrest and Fannin County had 58 arrest for juveniles under 18 for: assault, robbery, theft, drug abuse, and driving under the influence,	To improve behavior, ACE program will introduce a “Characterstrong” curriculum at all centers which addresses character development in order to help students with social-emotional skills. FISD and WCISD are both small remote school districts in need of resources not available to them locally.
Family and Parental Involvement: As per City-Data.com, Ladonia has 65.4% of non-high school graduates living in poverty and Wolfe City has 53.6% of non-high school graduates living in poverty.	ACE staff and partners will coordinate with community entities to offer adult classes to provide English Literacy and GED, workshops for pregnancy prevention and reproductive health education, as well as, trainings to assist individuals looking for work and support services.

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.

As a strategy to improve standardized test scores, grades, attendance, behavior, and parental involvement, Fannindel ISD and Wolfe City ISD will partner with the Boys & Girls Club of Northeast Texas, and create 4 community learning centers to target 160 at-risk students and 70 family members. Each program and activity being offered by these centers aligns with each district’s instructional plan by providing eligible students with evidence-based programs that are designed to improve student achievement making SMART Goals specific, measurable and achievable. Through these effective measures the districts will increase the standardized test scores by 10% and through teacher surveys 75% of participating students will improve their grades, behavior, and increase their regular school day attendance by 10%. By 2026-27, the districts will improvement in the STAAR performance measure.

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

The districts’ ACE program will use the following benchmarks to measure the progress for the first quarter: Site Coordinators will monitor the Texas 21st CCLC Student Tracking System to collect data required to monitor progress, conduct evaluation. Districts will hire ACE staff to include the Project Director, Site Coordinators, and Family Engagement Specialist. Districts will collect quantitative student data (TRPI, PBMAS, benchmarks, etc.) to measure and monitor progress and utilize attendance and student records to identify a minimum of 160 students and 70 family members sign up for activities. The ACE staff will work with High School Counselors to evaluate strategies to improve academic achievements and the districts and ACE staff will hold stakeholder meetings to solicit feedback.

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8. Measurable Progress (Cont.)

Second-Quarter Benchmark

The districts' ACE program will use the following benchmarks to measure the progress for the second quarter: Site Coordinators will conduct student assessment using the Texas 21st CCLC Student Tracking System to improve operations and student outcomes. ACE staff will also use the TEXAS ACE Evaluation Guide, recorded webinars, and in-person technical support to assist with program evaluation and identify how the program is meeting the needs of families and the communities. ACE staff will collect Fall and Winter Data and submit to TEA for Project Evaluation and Monitoring. ACE staff will set-up activities for families and students with Boys and Girls Club, and Region 8 ESC. Attendance and Student Records will be used to see if the ACE program is meeting goals on number of students and family members participating in activities and Surveys will be provided regularly to students, parents, faculty, and community partners to solicit feedback.

Third-Quarter Benchmark

The districts' ACE program will use the following benchmarks to measure the progress for the third quarter: ACE staff will collect Spring Data and submit to TEA for Project Evaluation and Monitoring. ACE staff will use the results from TEA's Quality Assurance Process (QAP) to develop action plans to address areas of improvement. Results from STAAR test will be used to identify the number of students participating whose math, reading, writing, social studies, and science grades improved from Fall to Spring. Evaluations from their Personal Graduation Plan will be used to ensure promotion or graduation and TAPR will be utilized ensure that districts are on target with TSI and College/Career/Military Readiness. ACE staff will finalize campus budget for the 2022-23 school year so each campus can plan accordingly and meet eligibility progress requirements for continuation grant funding and submit continuation grant.

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.

To monitor the attainment of the goals and objectives, the districts and Site Coordinators will conduct a Campus Needs Assessment at the beginning of each year. The assessment identifies campus needs in both academic and non-academic areas and supports SMART goals. Next, districts and the external Technical Assistant Provider (TAP) will create Timetable of Events which will include the benchmarks to guide them and help ensure they are on track. The Site Coordinators and the ACE Staff will monitor and collect data on student attendance, behavior referrals, progress reports, report cards, benchmarking, participation, student and parent surveys, promotion, and graduation rates. The Project Director will collect all monitoring data and report to the Districts' Administrators on the effectiveness of the program and ways to improve. This ongoing monitoring and evaluation will help evolve the program to fit the needs of our students and families. ACE staff will monitor the Texas 21st CCLC Student Tracking System & collect the aforementioned data required to monitor progress and conduct evaluation. Weekly entries will be made into the reporting system so that data is kept up-to-date and a clear picture of where the program stands is made available to guide the direction of the program. If it is determined that the grant is not progressing effectively, actions will be taken to get the program back on track so that quarterly benchmarks can be met. Results of the data will be used to improve and strengthen the program and to refine performance measures to accurately assess effectiveness in meeting goals and objectives. The districts will contract an External Evaluator to measure progress toward program goals following the Texas ACE Blueprint. The evaluator will collect qualitative and quantitative data for reporting on project-level performance measures that evaluate program performance throughout the year. Evaluator will conduct evaluations to monitor project activities with the goal of adjusting and improving the program. Sustainability will be a part of the ACE program implementation from day one. The campuses will look at a variety of options to sustain their program. Options the ACE staff may explore for each site after funding include establishing a fee-based program, participation in a state reimbursement program for after school care, using reallocated Title funding to support a scaled down, yet high-quality program, and contributions from partners.

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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.

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.

The proposed project and quantifiable needs listed above show the magnitude or severity of the problem for Fannindel ISD (FISD) and Wolfe City ISD (WCISD). Ladonia is a small rural town located less than 80 miles north east of Dallas with a population of 691. Wolfe City is a small rural town located near the northern border of Hunt County with a total population of 1,752. According to city-data.com, Ladonia’s poverty rates include 100% of American Indian and 84.2% of Hispanics living in poverty. Wolfe City’s poverty rates include 45.9% of Hispanics; 40% Black Americans and 64.2% other race living in poverty. The socioeconomic needs are so pervasive and prevalent in our community that most children go to empty homes after school, many with no dinner.

According to 2019 txcampaign.org, Fannin County has a 23.4% teen pregnancy rate and Hunt County has 32% teen pregnancy. According to insideprison.com, Fannin’s crime rate included 5 Murders, 296 Assaults, and 301 burglaries and Hunt’s crime rate included: 6 Murders, 901 Assaults, and 1,116 Burglaries.

Fannindel ISD and Wolfe City ISD has never been awarded the 21st CCLC grant and working families need a safe enriching place for their children to be after school. Due to financial limitations, the majority of these families are unable to afford an after school program that are meaningful, effective, and safe. Both communities were given notice of the districts’ intent to apply for the 21st CCLC Grant. Community members were given the opportunity to provide input and suggestions. FISD and WCISD Administration Team reviewed their Center Needs Assessments for all campuses and provided feedback to stakeholders to design a 21st CCLC Model Program that is ideal throughout their community. Elements of the needs assessment included the review of students’ state assessment results, attendance and graduation rates, disciplinary reports, instructional programs, and experience and capabilities of school staff.

Academic Needs: According to the 2018-2019 STAAR Report, FISD has 2 schools that have a total enrollment of 168 students and WCISD has 3 schools with a total enrollment of 683 students. Priority Point 1, FISD has 50.6 At Risk students which is slightly higher than the state of 50.1%. Fannindel Elementary and Wolfe City Middle School earned a C for acceptable performance by serving many students well but needs to provide additional academic support to many more. Below are the STAAR 2018-2019 demographics of the student population deemed “most in need” for the two districts.
 Fannindel High School: 73 students enrolled with 60.3% At Risk and 84.9% Economically Disadvantage.
 Fannindel Elementary: 95 students enrolled with 43.2% At Risk and 90.5% Economically Disadvantage.
 Wolfe City High School: 203 students enrolled with 24.6% At Risk and 49.3% Economically Disadvantage.
 Wolfe City Middle School: 156 students enrolled with 23.1% At Risk and 57.7% Economically Disadvantage.
 Wolfe City Elementary School: 324 students enrolled with 31.2% At Risk and 66.7% Economically Disadvantage.

The districts will provide a list of students at-risk of academic failure in one or more core subjects to the ACE staff. These students will receive priority enrollment. Each month, ACE staff will meet with teachers to obtain an updated lists of struggling students. This list will be assessed and utilized to recruit students most in need for the program.

ACE staff will contact parents of these students by calling them or conducting home visits. ACE staff will utilize beginning of the year enrollment, open house, and parental events to recruit students and families for the program. Both districts are sensitive to the needs of the working families and will provide activities during after school hours and weekends to accommodate work schedules. To gain interest, flyers in English and Spanish will also be sent home with students throughout the year of different events that take place at the targeted campus plus social media and district and campus websites will be utilized.

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9. Statutory/Program Requirements (Cont.)

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

The ACE program will be developed to offer high quality academic activities that provide innovative approaches to learning. FISD in collaboration with WCISD and the Boys and Girls Club of Northeast Texas (BGC) proposes to offer programs that will improve student academic skills. TEXAS AIM is a nationally known to improve academic performance. Measurements of this effectiveness will be through improvement in state assessments, GPA, attendance, behavior, student engagement as well as parental involvement, social and emotional skills, college and career readiness and student surveys that state they feel safe in their learning environment.

Growth State Assessment: Strategies to improve academic performance, grade promotion rates, and graduation rates include Site Coordinators and ACE staff working with regular day teachers to identify student needs and develop activities and curriculum that will improve their academic skills. Counselors and Site Coordinators will work with at risk students to establish goals and then provide ongoing guidance to help students meet their goals. ACE activities will be linked to the TEKS and be innovative and hands-on. Students will have additional access to computer labs and the library learning centers after school to work on homework assignments or projects for their classes. To improve graduation rates, the ACE program will partner with businesses, colleges and universities to provide students with exposure and access to post-secondary opportunities.

Attendance: To encourage attendance, ACE program will provide programs that are diverse and offer students an opportunity to experience cultural and enrichment activities that they have not been exposed to before. To improve student attendance, ACE Site Coordinators will maintain ongoing correspondence with school administration and regular day teachers to monitor student absence and tardiness.

Behavior: To Improve behavior, ACE program will introduce a "Characterstrong" curriculum at all centers which addresses character development in order to help students with social-emotional skills and help them develop a stronger identity and purpose in school. Site Coordinators will also work with campus administration and counselors to identify students within the program that are having behavioral problems such as bullying, suicide, and self-esteem. The relationships built through ACE will have a positive impact on discipline referrals.

Student Engagement: The districts will use project-based learning strategies to transform classrooms into a highly engaged learning space. Project-Based Learning will be incorporated into after school activities to improve academic performance as well as capitalize on student skills, critical thinking, creativity, and communication. Project-Based Learning is a strategy for closing the achievement gap by engaging at risk students.

Parental Involvement: The ACE program aims to encourage parents by offering them parenting and relationship seminars. The districts will provide opportunities for parents and students to participate in activities together, creating a positive attitude toward education and school. The Family Engagement Specialist and ACE staff will implement various strategies and activities to increase parental involvement.

Social and Emotional Skills: The districts and the Boys & Girls Club will help students understand and manage emotions, achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. The short-term goals of the ACE program are to promote students' social-emotional skills and positive attitudes, which in turn should lead to less emotional distress and better grades.

Promote College and Career Readiness: The districts will partner with colleges and universities, Boys & Girls Club, and districts' Counselors to offer Employment Skills Training, Career Counseling and Development Activities needed to help students meet academic standards and graduate college and workforce ready.

Safe Learning Environment: Students need to feel safe to learn and need to feel secure to want to participate. The districts will provide a safe learning environment by adding security at each site to provide fun supportive relationships and opportunities.

Lastly, ACE staff and TEA's assigned provider will analyze campus data from Texas 21st CCLC Student Tracking System to establish a baseline and identify the academic strengths and weaknesses for each grade-level.

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9. Statutory/Program Requirements (Cont.)

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

The districts understands that to be effective its students must first want to participate in the program. ACE activities will be designed to keep them engaged. The program will use supplemental curriculum based on Texas ACE four components: academic, enrichment, parent and family, and college and workforce readiness that includes SMART goals which were based on the specific need's assessment and improvement plan of each campus.

Academic: The program will offer innovative, center-level, evidence-based educational activities that coordinate with regular school day instruction. Small group tutorials will be provided by certified teachers to offer academic support. The districts will utilize their partnerships with the Boys and Girls Club and the Methodist Church to enhance our tutoring program. The ACE program will be designed to help students meet state and local standards in core academic subjects and offer enrichment activities that complement the regular academic program. Some of the academic enrichment activities will include interdisciplinary projects which blend core subject and career skills, STEM-based activities, and career exploration activities.

Enrichment Activities: Enrichment activities will be used to attract, engage, and motivate students to stay in the ACE program. Thus, when students have completed their homework or additional academic support, they can select from rotating activities such as dance, chess, horticulture, basketball, computer basics, tumbling and gymnastics, volleyball, arts and craft, cooking, karate, woodworking, plays, and driver's education. Enriching students' activities will help broaden the students' skills and experiences, and help motivate the students to stay in the program which will lead to overall student success.

Parent and Family: Student success is directly affected by the involvement of the parents. Therefore, parents will participate in programs to gain knowledge and skills that will help them with their children. Activities will be geared toward providing parents with information and training and giving families opportunities to work together and see education in a positive light. To address the family support needs, ACE staff will coordinate with Region 8 ESC to provide academic activities, family literacy programs, parent support groups, and parent-child relationship building.

College and Workforce Readiness: Wolfe City high school students have demonstrated a history of poor participation and performance on college readiness measures including the Texas Success Initiative (TSI) Assessment, ACT and SAT tests. ACE will provide a parent support and assistance program designed to increase awareness in college scheduling, registration planning and preparation. Both districts are located near multiple college and university campuses each of which can be considered potential resources to address college and workforce readiness needs and objectives. The ACE program will enhance Workforce Readiness by providing employment skills training and career development activities. ACE program will provide opportunities for career exploration in areas such as technology, culinary arts, automotive technology, and business. Student will have the opportunity for summer employment that includes paid and unpaid work experience. ACE program will also provide occupational skill training; leadership development training; supportive services and adult mentoring. To ensure fidelity, the Site Coordinators will establish regular meetings with appropriate campus personnel to evaluate student progress. The districts will assist the Site Coordinators in the planning and implementation of the classes that are chosen based upon the need's assessment. The Family Engagement Specialist will assist the Site Coordinators in planning and implementing the requested family and adult activities that were indicated on the campus needs assessment. The Project Director, Site Coordinators and Family Engagement Specialist will work together to retain current partners and create new partnerships with local businesses and organizations.

If awarded, ACE after school activities will include: DARE Presentations by the Police Departments, Horticulture by Texas A&M University, Woodworking, Homework Club, learning software's to help with credit recovery, grade recovery and dual credits, STEM Robotics, Open Labs, Recreational Sports, outdoor learning (riding a horse, building a camp fire, etc) by Cowboy Church, Reading Club by public libraries, SAT and ACT Prep.

Weekend activities will include: College Tours, Remedial Education, and STEM projects. Year-Round Services will include: Labs, Literacy Centers, Workforce Skills, Job Prep, Parent Basics, College Fairs, ESL, GED, Extended Library Hours, Science Nights and Academic Fairs.

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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

Statutory Priority 2 – Joint Partnerships: Fannindel ISD in partnership with Wolfe City ISD, Boys and Girls Club of Northeast Texas, Paris Junior College, Texas A&M University, and Region 8 ESC will expand the capacity of the organizations to achieve the proposed goals. The Boys and Girls Club & both districts have signed a partnership agreement (included in grant) that outlines their role in the partnership. The collaborative partners have committed to assisting the ACE program in achieving the state objectives, targeted outcomes, dissemination plan, and sustainability, as well as, expanding capacity and services by supplementing and increasing both.

FISD and WCISD will create community learning centers at 4 of its campuses. This partnership will allow these small and rural districts to share resources which includes the sharing of the Project Director and Family Engagement Coordinator. Each of participating campuses will be provided a budget to contract and hire the personnel that is needed to implement the program components at their community center locations. This will include funds for equipment, supplies, and travel. Furthermore, each district will utilize existing space, maintenance, technology, and infrastructure to support their program.

The Boys & Girls Club of Northeast Texas is a non-profit organization that has a successful record of implementing after school and summer program activities by offering enrichment activities to improve the lives of students and their families. BGC will improve academics by providing the opportunity for students to participate in the TEXAS AIM program which is a Sylvan based tutoring program in the areas of math and reading. Sports and Recreation Programs develops fitness, reduce stress, and interpersonal skills. BGC will train teachers in Girl Strong and SMART Moves Drug Abuse Prevention Program to take back to each campus with the intent of decreasing discipline issues. BGC will work closely with our Site Coordinators to plan activities. (Letter Attached)

Paris Junior College and Texas A&M University offers College Prep courses and Dual Credit courses that give students a chance to earn college credits in high school. IHEs will provide college admission and financial aid information; provide college catalogs; provide scholarship information and applications; conduct campus tours, and assist with admission and financial aid applications. (Letters Attached)

Region 8 Education Service Centers will offer Adult Basic Education, GED, ESL, Citizenship, Basic Computer Literacy, College Preparation, Online Distance Learning, and Workforce Development Training to help parents improve their educational skills to better assist their children. The Service Centers will provide professional development to teachers and administration in all core content areas. (Letter Attached)

Workforce Solutions of North Central Texas will provide administrative support and training to students and their families. The Workforce Centers will provide program elements to the at-risk students who need these services and provide family access to economic resources and human services. They will strengthen the parents' workforce skills and understanding which should impact student motivation and ability to stay in school. (Letter Attached)

The shared vision between FISD and WCISD will serve to avoid working against each other and instead pursue a common vision of student success.

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9. Statutory/Program Requirements (Cont.)

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

The two districts will offer a variety of best practices in programming to bolster student engagement and improve participant outcomes by mixing academics, research-based learning, hands-on exercises, character development, and social skills building. ACE staff will strive to give students project-based learning educational experiences as research has proven the effectiveness of active learning (Boaler, 2010). TEXAS AIM run through the Boys and Girls Club is a Sylvan based tutoring program in the areas of math and reading and is nationally known to improve academic performance (Rockman, 2017). Teachers will provide individualized supplemental instruction in core academic subjects (math, reading, science, and social studies) utilizing a variety of printed media and technology-based instructional units such as iExcel Reading, Renaissance, FastForward, Reading Naturally, SeeSaw, STAAR Reading Renaissance, myON, MathXL, IELTS, Apex, and MobiMax. The districts will provide a quality after school program the following research-based programs and practices will be included in our program. "Characterstrong" curriculum builds positive you development and is best practice nationwide (Berkowitz, 2016). The Boys and Girls Club will provide positive youth development that gives young people opportunities to cultivate relationships and develop and practice social, emotional, physical and cognitive skills within a supportive environment. Increase College Readiness and Workforce Readiness: College and workforce exposure and readiness is an important part of the program and students will visit local college campuses and explore the steps needed to pursue specific workforce fields. ACE program and its partners will also provide Employment Skills Training, Career Counseling and Career Development Activities and other services needed to help students meet academic standards and graduate college and workforce ready. The ACE program will provide positive youth development programs that will educate and engage students in productive activities such as leadership and skill-building opportunities. Positive Youth Development is based on research suggesting that protective and positive influences can help young people succeed. According to this research elements can protect young people and put them on the path to success include family support, caring adults, positive peer groups, a strong sense of self and self-esteem (Scale, 2012).

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.

To avoid the transportation obstacles that many rural after school programs face, FISD and WCISD students participating in the ACE program will have the option of being transported home by utilizing each of the districts' buses and drivers. According to the 2018 National Highway Traffic Safety Administration, the school bus is the safest vehicle on the road. A child is much safer taking a bus to and from school than traveling by car. Based on prior experience and current economic conditions, we believe that the majority of the students in the ACE program will elect to utilize district buses for transportation. The districts' transportation departments will provide excellent services and will work closely with the ACE staff and administration to ensure the safety and wellbeing of all ACE students. Drivers will be trained for unique circumstances of the ACE program since most of the students in the program will arrive home after dark during much of the regular school term. It will be the responsibility of each Site Coordinator, working with the school campus principal, to ensure that buses are available to safely transport students and ensure that the students are on the evening school bus or are appropriately picked up by their parents or guardians. FISD proposes one center and will transport elementary students to the high school campus. WCISD centers will be located on their 3 campuses so there will be no transportation needed to the after school centers. The ACE program will obtain necessary parental consent to participate in the program and ensure a dismissal process is in place to document and address transportation needs and emergencies, including contact information. Teachers will escort students to the bus pickup station or parent station upon daily program completion. The ACE staff will use standard policies and procedures for check-out with the older students who are walking home and for the students who are too young to walk and do not ride the bus. School officers will assist with monitoring the safety of students by overseeing activities and events that exceed the regular workweek to include hours beyond 7:00 pm Monday through Friday, Saturdays, and in the summer.

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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.

Accessing the power of technology, the districts will disseminate information about our centers through email, ACE district websites, texting services, and social media. The districts will access the power of social media on Facebook, Instagram, and Twitter with frequent, positive posts, pictures, and short stories about what's happening in ACE. Newsletters will be mailed or sent home with students, and also transmitted by email, making this form of communication extremely affordable and convenient. Participating parents will be linked by a free texting service offering instant communications.

Flyers will be distributed to children to take to their parents notifying them of the expanded learning opportunities available to them. Flyers will also be posted at churches, businesses, and local community organizations. All printed literature will be in both English and in Spanish languages. The most important component will be word of mouth by students who will love the dynamic age-appropriate activities, caring staff, and a safe and bully free learning environment, which will motivate them to join and attend regularly.

The administration and teachers will provide a list to the ACE staff of students at-risk of academic failure in one or more core subjects which include English Learner students and students who have been truant, suspended, or expelled to improve their academic achievement. These students will receive priority enrollment. ACE staff will assist contacting these parents by calling them or conducting home visits. ACE staff will utilize beginning of the year Open House and registration to enlist students and families for the program. School announcements will also be made, and staff will disseminate drive by flyers for parents during pickup time.

All outreach, marketing and communication materials will comply with the Texas ACE branding guidelines. To ensure compliance, ACE staff will use the branding guidelines resources such as online webinars and grant Blueprint.

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.

Funding from the 21st CCLC grant will be used to supplement and not supplant the existing local, state, and federally funded programs. Both districts have a long history of coordinating funds to better serve the needs of their children and teachers such as the US Department of Education REAP Grant which will be integrated to promote college and career readiness. Funds for this program will be used to supplement from the federal, state, and local sources designated to support similar activities. FISD and WCISD along with the ACE Project Director, will collaborate by combining public resources for targeted interventions. Program Priority 1 – FISD and WCISD will integrate with other local initiatives to increase student outcomes. These resources include Title 1 Part A, Title II Part A, Carl Perkins, and Rural Grant. Their resources will expand services and activities for each campus. All ACE sites will use free and reduced food services for after school during the school year and breakfast and lunch during the summer. The Site Coordinators and teachers will receive training in behavior management and youth mental program. Each campus provides tutoring to all students in need of assistance provided by Title 1 funds and through local funding. This program will extend services offered and provide year-round activities that supplement the tutoring already in place. Local funds are used to purchase academic software which will be made available for after school activities. The districts receive state funding for transportation services. The ACE program will use the school buses to help transport students to and from program activities. The districts will collaborate with Region 8 and BGC to provide adult educational services. Programming will combine intensive academics with creative programming to foster student and parents' empowerment and self-development to higher education and job skills. The districts' local resources will expand services and activities for each campus. All ACE sites will use their school's gym, office space, classrooms, computer labs, libraries, Internet connections, and utilities. The ACE staff will work with campus principals to create a smooth and easy transition for students and parents to enjoy.

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9. Statutory/Program Requirements (Cont.)

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

The primary task in sustainability is putting effective processes and systems in place that can be continued once the funding for the project has ended. The preliminary funding from the grant will allow FISD and WCISD opportunities to feasible, easily sustainable strategies for continued operations of the Community Learning Centers. The Family Engagement Specialist will assist the districts in building on current partnerships and will also build additional relationships with local businesses and community-based organizations to provide high-quality parent and student programs that meet their identified needs. The campus and district administrators along with the stakeholders will continue their efforts to provide on-going support for the Community Learning Centers through partnerships with the Boys and Girls Club, local churches, community colleges, public libraries, and community-based organizations.

If awarded, FISD and WCISD administration will meet with stakeholders and form an Advisory Committee to hold a series of meetings throughout the grant and implement the five steps outlined in the Texas ACE Blueprint regarding sustainability, which include: Step 1: The committee will continuously review grant participation and performance to determine a sustainability target. Step 2: The committee will review which service model is more effective by site to create an effective plan. Step 3: The resources utilized throughout the grant, will be inventoried, and cultivated so that they can be utilized at the conclusion of the grant to aid sustainability. Step 4: A partnership between the school districts and the cities will focus on raising buy-in from the community to move towards creating an external funding stream such as possible sales tax increase to support program. Step 5: A logic model will be created to be presented to the school board to highlight the program accomplishments and build buy-in. These steps will create an opportunity for the ACE staff to discuss and plan for program sustainability.

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)

The ACE program will actively recruit qualified volunteers, senior citizens and retired teachers as instructors to offer a more cost-effective program that can aid in sustaining the ACE beyond its funding cycle. In accordance with the Texas statute, volunteers who participate will be fingerprinted and undergo a criminal background check to ensure the safety of all participants served in the program.

Criminal background history and fingerprint check will be obtained before any volunteer works directly with students. Once these individuals are approved to volunteer, they will receive training by the ACE staff. ACE volunteers will be used as mentors to support students with homework, encourage them to do their own thinking, help build their self-confidence, and provide one-on-one tutoring.

FISD and WCISD will also seek college students to be mentors in the program to give the students real world examples of people who are using post-secondary educational programs to meet their needs. These volunteers will bring with them special expertise that might make it easier to engage students based on their unique interests. To ensure that sufficient assistance is available, ACE staff will continue to seek volunteers throughout the school year. To facilitate the volunteer recruitment process, flyers will be made available in both English and Spanish and will include the Texas ACE© logo to ensure that the partners comply with Texas ACE© branding guidelines.

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9. Statutory/Program Requirements (Cont.)

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

The ACE program SMART goal targets daily attendance. ACE program will encourage attendance, by providing programs that are diverse, and offer students an opportunity to experience cultural and enrichment activities that they have not been exposed to before. Students look forward to the classes that are not only derived from district-driven needs but also include student voice and choice activities. This is especially true in the enrichment area, where students have the largest impact on the schedule of activities. Their opinions will be solicited and valued, and the diverse class offerings will reflect this. Another step to improve program attendance will be maintaining accurate and current attendance records. Site Coordinators will work together to collect student attendance data and make parent contacts to address attendance concerns. All regular day staff at each center will also be well informed about the program and activities and work toward encouraging student attendance.

The ACE program will administer surveys and questionnaires to collect feedback and suggestions on the program activities that are being offered to encourage participation and ensure retention. ACE staff and the Family Engagement Specialist will provide trainings for parents and family members on the importance of attendance and how it affects academic performance. ACE staff will also receive training on absence-prevention measures to develop a programmatic response to student barriers and provide early outreach for students with excessive absences.

Finally, research shows that the presence of supportive and caring relationships is the single most important factor in positive youth development and can impact student achievement. This program will provide many opportunities to create these positive relationships with program staff who are dedicated to improving student success. (Crocket, 2014)

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.

As fiscal agent, the FISD Superintendent will serve as overall leader of the entire program. The Director of Instruction of each district, who will also serve as Grant Managers and be direct supervisors of the Project Manager. Through the leadership of the administration team and the TEA assigned partner, the districts will have an effective and coordinated grant management process, center operations, and budget plan that will help meet the program objectives and student services targets while maintaining quality. The ACE program funded staff includes: A full-time Project Director, Family Engagement Specialist, and four Site Coordinators. They will assist the administrators to ensure the grant is implemented with fidelity. Center Operations: The Project Director will work with each principal to hire the campus Site Coordinators. Each campus will have a full-time Site Coordinator to coordinate the program activities, manage the program budget, obtain, analyze, and use campus and student data to develop a program to meet the needs of students, and oversee all reporting for the grant. The ACE staff will meet monthly to create and adjust the schedule based on the evaluation of services. The centers will be in operations for a total of 34 weeks @ 15 hours per week, per center with a Summer Program of total of 5 weeks @ up to 6 hours 4 days per week, per center. Campus doors open at 7:00 am when the school day begins and will extend the day to 7:00 pm to accommodate the students and working parents. ACE program proposes a 34 week per year program with 5 days per week for Fall and Spring (34 wks.); 5 days per week (5 wks) for summer and weekends reserved for events.

Budget Plan: The proposed budget is reasonable and necessary to ensure the success of the program. The district staff has carefully reviewed the grant guidelines to ensure costs are allowable. The transparent budget includes equipping each center with the staffing, supplies, and materials needed to ensure a successful program. Frequent budget meetings between the districts will be held and Project Director will discuss the budget with the Site Coordinators to keep them informed of all matters relating to their center's budget. Monthly expenditure reports will be entered into TEAs WEB ER system and will ensure that grant funds are drawn down on a regular basis.

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10. Equitable Access and Participation

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

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

Group	<input type="text" value="Others"/>	Barrier	<input type="text" value="Lack of Support from Parents"/>
Group	<input type="text" value="Students, Teachers, Others"/>	Barrier	<input type="text" value="Absenteeism/Truancy"/>
Group	<input type="text" value="Students and Teachers"/>	Barrier	<input type="text" value="Drug-Related Activities"/>
Group	<input type="text" value="Students, Teachers, Others"/>	Barrier	<input type="text" value="Cultural, Linguistic, or Economic Diversity"/>

11. PNP Equitable Services

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

- Yes No

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

Are any private nonprofit schools participating in the grant?

- Yes No

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

Assurances

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

Equitable Services Calculation

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

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12. Request for Grant Funds

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

Payroll Costs

1.	Project Director	\$65,000
2.	Site Coordinators (4 x \$55,000)	\$220,000
3.	Family Engagement Specialist: \$45,000 / Secretary: \$30,000	\$75,000
4.	Teacher(1 x 2,220 hrs x \$20 = \$44,400)+Bus Drivers(3 x 5 hrs wk x 39 wks x \$18 = \$10,530)	\$54,930
5.	Benefits: 15%	\$62,240

Professional and Contracted Services

6.	External Evaluator will be contracted to monitor and evaluate ACE program data.	\$12,000
7.	Partnering Consultant- Provide students with various enrichment and educational activities.	\$50,000
8.	Consultants- Provide trainings and services not offered by the assigned TAC provider.	\$48,581
9.		
10.		

Supplies and Materials

11.	Family Engagement Specialist supplies and materials to be used to implement activities.	\$23,400
12.	Site Coordinators supplies and materials (4 x \$1,800 per center)	\$7,200
13.	Project Director supplies and materials to be used to monitor the program.	\$6,581
14.	Student supplies, incentives and materials required to support activities for 4 centers.	\$24,000

Other Operating Costs

15.	Student Travel: Colleges, Universities, Museum, and Robotics Competition.	\$22,830
16.	Travel to attend all required conferences and trainings for ACE staff and teachers	\$15,000
17.	Snacks and drinks for family members who participate in the family engagement activities.	\$15,819

Capital Outlay

18.	Technology Provider- To provide equipment to be utilized in the Parent Resource Room.	\$30,000
19.		0
20.		0

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

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Appendix I: Negotiation and Amendments

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

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the Administering a Grant page of the TEA website and may be mailed OR faxed (not both). **To fax:** one copy of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to either (512) 463-9811 or (512) 463-9564. **To mail:** three copies of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to the address on page 1. More detailed amendment instructions can be found on the last page of the budget template.

You may duplicate this page.

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

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

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

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Center Operations Schedule

County-district number or vendor ID: 060-914

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	060914 001	Fannindel High School 601 West Main Street Ladonia, Texas 75449 (903) 367-7251 ext. 104	1	K-12	45	20
2	116909 001	Wolfe City High School 8353 Highway 34 S Wolfe City, Texas 75496 (903) 496-7333 ext:210	0	9 – 12	15	5
3	116909 041	Wolfe City Middle School 553 West Dallas Street Wolfe City, Texas 75496 (903) 496-7333 ext:110	0	6 – 8	30	15
4	116909 101	Wolfe City Elementary 505 West Dallas Street Wolfe City, Texas 75496 (903) 496-2032 ext:113	0	K – 5	70	30
5						
6						
7						
8						
9						
10						

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022					
<i>(Part 3) Applicant will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 1	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target			
Center	060914001	Fannindel High School 601 West Main Street Ladonia, Texas 75449 (903) 367-7251 ext. 104					K-12	45	20			
Feeder												
Feeder												
Program Operations			Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks			
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term			8/25/21			1/14/22			15			
Spring Term			1/18/22			8/25/22			14			
Summer Term			5/30/22			7/1/22			5			
Total number of weeks:									34			
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday			3:15	6:15			3:15	6:15	8:00	-	-	2:00
Tuesday			3:15	6:15			3:15	6:15	8:00	-	-	2:00
Wednesday			3:15	6:15			3:15	6:15	8:00	-	-	2:00
Thursday			3:15	6:15			3:15	6:15	8:00	-	-	2:00
Friday			3:15	6:15			3:15	6:15				
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			
Adjunct Sites, If applicable (site name and full address)	N/A											
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	<ul style="list-style-type: none"> Remote learning in order to be able to provide services to students that are unable to attend physically due to COVID 19 or other extenuating circumstances. Saturday events that parents and guardians can attend with students. Educational field trips to the children's museum, planetarium, and the water park. 											
Parent/Legal Guardian Activities	Cooking classes, Into to Microsoft workshops, computer basic classes, resume building workshops, career presentations, Zomba and Yoga classes, literacy, and GED classes, and more.											

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	116909001	Wolfe City High School 8353 Highway 34 S Wolfe City, Texas 75496						9 – 12	15	5			
Feeder													
Feeder													
Program Operations				Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks			
Summer Term Jump Start <i>(Must be approved in NOGA)</i>													
Fall Term				8/25/21			1/14/22			15			
Spring Term				1/18/22			8/25/22			14			
Summer Term				5/30/22			7/1/22			5			
Total number of weeks:										34			
Center Schedule													
Day of the Week	Fall Term				Spring Term				Summer Term				
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	
Monday			3:40	6:40			3:40	6:40	8:00	-	-	2:00	
Tuesday			3:40	6:40			3:40	6:40	8:00	-	-	2:00	
Wednesday			3:40	6:40			3:40	6:40	8:00	-	-	2:00	
Thursday			3:40	6:40			3:40	6:40	8:00	-	-	2:00	
Friday			3:40	6:40			3:40	6:40					
Saturday													
Sunday													
Total Hours Per Week:	15				15				24				
Adjunct Sites, If applicable (site name and full address)	N/A												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	<ul style="list-style-type: none"> • Remote learning in order to be able to provide services to students that are unable to attend physically due to COVID 19 or other extenuating circumstances. • Saturday events that parents and guardians can attend with students. • Educational field trips to the children’s museum, planetarium, and the water park. 												
Parent/Legal Guardian Activities	Cooking classes, Into to Microsoft workshops, computer basic classes, resume building workshops, career presentations, Zomba and Yoga classes, literacy, and GED classes, and more.												

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022					
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 3	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target			
Center	116909041	Wolfe City Middle School 553 West Dallas Street Wolfe City, Texas 75496					6 – 8	30	15			
Feeder												
Feeder												
Program Operations			Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks			
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term			8/25/21			1/14/22			15			
Spring Term			1/18/22			8/25/22			14			
Summer Term			5/30/22			7/1/22			5			
Total number of weeks:									34			
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday			3:35	6:35			3:35	6:35	8:00	-	-	2:00
Tuesday			3:35	6:35			3:35	6:35	8:00	-	-	2:00
Wednesday			3:35	6:35			3:35	6:35	8:00	-	-	2:00
Thursday			3:35	6:35			3:35	6:35	8:00	-	-	2:00
Friday			3:35	6:35			3:35	6:35				
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			
Adjunct Sites, If applicable (site name and full address)	N/A											
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	<ul style="list-style-type: none"> Remote learning in order to be able to provide services to students that are unable to attend physically due to COVID 19 or other extenuating circumstances. Saturday events that parents and guardians can attend with students. Educational field trips to the children's museum, planetarium, and the water park. 											
Parent/Legal Guardian Activities	Cooking classes, Into to Microsoft workshops, computer basic classes, resume building workshops, career presentations, Zomba and Yoga classes, literacy, and GED classes, and more.											

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	116909 101	Wolfe City Elementary 505 West Dallas Street Wolfe City, Texas 75496						K – 5	70	30			
Feeder													
Feeder													
Program Operations				Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks			
Summer Term Jump Start <i>(Must be approved in NOGA)</i>													
Fall Term				8/25/21			1/14/22			15			
Spring Term				1/18/22			8/25/22			14			
Summer Term				5/30/22			7/1/22			5			
Total number of weeks:										34			
Center Schedule													
Day of the Week	Fall Term				Spring Term				Summer Term				
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	
Monday			3:30	6:30			3:30	6:30	8:00	-	-	2:00	
Tuesday			3:30	6:30			3:30	6:30	8:00	-	-	2:00	
Wednesday			3:30	6:30			3:30	6:30	8:00	-	-	2:00	
Thursday			3:30	6:30			3:30	6:30	8:00	-	-	2:00	
Friday			3:30	6:30			3:30	6:30					
Saturday													
Sunday													
Total Hours Per Week:	15				15				24				
Adjunct Sites, If applicable (site name and full address)		N/A											
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		<ul style="list-style-type: none"> Remote learning in order to be able to provide services to students that are unable to attend physically due to COVID 19 or other extenuating circumstances. Saturday events that parents and guardians can attend with students. Educational field trips to the children's museum, planetarium, and the water park. 											
Parent/Legal Guardian Activities		Cooking classes, Intro to Microsoft workshops, computer basic classes, resume building workshops, career presentations, Zomba and Yoga classes, literacy, and GED classes, and more.											

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												
Feeder												
Feeder												
Program Operations		Start Date (MM/DD/YY):		End Date (MM/DD/YY):		Total Weeks						
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term												
Spring Term												
Summer Term												
Total number of weeks:												
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												
Total Hours Per Week:												
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
Parent/Legal Guardian Activities												

Texas ACE Center Operations Schedule (one per center)						Program Year 2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 6	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP				Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target				
Center												
Feeder												
Feeder												
Program Operations		Start Date (MM/DD/YY):		End Date (MM/DD/YY):		Total Weeks						
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term												
Spring Term												
Summer Term												
Total number of weeks:												
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												
Total Hours Per Week:												
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
Parent/Legal Guardian Activities												

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>													
Center #	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target				
Center													
Feeder													
Feeder													
Program Operations		Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks					
Summer Term Jump Start <i>(Must be approved in NOGA)</i>													
Fall Term													
Spring Term													
Summer Term													
Total number of weeks:													
Center Schedule													
Day of the Week	Fall Term				Spring Term				Summer Term				
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	
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Tuesday													
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Total Hours Per Week:													
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Texas ACE Center Operations Schedule (one per center)						Program Year 2021-2022						
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2021-2022 Nita M. Lowey 21st Century Community Learning Centers (CLLC) Partnership Agreement

Fannindel Independent School District (FISD), whose physical location is at 601 W. Main St, Ladonia, Texas 75499 / *Wolfe City Independent School District (WCISD)*, whose physical location is at 505 W. Dallas St. Wolfe City, Texas 75496 and The *Boys and Girls Club of Northeast Texas* (BGC) whose physical location is at 4320 Lee Street, Greenville, Texas 75401, hereinafter referred to as the “Collaborative Partners”. FISD/WCISD and BGC participated in the planning and design of this program and agree to support and participate in the activities as outlined in the application and within this document.

1. Type of Business

- A. *Fannindel Independent School District* is a public school whose mission is to educate and empower students for lifelong success.
- B. *Wolfe City Independent School District* is to wholly develop each individual student – mentally, physically, spiritually, and socially – to full capacity, so that all students may be able to develop thinking skills, to acquire and apply knowledge and to create within themselves, a sense of self-worth and self-discipline.
- C. *Boys and Girls Club of Northeast Texas* is a non-profit agency whose mission is to enable all young people reach their full potential as productive, caring, and responsible citizens.

2. Terms of Partnership and Long Term Sustainability

Effective Dates of Service Agreement:

Start Date: July 1, 2021

End Date: July 31, 2026

The Collaborative Partners main purpose is expanding the capacity to achieve shared goals. BGC will provide training and activities that are high quality, not currently available in the centers but sustainable over the long term, including the next five (5) years. The Boys and Girls Club will provide specified training, materials and curriculum assistance to FISD ACE staff for their club’s nationally-recognized programs such as TEXAS AIM, SMART Moves, and Girl Strong. BGC will provide a centralized, safe location for parental educational courses for participants and family engagement activities, provide materials and curriculum to Site Coordinators, and train staff member on how to teach each of these classes.

3. Place of Business

Fannindel Independent School District will serve as the Fiscal Agent. *Wolfe City Independent School District* will have (3) Learning Centers located at: High School, Middle School and Elementary School where services will be provided.

4. Roles and Responsibilities of Collaborative Partners

Wolfe City ISD will:

- A. Provide safe and secure facilities for all ACE staff, students, and parents.
- B. Use TEA’s Student Tracking System in submitting Fall, Spring, and Winter data to TEA in a timely manner.
- C. Process payments in a timely manner.
- D. Be available to meet with the Partner’s point of contact to discuss any concerns or issues.

Boys and Girls Club of Northeast Texas will:

- A. Offer enrichment activities that complement the regular academic program.

2021-2022 Nita M. Lowey 21st Century Community Learning Centers (CLLC) Partnership Agreement

Improve academics by offering TEXAS AIM tutoring program in the areas of math and reading.

- B. Offer Sports and Recreation Programs that develop fitness, positive use of leisure time, skills for stress management, and appreciation for the environment and social skills.
- C. Will train teachers in Girl Strong and SMART Moves Drug Abuse Prevention Program.
- D. Monitor and track all services/activities that are provided to students and parents.
- E. Be available to meet with the Project Director, Family Engagement Specialist, and Site Coordinators to discuss any concerns or issues.

5. Grant Funding

FISD/WCISD will provide funding to BGC through grant monies for the cost of training and curriculum materials, supplies, and other costs as needed. Fees will be determined annually based on the requested scope of services, including number of participants and the types of services provided.

By signing this agreement, the Partners agree to the conditions set within this Partnership Agreement. If either Partner chooses to terminate this contract, a written notification must be submitted with a thirty (30) day notice.

Fannindel Independent School District

DocuSigned by:

 Thomas Brad Lane, Superintendent
F5AAB42FA490480...

1/6/2021
 Date:


Boys and Girls Club of Northeast Texas

DocuSigned by:

 Jenny Krueger, Chief Executive Officer
2689C41889F5474

1/14/2021
 Date:

Wolfe City Independent School District


 Anthony Figueroa, Superintendent

1/6/2021
 Date: