



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 07/01/2021 to 07/31/2022 Pre-award costs: ARE NOT permitted for this grant

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

Amendment Number

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

1. Applicant Information

Name of organization: Winnsboro Independent School District
Campus name: [] CDN: 250907 Vendor ID: 756002795 ESC: 7 DUNS: 100077254
Address: 505 S. Chestnut St., Bldg. C City: Winnsboro ZIP: 75494 Phone: 903-342-3737
Primary Contact: Dr. Pam Gambrel Email: pam.gambrel@winnsboroisd.org Phone: 903-342-3737
Secondary Contact: Mrs. Torri Miller Email: torri.miller@winnsboroisd.org Phone: 903-342-3737

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):

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

Authorized Official Name: Mr. Dave Wilcox Title: Supt. Email: dave.wilcox@winnsboroisd.org

Phone: 903-342-3737 Signature: Dave Wilcox Date: 1/20/21

Grant Writer Name: Dr. Pam Gambrel Signature: Pam Gambrel Date: 1/20/21

[x] 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
Testing results revealed that 51% of kindergartners; 52% of 1st; 62% of 2nd; 65% of 3rd; 62% of 4th; and 56% of 5th graders were performing below grade level in reading. Math testing results for K through 5th were respectively at 55%, 74%, 81%, 79%, 77%, & 69% below.	Students that are identified as participating in the Response to Intervention (RtI) program that are economically disadvantaged and are performing below grade level in reading and/or math will be identified and invited to attend the after school and summer program. In addition, students that are identified as needing additional academic assistance will be recommended to attend the program.
The TEA beginning of year assessments revealed that 34% of 6th; 29% of 7th; and 24% of 8th grade students did not meet grade level reading expectations. The same held true for math results.	Students that are identified as participating in the Response to Intervention (RtI) program that are economically disadvantaged and are performing below grade level in reading and/or math will be identified and invited to attend the after school and summer program. In addition, students that are identified as needing
The beginning of year Benchmark assessment revealed that 50% of 9th and 63% of 10th grade students did not meet grade level reading expectations. The inability to perform at grade level puts them at risk.	Students that are identified as participating in the Response to Intervention (RtI) program that are economically disadvantaged and are performing below grade level in reading and/or math will be identified and invited to attend the after school and summer program. In addition, students that are identified as needing additional academic assistance will be recommended to attend the program.

5. SMART Goal

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

By then end of the 2021-2022 school year, 100 of the 120 students who participated in the 21st Century grant will show a 10% increase in their reading and math skills, a 2% increase in attendance, and a 10% increase in discipline referrals. This will be measured by TX-KEA, TPRI, Renaissance, and TEA assessment data, local data, attendance records, and discipline referrals collected each semester.

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 Texas Kindergarten Entry Assessment (TX-KEA), Renaissance Early Literacy & Numeracy, & internal assessments will be used to evaluate the kindergarten students. The Texas Primary Reading Inventory (TPRI), Renaissance Early Literacy and Numeracy, and internally made benchmarks will be used to evaluate the first graders. The second graders will be evaluated using the TPRI, STAR Renaissance Reading and Math and internally made assessments. Third through fifth graders will be evaluated using the STAR Renaissance Reading and Math and internally made assessments. The sixth through eighth graders will be evaluated using Star Renaissance Reading and Math and internally made benchmarks. The ninth through twelfth grades will be assessed using released STAAR tests, End of Course (EOC) exams, Edgenuity curriculum assessments, and local benchmarks.

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6. Measurable Progress (Cont.)**Second-Quarter Benchmark**

The Texas Kindergarten Entry Assessment (TX-KEA), Renaissance Early Literacy and Numeracy, internal assessments, and nine week grades will be used to evaluate the kindergarten students. The Texas Primary Reading Inventory (TPRI), Renaissance Early Literacy and Numeracy, internally made benchmarks, and nine week grades will be used to evaluate the first graders. The second graders will be evaluated using the TPRI, STAR Renaissance Reading and Math, internally made assessments, and nine week grades. Third through fifth graders will be evaluated using the STAR Renaissance Reading and Math, internally made assessments, and nine week grades. The sixth through eighth graders will be evaluated using Star Renaissance Reading and Math, internally made benchmarks, and nine week grades. The ninth through twelfth grades will be assessed using released STAAR tests, End of Course (EOC) exams, Edgenuity online curriculum assessments, and local benchmarks.

Third-Quarter Benchmark

The Texas Kindergarten Entry Assessment (TX-KEA), Renaissance Early Literacy and Numeracy, internal assessments, and nine week grades will be used to evaluate the kindergarten students. The Texas Primary Reading Inventory (TPRI), Renaissance Early Literacy and Numeracy, internally made benchmarks, and nine week grades will be used to evaluate the first graders. The second graders will be evaluated using the TPRI, STAR Renaissance Reading and Math, internally made assessments, and nine week grades. Third through fifth graders will be evaluated using the STAR Renaissance Reading and Math, internally made assessments, and nine week grades. The sixth through eighth graders will be evaluated using Star Renaissance Reading and Math, internally made benchmarks, and nine week grades. The ninth through twelfth grades will be assessed using STAAR test results, End of Course (EOC) exams, Edgenuity online curriculum assessments, and local benchmarks.

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.

Pre and post testing data will be collected on each of the students. At the beginning of the program, the initial reading fluency levels for the kindergarten through second grade students will be determined and used to establish a baseline to set goals for each student. Throughout the process, fluency and comprehension checks will be conducted on the kindergarten through fifth graders to determine if they are making growth. The reading skills of the third through twelfth graders will be gathered to establish their baseline and determine the scope and sequence of their goals. The junior high school students will take part in online and/or paper assessments to evaluate their reading abilities. The reading ability and college and career readiness of the ninth through twelfth graders will be assessed using Edgenuity software. In addition, the students will be assessed on their math ability and individual goals will be established to determine their pathway of learning.

Math data on each of the kindergarten through eighth grade students will be collected throughout each session via Renaissance and local assessments. Edgenuity software will be utilized at the ninth through twelfth grade levels to monitor their progress and assist with college and/or career readiness.

An analysis will be conducted to determine if the goals for each of the students have been met. The assessment scores of the students will be reviewed from the beginning of the year and each nine weeks to examine if growth has been made. Based on the data gathered, adjustments will be made to ensure that the goals and objectives are being met for each of the students. If the goals are not met, an evaluation of the instruction and activities being delivered will be completed and adjustments will be made.

Surveys will be sent out to the parents and teachers at the start of the program and at the end of the summer, fall, and spring sessions. The data from these surveys will be used to revamp and make any necessary adjustments needed in the program. Activity logs will be kept and teachers will document the academic, attendance, and behavior progress of the students. Performance reports will be created based on the project data collected.

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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.

WISD is a rural Title I school. The median income in Texas is \$76,727 while the median income for Winnsboro is \$41,681. The economically disadvantaged rate for the district is 55%. Needs Assessment Process: WISD conducted a multi-tiered comprehensive needs assessment to identify the academic and/or enrichment services needed by the community. Data was collected from (1) administrators, (2) Campus Improvement Plans, (3) Response to Intervention (Rtl) data, (4) at-risk information, (5) socio-economic statuses, (6) STAAR state assessment results, (7) local assessment data, (8) discipline records, (9) parent surveys and (10) teacher surveys. Scores from local and state assessments were analyzed to determine the areas that students needed assistance with. The stakeholders were given surveys to determine the level of interest in an after-school program and to identify the areas of greatest need for the students and parents. The results of the needs assessment revealed that there is a need for an after-school program to provide assistance in meeting reading and math standards as well as include participation in enrichment activities that will complement the regular academic program for the students that are economically disadvantaged, at risk, or in Rtl. The benefit of the program would be to help close the gaps in the students' learning through providing rich educational and enrichment activities.

Results: An analysis of the parent surveys revealed that 55% of those polled would allow their child to participate in the after school and summer program if they were eligible. The components that the parents were most interested in receiving help for were in the areas of homework help, reading, tutoring, dance, art, music, sports, team-building, cooking, nutrition, computer, gymnastics, science/STEM, family support/parent education classes, and counseling. In addition, the parents rated the ability to receive academic enrichment in reading, math, and science and being provided a safe, supervised activity after school or during the summer were their top requests. A review of the teacher surveys revealed that they felt the students would benefit from remedial education, academic enrichment, counseling, tutoring, STEM activities, art, music, and technology programs. (1) The elementary was identified as "Targeted Support" on their last state report card because three student groups scored consistently underscoring for three years, and they scored a "D" on closing the gaps. PEIMS data showed that 35% of the students are considered at risk because they failed the readiness test. Ten percent of the students are at risk because they were not promoted 1+ years in school, and 10% are at risk because they are limited English proficient. (2) The numbers for the intermediate school revealed that 27% of the students are at risk because they failed the readiness test, and 16% of the intermediate students are at risk because they were not promoted 1+ years in school. Seven percent of the intermediate students are at risk because they failed the State of Texas Assessment of Academic Readiness (STAAR) test, and 8% of the students are at risk because they are limited English proficient. (3) WJH data collected revealed that 9% of the junior high school students are at risk because they were not promoted 1+ years in school, and 1% of the students are at risk because they scored below 70 on 2+ subjects. Thirty percent of the junior high students are at risk because they failed the STAAR test, and 10% are at risk because they are limited English proficient. (4) WHS data collected revealed that 12% of the high school students are at risk because they were not promoted 1+ years in school, and 8% of the students are at risk because they scored below 70 on 2+ subjects. There are 17% of the high school students are at risk because they failed the STAAR test.

Plan: Students will be recruited to attend based on their socioeconomic status, academics, attendance, and/or disciplinary needs. The site coordinators will collect and analyze individualized student data and recruit the students that need assistance. The utilization of an after school and summer program will also aid in relieving some stress from the working families that do not have time or resources to work with their children outside the school hours.

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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.

Winnsboro ISD's vision for the 21st Century CCLC Community Learning Centers program is to provide a program filled with high-quality academic and enrichment activities that will have a positive and direct impact on the academics, attendance, and behavior of the students that participate. According to a review of literature by Durlak and Weissberg (2007); Lauer, Wilkerson, Apthorp, Snow, and Martin-Glenn (2006); Redd, Cochran, Hair, and Moore (2002), "programs that offer a strong academic component – beyond homework help – are associated with the greatest academic gains." The current retention rate for the district is 2.6%. Through the process of identifying the students that are in danger of failing based on STAAR scores or grades, a targeted recruitment will take place to encourage these students to be enrolled in the program. Once enrolled in the program, the teachers will develop individualized intervention plans aligned with the needs of the students to assist them in being successful. We have also discovered that some students often do not have a quiet and/or supportive environment at home to properly study and some of the parents are not available to assist them with their homework after school because of work schedules or the inability to help. The implementation of this program would provide a platform where we could individualize the instruction and meet the students on their level of need. In addition, this program would allow us to help involve the parents in their students learning through family engagement activities.

(1) Performance: The individualized assistance of academic support, tutorials, and enrichment opportunities provided to the students will be based upon the Texas Essential Knowledge and Skills (TEKS) that are required by TEA as part of a quality educational program. A maximum ratio of 15:1 will be utilized at all levels. Certified teachers will work with the students and enrichment activities will be provided by either certified teachers, district paraprofessionals, or qualified volunteers in their area of expertise. The site coordinators will communicate on a regular basis with the teachers and coordinate academic efforts to meet the individual goals of the students. Reading and math hands-on activities that reinforce the TEKS and promote higher level thinking will be utilized to keep the students engaged and eager to participate. The students that participate in the program will benefit from the academic content being presented in engaging ways to strengthen their academic skills. By the end of the 2021-2022 school year, 100 of the 120 students who participate in the 21st Century grant will show a 10% increase in their reading and math skills each semester and a 15% increase over five years as measured by TX-KEA, TPRI, Renaissance assessments, local assessments, and TEA data.

(2) Attendance: The director, site coordinators, and teachers will monitor daily school attendance and program attendance. If attendance issues are noted, the site director will schedule follow-up meetings to address any attendance issues that may be present. The importance of attendance will be stressed throughout the program activities. Local community members/businesses will be invited to provide incentives to encourage regular school day attendance and also encourage participation in the ACE program. By the end of the 2021-2022 school year, 100 of the 120 students who participate in the 21st Century grant will show a 1% increase in their attendance.

(3) Discipline Referrals: The involvement of working with the students on their social-emotional behavior during the enrichment activities will reinforce the desired behavior and directly impact the overall attitude and behavior of the students. Students that are identified as having disciplinary issues will be targeted and recruited to attend. By the end of the 2021-2022 school year, 100 of the 120 students who participate in the 21st Century grant will show a 10% decrease in discipline referrals. This will be measured by a review of the disciplinary records on each campus.

(4) Student Engagement: Students will show measurable improvement in their core academics demonstrating a reduced retention rate with 99% of the students progressing to the next grade. Students will receive extensive support based on their academic goals and a 10% improvement will be seen in their growth over the first year. The STAAR scores for the students will also show a 10% growth in closing the gaps.

(5) Enrichment: The additional services of enrichment activities such as chess, cooking, floral design, art, music, gardening, dance, character education, STEM, and physical health activities, etc. will reinforce and complement the current academic program and also provide the students with life skills that are helpful in establishing a trade.

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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 Winnsboro ACE program will be developed to offer a high quality program that will provide academic and enrichment support to the students. Each campus will develop an individualized plan for their students that builds upon the curriculum and reinforces the TEKS as mandated by TEA. The allotted academic time will be developed to provide tutorials, homework help, and reinforcement of the current curriculum. Hands-on and project based assignments will also be a part of the program since these methods have proven to be effective in the retention of knowledge. Enrichment activities will be developed to support the current curriculum while broadening the knowledge base and building upon lifestyle and trade skills. Gardner, Roth, and Brooks-Gunn (2009) noted significant gains in standardized math scores and work habits as well as a reduction in reports of misconduct for students that participated in an afterschool program.

Selection of students will be based upon socio-economic status, academic need, attendance, and discipline issues. Students that are in Rtl will be given priority to participate in the program. Currently, there are 68 students that are in the Rtl process across the district. The goals for the Rtl students will be used in developing an individualized plan for them. The students that are failing will also be targeted and recruited to participate in the program.

The site coordinators will meet with the principals and teachers during team meetings to determine the academic, social, and emotional needs of the students and they will be intentional in developing a plan to develop academic and enrichment activities that will help close the gap in learning for the students. The enrichment activities will also reinforce the academics as well as support social, emotional, and physical well-being.

Students that attend the afterschool program will be provided with a nutritious snack and activity window as they transition to the academic and enrichment times. The summer program will offer breakfast and lunch in conjunction with the academic and enrichment times. Transportation will be offered to the students for each of the sessions if the parents choose not to transport their children.

Academic: Site coordinators will work with the teachers to determine the academic and social emotional needs of the students. Students will be nominated to participate in the program based upon the socioeconomic and academic needs. Rtl students will receive priority for placement. Consideration will also be given to students with attendance or behavioral issues. The vertical alignment documents and COVID Gap Implementation Tool from the TEKS Resource System will be utilized to drive the instructional process to determine the level of instruction that is needed to make up for the gaps of instruction that may have occurred during the COVID-19 shutdown.

Enrichment: Proposed enrichment activities might include chess, art, music, physical health activities, floral design, gardening, cooking, character education, and STEM activities. We will coordinate with teachers, paraprofessionals, local businesses and community members to address the enrichment needs of our students.

Parent and Family Engagement: Parent involvement plays an important role in the success of students. The Family Engagement Specialist will coordinate family activities and events that will address the needs of the families. The results of the parent survey revealed that the parents were most interested in computer classes, finance/budgeting, and strengthening family relations. Events, trainings, and engaging activities will be developed to facilitate these three areas of interest as well as a focus on promoting literacy among the families and students. There will be a minimum of three parent and family engagement opportunities per campus offered during the first year. By providing the needed training and support, families will benefit when they are more involved in the education of their children. College and Workforce Readiness: To support the need of assisting students to being college or career ready, the academic portion and enrichment activities will be aligned with classes and training that will be a stepping stone to a college or a career path. The interests of the students will be taken into account and academic and readiness activities will be built around facilitating these skills such as financial preparation, floral design, cooking, art, music, etc.

Upon notification of the grant award, the Program Director will meet with each campus to determine their plan of activities. The capacity development process listed in the Texas ACE Blueprint will be utilized as the program is planned, implemented, monitored, and adjusted to best meet and serve the needs of the students and parents.

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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

Due to the limited geographic location and opportunities, Winnsboro ISD is not able to partner with another community-based organization. There are not any local YMCAs, Communities in Schools, local boys/girls' clubs, public, or private schools that are in close enough proximity to partner with. Therefore, Winnsboro ISD is applying as a separate entity.

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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.

Winnsboro ISD will intentionally use best practices when planning and developing their ACE afterschool and summer program. The program will be established to fill the gaps by aligning the academic portion with the school curriculum, offering missing or underrepresented activities, and assessing the effectiveness of the program. According to Lauer, Akiba, Wilkerson, and Apthorp (2013), "Research suggests that productive out-of-school time that focuses on building students' academic knowledge as well as their socio-emotional development can have a positive impact on achievement levels overall."

Enhancing Academic Performance: WISD will focus on providing clear and concise academic instruction by offering hands-on and project-based learning when appropriate. Data collected on each of the students will be used to identify the areas of weakness and used to develop lessons that will close the gaps in learning.

Achievement: High quality lessons and activities will be presented through innovative approaches to address the individual needs of the students. Data (benchmark tests, local and state assessments, report card grades, attendance, discipline, etc.) will be collected monthly from multiple sources, and the teachers will use the data to make the necessary adjustments to the academic instruction to ensure that the program is meeting the needs of all of the students.

Postsecondary and Workforce Readiness: Students will be given opportunities to explore college and career options by immersing them in a variety of learning situations. Local businesses will be encouraged to provide the students with the opportunity to shadow them in order to gain more knowledge about possible career paths.

Positive Youth Development: The program will be based upon the SAFE (Sequenced, Active, Focused, Explicit) method as introduced by Durlak and Weissberg (2013). The SAFE uses a sequenced step-by-step approach (S), utilizes active forms of learning (A), focuses on specific time and attention on skill development (F), and explicitly defining skills that are being attempted to promote (E). The enrichment portion of the program will provide the students with a variety of activities that will enhance the emotion, social, and physical well-being of the students.

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.

Winnsboro ISD is located in a rural community that encompasses 170 square miles of which many of them are country blacktop roads. Due to the poverty levels of the families, many of the students require transportation to be able to attend school. Economically disadvantaged families often do not have the financial means to provide transportation to the school, do not have a vehicle, or only have one vehicle that all the family members share. Therefore, transportation is often an issue for these families. These types of students are the very ones that would benefit from the ACE program. Jensen (2009) argues that "Students raised in poverty and are especially subject to stressors that undermine school behavior and performance." By providing transportation to these students, we can help alleviate some stress for the families.

The students that are enrolled in the ACE program will be offered transportation services to and from the ACE center locations. WISD currently runs 12 buses each day because there are 664 students that requested transportation services for the 2020-2021 school year. Therefore, we anticipate that there will be 60 - 80 of the ACE students that will need transportation to attend the afterschool and summer program. The final number will be determined once the enrollment is finalized. Certified bus drivers that are properly trained on safety measures will be used to provide the students with transportation to and from each center, and they will be required to stay up-to-date on their trainings and licenses.

The remaining students that do not require transportation services from the district will be transported to the center via their own mode of transportation based upon what the parents decide to utilize,

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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.

Winnsboro ISD already has a strong communication framework already in place to disseminate information. Upon notification of the grant award, Winnsboro ISD will push out notifications using the following methods:

- (1) District website
- (2) Campus websites
- (3) Social media pages
- (4) Video
- (5) Parent Survey
- (6) School Board Meeting
- (7) Local Radio Station
- (8) School District Calendar
- (9) Flyers (Paper and Digital)
- (10) Newsletters
- (11) Local newspaper - A press release will be sent out.
- (12) Presentations will be given to local organizations to provide information about the program.
- (13) 21st CCLC webpage - The Family Engagement Specialist will developed a webpage an attached it to the district website.

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.

Upon notification of grant award, the Program Director will coordinate with the Assistant Superintendent and Chief Financial Officer to determine the allotted resources available to spend to expand upon the 21st Century program. The site coordinators will meet with the Student Services Coordinator, principals, and teachers to develop a Logic Model to identify gaps in service and to establish a plan to provide the needed services. This tool will assist them in aligning district resources to support the specified CCLC goals and objectives.

Federal Resources: Free and reduced lunch services and snacks will be provided to those students that qualify.

State Resources: There are many staff members such as interventionists, ESL aides, Student Services Coordinator, classroom teachers, and paraprofessionals are state funded and they will be utilized in planning sessions to develop each site plan.

Local Resources: All ACE sites will utilize their home campus' classrooms, cafeteria, gymnasium, libraries, and computer labs. The Project Director will coordinate with local businesses to take advantage of services that they are willing to offer to the program. Buses or school vehicles will be provided by WISD.

The coordination of the federal, state, and local funds will allow for the development of an extensive plan to provide services for the students and families that would otherwise not be able to benefit from academic support and enrichment activities such as the ones that will be offered through the 21st Century CCLC program.

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9. Statutory/Program Requirements (Cont.)

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

Winnsboro ISD is dedicated to providing their students and families with the best possible educational support system available to the best of their financial ability. Being in a rural area with a limited tax base presents a huge challenge to provide additional funding for programs; however, WISD considers the need to provide additional academic and enrichment support as a high priority for our students.

WISD would look into starting up an Education Foundation to help provide funding for the CCLC program. In addition, WISD would check on partnering with some of the local businesses to see if they were willing and able to provide financial or another form of support.

WISD would continue to provide the facilities necessary to host the afterschool and summer programs. Pending the funding available, we would consider reducing the number of teachers that would work and reduce the number of students that could attend, or set up a rotation schedule to be able to service the students. WISD would also look at combining the four campuses into two campuses which would alleviate the need to fund two extra site directors. In addition, WISD would look into charging a nominal \$10.00 fee per student per month.

Another option being considered is to coordinate with the local colleges to enlist the help of students to provide them with learning experience and opportunities.

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 will serve a crucial role in providing extra support and services for the Winnsboro ACE program. All volunteers will be recruited by the Program Director, Site Coordinator, and Family Engagement Specialist. The recruited volunteers will complete a registration packet and a criminal background check will be conducted on them. All volunteers will participate in an orientation training that will provide them with the knowledge of how to work with the students and interact with the teachers, and parents.

The volunteers will be issued an identification badge that they will wear when they are assisting with the program, and they will sign in for every session that they work. The Site Director will review the volunteer applications and assign the volunteers to the positions where their skill sets will best benefit the students. The volunteers will be utilized in ways such as providing homework assistance, being reading buddies, mentoring students, coaching secondary students about life goals, facilitating enrichment training, and assisting in family engagement activities.

High school students will also be recruited to help at the younger grades. The establishment of a big brother and sister type volunteer program between the secondary and elementary student will help to form bonds that will provide a positive role model to the elementary students. In addition, the high school students will receive credit for community service hours that will benefit them as they apply for their college or career path.

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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.

Students that are economically disadvantaged, in the RtI process, struggling academically, have attendance issues, or have behavioral concerns will be given priority to attend the program. The program will be introduced to the students and parents during school events and parent conferences, as deemed appropriate. To assist with recruiting and retaining students, the program will be evaluated each term and the students, parents, and teachers will be invited to give their feedback about the program. They will also be invited to provide suggestions or make requests as to additional components that they feel are needed.

To assist with meeting attendance targets, the students will be provided incentives to participate in the program. These incentives will consist of things such as free choice activities, homework passes, coupons from local businesses, etc. The attendance goal is that 100 of the 120 students will show an increase in attendance by 2% each term in the fall and spring, and a 96% attendance rate during summer taking into consideration summer vacations.

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.

Management Plans: Upon notification of the grant award, the Program Director will meet with the Superintendent, Assistant Superintendent, Chief Financial Officer to finalize the proposed budget.

Center Operations: The data from the Campus Improvements Plans, surveys, and students' scores revealed that there is a need for remediation in reading and math for the students. Based on this data, the program will be offered a minimum of 34 weeks across the fall, spring, and summer sessions. The program will be offered three hours a day, five days a week during the fall/spring and six hours a day, five days a week during the summer for a minimum of five weeks. The Program Director and Site Coordinators will be accessible to the teachers during the school day so they can work closely together to check on the students that are participating.

Budget Planning: Staffing pay will be based upon the district pay scale for the Program Director, Site Director, and Family Engagement Specialist. The Program Director will have access to the budget for all four campuses and he/she will oversee the expenditures. The Site Coordinators will be in charge of organizing their campus needs based on the budget amounts provided to them. Monthly budget reports will be provided to the business office for accounting purposes.

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10. Equitable Access and Participation

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

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

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

11. PNP Equitable Services

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

- Yes No

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

Are any private nonprofit schools participating in the grant?

- Yes No

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

Assurances

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

Equitable Services Calculation

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

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12. Request for Grant Funds

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

Payroll Costs

1.	Full-time Director (1)	\$83,000
2.	Full-Time Site Coordinators (4)	\$300,000
3.	Full Time Family Engagement Specialist (1) and Secretary/Administrative Assistant (1)	\$75,000
4.	Teachers and Paraprofessionals	\$325,800
5.	Employee Benefits for those listed above	\$113,820

Professional and Contracted Services

6.	Kitchen Staff and Employee Benefits	\$11,500
7.	Bus Drivers and Employee Benefits	\$34,500
8.	Evaluator (\$3,000 per campus)	\$12,000
9.	Part-time Public Relations Person	\$13,500
10.	Contracted Services (Art, Music, Cooking, Floral Design, Physical Activities, Robotics, etc.)	\$60,000

Supplies and Materials

11.	Academic Supplies and Materials	\$120,000
12.	General Supplies and Materials	\$20,000
13.	Family Engagement Materials and Supplies	\$50,000
14.	Transportation Costs	\$60,000

Other Operating Costs

15.	Field Trips (Zoo, Museum, College, Nature Preserve, etc.)	\$5,000
16.	Trainings for Project Director, Family Engagement Specialist, & Site Coordinator	\$10,000
17.	Other Operating Costs	\$100,000

Capital Outlay

18.	Technology Equipment	\$5,000
19.		
20.		

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

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Appendix I: Negotiation and Amendments

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

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

You may duplicate this page.

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

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

Section Being Negotiated or Amended	Negotiated Change or Amendment
<input type="text"/>	
<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: 250907

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	250907103	Winnsboro Elementary School 310 West Coke Road Winnsboro, TX. 75494	0	PK to 2	30	30
2	250907107	Winnsboro Memorial Intermediate School 505 South Chestnut Street Winnsboro, TX. 75494	0	3 to 5	30	30
3	250907041	Winnsboro Junior High School 634 South Post Oak Street Winnsboro, TX. 75494	0	6 to 8	30	30
4	250907001	Winnsboro High School 634 South Post Oak Street Winnsboro, TX. 75494	0	9 to 12	30	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	250907103	Winnsboro Elementary School 310 West Coke Road Winnsboro, TX. 75494					PK to 2	30	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			8/30/2021			12/10/2021			14				
Spring Term			1/10/2022			5/20/2022			18				
Summer Term			6/13/2022			7/22/2022			5				
Total number of weeks:									37				
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			3:45	6:45			3:45	6:45	8:00	12:00	12:00	4:00	
Tuesday			3:45	6:45			3:45	6:45	8:00	12:00	12:00	4:00	
Wednesday			3:45	6:45			3:45	6:45	8:00	12:00	12:00	4:00	
Thursday			3:45	6:45			3:45	6:45	8:00	12:00	12:00	4:00	
Friday			3:45	6:45			3:45	6:45					
Saturday													
Sunday													
Total Hours Per Week:	15				15				24				
Adjunct Sites, If applicable (site name and full address)													
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Field Trips will be scheduled during the ACE program times.											
Parent/Legal Guardian Activities		Parent meetings/activities will be scheduled based upon the needs and availability of the parents.											

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	250907107	Winnsboro Memorial Intermediate School 505 South Chestnut Street Winnsboro, TX. 75494					3 to 5	30	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			8/30/2021			12/10/2021			14				
Spring Term			1/10/2022			5/20/2022			8				
Summer Term			6/13/2022			7/22/2022			5				
Total number of weeks:									37				
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			3:45	6:45			3:45	6:45	8:00	12:00	12:00	4:00	
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Friday			3:45	6:45			3:45	6:45					
Saturday													
Sunday													
Total Hours Per Week:	15				15				24				
Adjunct Sites, If applicable (site name and full address)													
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Field Trips will be scheduled during the ACE program times.											
Parent/Legal Guardian Activities		Parent meetings/activities will be scheduled based upon the needs and availability of the parents.											

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	250907041	Winnsboro Junior High 409 Newsome Street Winnsboro, TX. 75494					6 to 8	30	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			8/30/2021			12/10/2021			14				
Spring Term			1/10/2022			5/20/2022			18				
Summer Term			6/13/2022			7/22/2022			5				
Total number of weeks:									37				
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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Friday			3:45	6:45			3:45	6:45					
Saturday													
Sunday													
Total Hours Per Week:	15				15				24				
Adjunct Sites, If applicable (site name and full address)													
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Field Trips will be scheduled during the ACE program times.											
Parent/Legal Guardian Activities		Parent meetings/activities will be scheduled based upon the needs and availability of the parents.											

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	250907001	Winnsboro High School 634 South Post Oak Street Winnsboro, TX. 75494					9 to 12	30	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			8/30/2021			12/10/2021			14				
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Summer Term			6/13/2022			7/22/2022			5				
Total number of weeks:									37				
Center Schedule													
Day of the Week	Fall Term				Spring Term				Summer Term				
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	
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Thursday			3:45	6:45			3:45	6:45	8:00	12:00	12:00	4:00	
Friday			3:45	6:45			3:45	6:45					
Saturday													
Sunday													
	15				15				24				
Adjunct Sites, If applicable (site name and full address)													
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Field Trips will be scheduled during the ACE program times.											
Parent/Legal Guardian Activities		Parent meetings/activities will be scheduled based upon the needs and availability of the parents.											