



**2023-2024 Nita M. Lowey 21st Century Community Learning Centers (CCLC),
Cycle 12, Year 1**

Competitive Grant Application: Due 11:59 p.m. CT, January 23, 2023

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

Amendment Number

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

1. Applicant Information

Name of organization

Campus name CDN Vendor ID ESC UEI

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 NOGA will be released.

4. Identify/Address Needs

Evaluate the community needs and available resources for the community learning center by completing the community needs and community resource tables on the *Grant-Level Strategic Plan (Pre-Award)*. Then provide a narrative response describing the following:

- The multiple data sources used, and stakeholder feedback provided when conducting the need assessment.
- Why the needs assessment indicates the need for afterschool and summer programs.
- How the proposed program will address those needs, including the needs of working families
- How the needs assessment informed the targeted participation numbers for students and adult family members.

NEEDS AND DATA SOURCES - Those who live in La Feria and the Rio Grande Valley cherish and protect their unique traditions and the cultural belief of "la familia primero." Despite significant linguistic, socioeconomic, and social-emotional challenges, La Feria ISD students, parents, educators, and the community at large remain steadfast in the commitment to provide better opportunities for their children and grandchildren than they themselves had. TPRS, TEA, PEIMS, and survey data from 2020-21 reveals low income parents (89.36%), Hispanic (98.4%), unemployed (11.5%), low educational attainment (75% diploma; 17% with bachelor's degrees - 31.5% state), poverty stricken (32.1% versus 14.2% state), and homeless (10%) face overwhelming challenges ACE could help them manage and overcome. "The Valley" is a family of interconnected towns and cities, and La Feria is analogous to the middle child - meaning it is often overlooked by potential businesses and developers, leaving the district with lower tax revenues and fewer financial resources than its neighbors. Undeterred, this district of innovation seeks to fulfill the motto of "expect-achieve-excel" through creative initiatives and elbow grease. The COVID-19 pandemic's negative effects on student learning and the La Feria as a whole cannot be ignored. TPRS data reveals a profound need for interventions. In reading, 3rd and 4th grade STAAR scores at the elementary sites plummeted from pre-pandemic at Meets grade level numbers: 3rd-2019 at 44% versus 23% in 2021 (state 39%). More concerning are Math scores: 3rd-2019 at 54% versus 18% in 2021 (state 31%); 4th - 2019 at 47% versus 26% in 2021 (state 36%). 5th and 6th grade scores show similar rates of attrition, with only 37% and 23% respectively meeting grade level reading; 36% (44% state) of 5th and 29% (35% state) of 6th graders met math expectations. Students at the middle school suffered staggering losses in writing scores: 39% meets in 2019 versus 17% in 2021 (state 33%) At La Feria High School, however, a different picture emerges - one of contrast. English I and English II scores reflect growth, pointing to the need for enrichment, with percentages of 51 and 59 meeting standards, surpassing the state averages. In math, on the other hand, 2019 rates of 68% Meets on the Algebra EOC (state 61%) dropped by half, with only 34% achieving that status in 2021, below the state average of 41%. Another challenge the district identified as a problem in its 2022-2023 Campus Improvement Plan - student mobility. Proximity to Mexico results in travel out of the country and low SES status results in families having to evade bill collectors and eviction notices, moving often and further increasing absenteeism and instructional losses.

ADRESSING NEEDS: Because of these hurdles, decisions regarding programming will be based on academic needs and student interest in enrichment. ACE family engagement, homework assistance, tutoring, hands-on STEAM all using HQIM and led by skilled teachers will make significant impacts along with an Accelerated Learning Interventionist (ALI) who will create individual learning plans for each student in the program, all intended to meet objective goals for student academic success. **TARGET POPULATION:** Six centers, targeted to serve 500 students (and their parents) would provide profound enlightenment and educational opportunities to a population that doesn't view college or financial wellness as a reality. Analysis of enrollment trends, extracurricular sports involvement, and STAAR test scores determined the targeted numbers as reasonably attainable and could create district-wide impact.

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5. Measurable Goals and Progress

Establish a set of performance measures aimed at ensuring the availability and effectiveness of high-quality academic, enrichment, and family engagement opportunities by completing the Grant-Level Summative SMART goals on the *Grant-Level Strategic Plan (Pre-Award)*. Then provide a narrative response describing the benchmarks that will be used to measure progress toward meeting the SMART goals. Include key strategies for recruiting and retaining students, engaging with adult family members, recruiting staff, ensuring strong program operations, aligning with the school-day, and monitoring fidelity of program implementation.

In addition to the SMART goals set forth in this application, the La Feria ISD 2022-23 School Improvement Plan identifies several quantifiable needs of the district that also will be analyzed to ensure effectiveness of this program: raising attendance rates and chronic absenteeism due to mobility, increasing ELA and Math STAAR/EOC performance, providing more rigorous Tier 1 instruction with accelerated materials, establishing vertical alignment in science, and improving College, Career, and Military Readiness (CCMR). Furthermore, the district independently created ambitious SMART goals regarding TSIA readiness, dual credit attainment, and 3rd grade STAAR reading and math achievement. This is a district committed to rolling up its sleeves and putting in the work. Assistance from this funding is critical to moving forward with the goals and initiatives they envision in addition to the Grant-Level SMART goals that complement the district improvement plans citing the key needs requiring academic intervention.

RECRUITMENT of high-quality, invested staff is equally critical, and the practices, activities, and tools suggested by the You for Youth organization and Texas ACE blueprint will ensure effectiveness of recruitment, training, monitoring, and operational strategies are aligned with and will maximize outcomes toward the 21st CCLC mission and goals. Program Director, Program Specialist, Site Coordinators, and Teacher/TA candidates will be carefully selected according to the needs of the district's students, relevant experience, skills, and other factors.

STUDENT RECRUITMENT and retention, also vital to program success, will rely on a variety of bilingual communication methods, as well as grade level presentations, guest speakers, phone calls to parents, and home visits by the Family Engagement Specialist. Attention to students most in need will be a priority, with phase one recruiting students requiring mandatory HB4545 services, chronically absent students, working, and homeless families, Economically Disadvantaged students, and lastly students who scored "masters" on previous state assessments as candidates for enrichment activities. Retention will be achieved through engaging, research-based practices, self-selected activities, community outreach events, field trips and other student incentives. "It takes a village to raise a child," and it will also take concerted efforts to ensure that ongoing program operations succeed. At least 75% of the students targeted for enrollment in the program will either be at risk or economically disadvantaged.

OPERATIONS AND ALIGNMENT - LFISD stakeholders, from parents, and teachers to board members, community, and administrators, are unwavering in their resolve to create opportunities for success for their students, aiming to make their district the golden child of the Valley. Everyone will have a role to play, and the district will maintain a robust system of checks and balances to monitor, analyze, and assess program progress toward meeting goals and student success. An evaluation team will draft operations/progress reports based on visits to each site twice per school year, discussions with staff, students and parents, and student success data collection.

PROGRESS MONITORING - To monitor academic progress toward SMART goals, benchmarks will include progress reports, report cards, Beginning of Year (BOY), Middle of Year (MOY), and December STAAR/EOC retests, with data desegregated from Data Management for Assessment and Curriculum (DMAC) indicating grade level and individual TEKS mastery. Teacher survey feedback, parent/student surveys, ACE staff lesson plans, and PEIMS reports will assist in monitoring and assessing attendance, engagement, and achievement goals.

IMPLEMENTATION FIDELITY - Overall, these benchmarks will indicate the level of fidelity of program implementation and assist staff with effective decision-making moving forward. Parents, the heart of the district, already show consistent participation in and support for school events and initiatives. Currently, LFISD regularly surveys parents regarding school satisfaction and other topics, offers face-to-face and virtual classes (recorded and stored on a database for convenience), hosts monthly family events, organizes clothing and food drives, conducts PTO training, curricular and SEL conferences, financial literacy sessions, maintains a Parent Resource Center, and acknowledges a "Volunteer of the Year" at an annual reception. To say that there will be parental support of an ACE program would be an understatement as after school and summer programs would add to this quality model.

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6. Project Evaluation and Modification

If the benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program. Include a description of how the state activities for continuous improvement will be utilized for project evaluation and modification.

La Feria ISD district stakeholders and ACE personnel (led by the Program Director and Site Coordinators along with the ACE Program Specialist - ALI) will meet quarterly (Evaluation Team) to analyze DMAC academic data from local BOY, MOY, and December STAAR/EOC retests to assess percentage improvements made toward academic SMART goals. Among these expectations involve improved grades and at least 5% increases by each regular ACE attendee in reading and math standardized test scores and internal academic assessments during the first half of the year and then again at the end of year. Additional data collected through TX21st and local evaluation reports will guide overall program operations assessments, program monitoring, strategic planning, and ACE Quality Assurance Processes, per the state activities for continuous improvement.

Should the evaluation team after its quarterly analysis, determine areas for improvement and/or modifications, a root cause analysis will be created using the "5 Whys" activity published in the Texas Education Association's 2022-2023 Continuous Improvement Guide. SMART goals will be revisited and specific actions proposed (professional development addressing topics where goals are not being met, designing of a flowchart or other organizational aid, analysis of communication or pedagogical practices and policy improvements, attendance incentives, or parental involvement ideas, for example). Any modifications made to the SMART goals and/or program operations will be closely and consistently monitored by designated staff for fidelity of implementation and effectiveness of outcomes. La Feria ISD will take advantage of TEA's technical assistance educational specialists as well as the training and resources (online and in-person) provided by the state. In addition, the district will first reference the My Texas Analyses and commentary on such modifications and their effectiveness will be recorded in a data sharing model at each program site. Key administration and the Program Director will aggregate and assess the post-modification data to identify any further actions or areas of need on a site level or systemic program basis.

7. 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 applicant provides assurance that they accept and will comply with [Every Student Succeeds Act Provisions and Assurances](#) requirements.
- 2. 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.
- 3. 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.
- 4. 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.
- 5. Complete the Title IV, Part B Affirmation of Consultation form with Private Nonprofit School (PNP) Officials and submit the signed Affirmation to *Every Student Succeeds Act (ESSA) Reports Application*, accessible through TEAL on the same date as this grant application. If awarded, Affirmations are due annually on the same date as the 21st CCLC continuation application.
- 6. The applicant provides assurance to adhere to assurances #6-#28, all Statutory Requirements, TEA Program Requirements, and Performance Measures, as noted in the 2023-2024 Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 12, 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.

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8. Statutory/Program Requirements

1. Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. Describe the proposed activities in each of the following areas: targeted academic support, student interest-based enrichment, and family engagement.

DEVELOPMENT - Overall student success and specific academic achievement gains will succeed through a program curriculum built on student needs, engagement, and choice combined with pedagogical soundness and the use of High Quality Instructional Materials (HQIM), all of which are observed, monitored, and assessed for continuous improvement. Targeted Academic support aligned with regular school-day objectives will begin with comprehensive and collaborative lesson planning by ACE staff and school faculty to incorporate HQIM that align with classroom TEKS and/or identified TEKS for individual students. A plethora of resources specific to planning activities for the 21st CCLC program may be accessed at y4y.ed.gov, as well as pertinent training for key program personnel. As the site notes: "Research indicates that students get the most out of after school programs that develop thoughtful, fun, accessible, activities, survey and build on students' interests, motivate and engage all students to participate, connect to grade-level benchmarks, standards, and the school-day curriculum to increase achievement, provide real-world activities that connect to the broader community, provide effective tutoring and differentiated instruction for all skill levels, and integrate technology." All of these objectives will comprise the cornerstone of planning meetings, academic plans, and activity development in this ACE program.

ACADEMICS - Activities will include daily homework help, daily small group hands-on academic activities (based on Accelerated Learning Interventionist (ALI) developed individual student plans), and daily targeted group tutorials using HQIM such as Amplify, Zearn Math, Odell Texas, and BookNook. These activities will be observed daily by ACE staff to ensure fidelity of implementation. Daily reports on activity outcomes will show what academic objectives were met and how those objectives were assessed (meeting individual academic plans). To implement efforts to help students grow academically at an accelerated rate, La Feria ISD proposes utilizing ACE staff, school faculty, college students, community resources, and high school students enrolled in their newly established Early College High School to conduct/assist with tutoring sessions and homework. In addition to acting as role models to younger students and increasing engagement, the student teachers will earn community service credit necessary to meet the 100 hours mandated for graduation. Differentiated instruction and lower ratios will increase student engagement and comprehension, resulting in improved academic achievement.

ENRICHMENT - Student interests will determine the selection of these activities, as determined by survey feedback. The Program Director, Program Specialists (ALI and FES), and Site Coordinators will deliver grade-level presentations showcasing the benefits of participation for students and families. Subsequently, a comprehensive activity menu, along with a write-in option, will be distributed electronically. Similar surveys will be disseminated via the district parent portal, school websites, and teacher Google classrooms and Dojo. ACE staff and school administrators will monitor submissions and follow up with any unsubmitted surveys to ensure feedback fidelity. Allowing student voice will broaden and tailor offerings to student interest, ultimately affecting attendance, engagement, and learning. Enrichment activities such as Literature Circles, Folklorico, art, music, budgeting/finance, cheerleading, dance, cooking, chess, kayaking, sports, book writing, STEM, eSports, coding, theater, and Makerspace will appeal to a wide variety of students who may otherwise be apathetic to non-sports extracurricular participation. Higher order and critical thinking associated with most of these activities improves students' problem solving and analytical skills known to result in improved academic achievement.

FAMILY ENGAGEMENT - La Feria parents are dedicated to the well-being of their families, and especially their children's educational success. Often, however, they lack the linguistic or requisite schemata to navigate a successful academic journey alongside their children. Having little formal education, few financial resources, and demanding work schedules all pose challenges that prevent and/or intimidate the neediest parents from engaging in the school culture. LFISD hopes to create a program atmosphere of non-judgement and open inquiry to foster trusting relationships among parents, program staff, and school faculty. Family-inclusive monthly events like Trunk-or-Treat, Meet the Teacher, and College Tailgate parties, showcases will offer low-risk opportunities for parents to establish relationships with stakeholders. Once trust is established, parent surveys will assess interests and needs for twice monthly adult services such as English learning (literacy), cooking/nutrition, financial literacy, vocational, and SEL sessions, workshops or events. The ACE Family Engagement Specialist (FES) will work with the district FE to integrate efforts to encourage parent participation, boost their confidence and shift mindsets to a college and career-bound culture, at the center of which is academic achievement and knowledge of post-secondary options. Just as student learning increases when they are given a rationale and justification for the objectives, so will parents respond to understanding their influence upon the success of their children cannot be underestimated.

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8. Statutory/Program Requirements (Cont.)

2. Demonstrate how the program will use 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.

Faculty and staff in small districts like La Feria ISD truly know their students - what they think, how they think, and why they think what they do. This knowledge of the culture, ability, and shortcomings is powerful when building thoughtful, thorough daily, weekly, and long-term activity planning. Whether it is homework help, tutoring, enrichment, or parental engagement, effective planning is tantamount to eliciting positive program outcomes. Data-driven, individualized goals, aligned to SMART goals and classroom objectives will form the foundation for teacher/staff collaboration and decision-making about content-specific best practices academically and socially.

Studies repeatedly show there are practices that produce powerful academic and emotional outcomes - scaffolding, positive encouragement, relationship building, and clear consistent communication of expectations and outcomes are consistent norms for instruction. Teacher expertise and student achievement data will inform tutoring lesson objectives, and designed by sharing lesson plans, DMAC data, and collaborating on effective best practice strategies to maximize student performance and achievement. Site-based counselors will also collaborate with staff, suggesting Social-Emotional Learning, community-building, and post-secondary and workforce needs and activities.

At the high school, TSIA preparation and testing, career exploration, and career educational field trips to colleges and businesses will expand students' knowledge of options for future decisions. Meaningful and realistic networking opportunities with academics and community professionals is a best practice that gives students a dose of reality they may not otherwise receive, and the opportunity to job shadow and/or conduct internships could be transformative to their philosophies and decision-making about these students' post-secondary plans.

Assessing this new program for performance and quality also will be key for success. Through the use of the research-based improvement system developed by the Weikart Center for Youth Program Quality, the ACE team and evaluation personnel will utilize program quality assessments to align in providing a safe and supportive environment, interaction, and engagement in these youth-centered activities for long-term measurable success.

3. 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.

La Feria has both a small city and rural feel with neighborhood schools, but also some outlying developments that appear rural, while many families are working late into the evening. That leads to transportation being a moderate barrier to participation. For regular after school programming, no transportation is required to programming because nearly all activities will be held at each elementary, middle, and high school site. After the school day, students, depending on school and grade level, are either escorted or released to the cafeteria or the designated area for the ACE program, where they will sign in and receive their snack (meal). Transportation home for the after school program and to and from summer school camps will be required through this grant funding and has been included in the budget. In addition, busing transportation to educational field trips also will follow the same rules as the after school and summer requirements and also is included in this funding.

HOME - During the enrollment process, parents of participants will indicate the preferred method of transportation home: by bus, parent pick-up, or walking. ACE staff will record attendance daily and dismiss students according to parent preference. Students who walk home will be released prior to others and encouraged to use a buddy system. If deemed appropriate for any individuals or early grades, ACE personnel will assist with safe practices by accompanying students. Parent pick-ups will require proof of identification to school security or ACE staff before students are released and students will not be released to any adults not listed on the transportation form. The LFISD transportation department will coordinate and manage bus routes for all other program participants in after school sessions. In addition, resources are available for Saturday activities and field trip events communicated to the Transportation Director by the Program Director or other key staff.

SUMMER TRAVEL - Summer camp programming will utilize the same protocols as the after school program, but busing will offer routes both to and from the ACE sites in support of this initiative to ensure all families/students can participate and that no transportation barrier exists. Specific summer program bus schedules and pickups will be created to make sure students and families are best served by this service.

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8. Statutory/Program Requirements (Cont.)

4. 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. Describe the applicant's plan to inform the community about the center and participating in the program.

DISSEMINATION - Word travels fast in a small community like La Feria, and if awarded, the incredible news would set the town on fire. Despite the likelihood of this organic promotion and dissemination of award success and the reality of this after school and summer programming coming to the district via this 21st CCLC grant, there also will be a more specified plan that includes the creation of a communication team and a strategic plan to provide formal notification and ACE program details to be shared via a number of platforms. Bilingual fliers, both paper and electronic, will be disseminated in a matter of hours via the district's website, parent portal, teacher Google classrooms and Dojo, and campus marquees. Furthermore, district stakeholders will present/provide program information on successes/status and challenges at the regularly scheduled monthly school board meetings, at Parent Teacher Organization gatherings, Open House events, Conferences, and faculty Professional Learning Committee meetings. In addition, the district will create synergy by utilizing the Texas ACE branding in local program materials and promotions, which also will be conveniently made available in Spanish and English (56% of the district's adult population speaks Spanish at home). ACE staff will communicate the program's successes and achievements with its program partners, so they, too, can disseminate information to the community in general.

PARTICIPATION PLANS - To ensure parents receive notification information, site-based homeroom teachers or designated grade-level departments will distribute fliers and letters of interest for the program, including location and specifics about times and dates, that require parent signatures, then monitor, record, and follow up with unreturned documents. District social media accounts (Facebook, Instagram, Twitter) will also share the news, reaching a wider and more diverse population. Finally, the local newspaper, The La Feria News, will reach another demographic. The publication already regularly reports on school events and student success stories, and would undoubtedly be a valued ally in sharing program information as well as helping promote volunteer opportunities for the program.

5. If the program plans to use volunteers in activities carried out through the community learning center(s), describe how the program will encourage and use appropriately qualified persons to serve as the volunteers. Explain the policy for screening and placing volunteers. If the entity does not plan to use volunteers, please indicate that in the space provided. (Choosing not to use volunteers will not lower review scores)

VOLUNTEER RECRUITMENT/AVAILABILITY - The district plans to use qualified volunteers to enhance and add effectiveness to enrichment offerings and other hands-on activities, while providing mentorship and maximizing resources and fiscal efficiencies. For LFISD, potential volunteers can come from various arenas. Early College High School students, following mandatory training, will earn community service hours for providing homework help, or assisting hands-on STEAM and enrichment activities. More importantly, their participation will improve the teacher-student ratio, in turn reducing behavioral incidents and increasing attendance. The opportunity to be role models to their younger relatives and neighbors will benefit both pupil and teacher, instilling a sense of pride and urgency to high school students who take on this responsibility.

The local "Winter Texan" population, surging to as many as 100,000 in the Rio Grande Valley, also provides a rich source of knowledge and expertise, and many temporary residents readily volunteer their time. There are several RV parks in La Feria and within minutes of the district's schools where former teachers, business executives, military members, and virtually any echelon of society may be found among their ranks. The Program Director may easily recruit potential volunteers by arranging events at some of the local RV parks and advertising via social media and the local newspaper, as well as put up fliers in the park. Knowing that adults in the community are invested in their learning is proven to build motivation to succeed, which would increase student persistence to task and ultimately increase knowledge comprehension that will transfer to academic success. Patient, supportive tutors and mentors such as this would, like their teen counterparts, reduce ratios and increase engagement.

VOLUNTEER BACKGROUND CHECKS AND TRAINING - All volunteers must agree to a criminal history background check. Once approved, they would be required to attend a half-day training to learn about the ACE program, safety policies, program procedures, and more. Volunteers are under the direction of the Site Coordinator.

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8. Statutory/Program Requirements (Cont.)

6. 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 and ensure an appropriate, safe, and equipped facility. This includes coordination with, but not limited to, food services, security, health services, and special education.

LFISD (a 100% Title I district) has utilized ESSER III funding allowing the district to improve the safety of campuses through a new HVAC system, its equipment for academics enhanced by establishing reading centers and technology infrastructure, and its health and wellness by providing SEL training and running trails at all campuses. In addition, two buses were added to the fleet to enable social distancing and improved availability of resources. All of these expenditures will benefit the proposed ACE program as those facilities and equipment will be available for use by ACE program students, parents, and staff. Title I and other Title funding as well as Perkins V Strengthening CTE and Migrant grant funding will effectively support those impacted students and vocational career activities.

In a small district, day-to-day resource coordination efforts are simplified and bureaucratic red tape reduced because everybody knows everybody. La Feria staff, such as curriculum personnel, counselors and CTE staff will be involved in alignment and programming meetings paid for by local funds as part of daily academic and college and career planning for students. In addition, National School Lunch Program and local funding will provide food services for after school attendees. Several district resources also not funded from the grant will be used for building security, maintenance and cleaning, online curriculum resources (HQIM), efforts to coordinate with school day personnel, and communication between the other district campuses and staff. Cafeterias, gyms, outdoor fields, classrooms, libraries, computer labs and specialty rooms will be made available as well as equipment such as computers, laptops, STEM equipment, printers, Smart Boards, and curriculum materials, specifically High Quality Instructional Materials already subscribed to by the district and funded locally. ACE staff will participate in staff development and training, new staff onboarding training, and back-to-school efforts to improve capabilities. Sharing of concrete resources such as security and health personnel, physical spaces like libraries, computer labs, or gymnasiums, or food services is merely a matter of making one phone call or composing one email. Similarly, more abstract resources may also be coordinated efficiently to maximize program outcomes and effectiveness.

7. 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.

After the financial loss due to the discontinuation of Communities in Schools funding and COVID-19 induced unemployment/underemployment, the district's coffers lack the depth that only the community's philosophical transformation may repay. Building physical and philosophical foundations, with HQIM, quality after school opportunities/activities, and partnerships, will lend to the district's ability to continue these learning center programs beyond the funding period. Understanding the impact the 21st program makes, the community will undoubtedly want to continue these efforts, likely understanding they will be at a reduced level, but that will still impact students for years to come. The goal of shifting the collective community and school mindsets to a culture of college and career ready, upwardly mobile citizens as the norm may only be accomplished through the assistance needed to establish a 21st Century Community Center through this grant and then continue to provide services in the long run.

The plan to incorporate community and IHE partners to serve on the district's Texas ACE steering committee (also serving as a sustainability committee) will build the future potential for free or reduced services to students and families after the grant period to sustain program activities and goals. Priority needs would be established for targeted students with SMART goals and the school improvement plan in mind. The proposed incorporation of ECHS students in tutoring and homework help activities will establish a quasi "grow your own" model of investing time and effort in our own students. Once program ideals are fully realized, the success stories and role models - graduates of ACE programs - will pay it forward in this tight-knit community, influencing, encouraging, and mentoring younger siblings, cousins, neighbors, and friends to follow in their footsteps and instilling pride in family members. Residents, parents, students, volunteers, all stakeholders of La Feria celebrate and reward success, and will undoubtedly take measures to replicate alumni's success stories into their own family legacies.

La Feria Early College High School, in partnership with Texas Southmost College, would plan to share resources for targeted academic support with elementary and middle school sites by offering assistance with qualified tutoring staff and educational field trip opportunities, increasing College and Career knowledge.

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8. Statutory/Program Requirements (Cont.)

8. Describe the proposed partnership(s) between local educational agencies, community-based organizations, and any other public or private entities. Include how the partnership will contribute to achieving stated objectives and sustaining the program over time. 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

La Feria ISD has several planned partnerships that will impact at risk, ED, SPED, and HB4545 targeted students in ways that are not accessible right now. Discussions and MOU agreements are being planned and in progress that will benefit the district and the organization (IHE and nonprofit) in their individual missions, while serving the most in need students academically and emotionally in this ACE program both after school and in summer.

Texas Southmost College (TSC) - LFISD will expand on its Early College High School partnership with TSC, which will be implemented in 2023-2024. While regular school day students will be afforded the opportunity to earn dual credit in various courses, the partnership and agreement for the ACE program students will provide additional opportunities for all levels and skills, not just high school students. As part of those efforts, the partnership MOU will discern opportunities at TSC including providing guest career/college focused speakers, and educational field trip experiences to the college otherwise unavailable to the at-risk and academically struggling students in the ACE program. High school students in ACE and also taking dual enrollment courses will be provided weekly meeting times with dual credit professors to provide additional support and instruction for their ECHS courses.

Our Lady of the Lake University (OLLU La Feria campus) - This new partnership provides ACE staff Professional Development (PD) that focuses on creating student-based social emotional projects, activities and exercises to be used during enrichment time. Qualified and skilled professors and personnel versed in social and emotional strategies will visit LFISD several times per year, including a May Social Emotional Day when training will occur for staff. This program is being implemented for all teachers, and special after school SEL training/activities will be expanded to assist the special needs of the targeted after school and summer school students. Social Emotional Learning impacts academic performance, improves engagement, increases self-awareness and overall behavior.

PARTNERSHIPS CONTRIBUTE TO OBJECTIVES - An agreement with Texas State Technical College (TSTC) will facilitate expanded Work Based Learning activities and pursuit of certifications in welding to La Feria High School students and in ACE. This will provide additional experiences for the ACE high school and middle school students to learn about welding careers and enroll in the program in high school/receive more time working on welding. Partnerships with Texas A&M Agrilife (nutrition education for parents and ACE adults), Cameron County Health (social emotional learning supports directly for students and parents), South Texas Juvenile Diabetes (lessons, training, and information for ACE staff to support coaching and assistance for families to address the high Diabetes diagnoses in the Valley), and Tu Salud Si Cuenta (Healthy lifestyles and healthy homes programs for Hispanic/Latino families delivered by community health workers who meet with adults and families regularly and collect information to determine if the efforts are helping) will be leveraged to offer extended and expanded access to high-quality services and experiences to the proposed ACE program. The district is continuously and actively seeking additional partnerships (for long-term sustainability) with community businesses to allow the development of job shadowing and/or internship opportunities aimed at increasing career readiness, attendance, and local support.

ACTIVITIES EXPAND ACCESS TO TARGETED STUDENTS - Without ACE programming and these partnerships, at-risk and economically disadvantaged students at these 6 schools would not have access to these opportunities, which will support development in many areas, from academic achievement to social emotional impact, and college and career experience and readiness supports. In addition to students, these partnerships also will impact the lives and health of adults and families, specifically through OLLU and Tu Salud Si Cuenta.

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8. Statutory/Program Requirements (Cont.)

9. Describe how the program will coordinate with school-day to ensure that measures of student success align with the regular academic program of the school and the academic needs of participating students.

- a. If applying for Program Priority 1- Program Integration, include a description of how the grant program will integrate with other TEA initiatives designed to accelerate learning and increase specific academic student outcomes.
- b. If applying for Program Priority 2 - Accelerated Learning, include a description of how the grant program will integrate supplemental HQIM and HIT product use.

SCHOOL DAY ALIGNMENT - At the beginning of each academic year, LFISD teachers and administrators conduct thorough data desegregation and analysis from spring STAAR/EOC results as well as summer STAAR/ EOC retests. This data, generated through DMAC, identifies grade level and individual TEKS mastery that serves as a catalyst for remediation and scaffolding plans, lesson plan objectives and strategies, and determination of district and campus SMART goals. Furthermore, professional development activities for staff includes training on product use and support. Professional Learning Committee (PLC) meetings pool human and physical resources to generate research-based strategies to serve student populations using High Quality Instructional Materials (HQIM) at the elementary, middle, and high school campuses. Such materials, with year-at-a-glance units, embed all grade level TEKS, and offer comprehensive, reliable formative and summative assessments to continually monitor student goals and mastery of objectives. The fidelity and transparency of HQIM use can be seen on shared electronic drives, where teachers upload lesson plan templates every week. The detailed template reflects target TEKS, ELPS, 504/SPED accommodations, mastery objectives, and specific strategies coordinated with HQIM to accomplish academic goals. The communicative collaboration of ACE and school staff will be achieved through both PLC meetings and data/lesson plan sharing. These plans, along with the HQIM (readily available in print and electronic forms) may be easily accessed and implemented for tutoring, enrichment, and CCMR activities and will reliably ensure alignment with the regular academic program and student needs. Furthermore, individual student assessments and reports may be generated in DMAC and shared with staff to tailor instructional focus, monitor student academic progress, and indicate overall progress toward program goals. Program Priority 1 and Program Priority 2 criteria will thus align with the regular academic programming and the individual learning plans.

PRIORITY 1 - LFISD has multiple TEA initiatives that impact and accelerate learning, including Early College High School (ECHS), Work-Based Learning (WBL) and Career and Technology Education (CTE). Students in the ECHS will truly and personally integrate into the after school program by providing support for tutoring, Homework help, TSIA preparation, and College and Career awareness activities. The intentional, thorough collaboration and leveraging of these excelling ECHS students being involved with younger and at-risk students will impact all those involved, which will support a comprehensive approach designed to accelerate learning and meet the academic needs of all students. The district's CTE program/WBL through Texas State Technical College (TSTC) and Texas Southmost College (STC), will integrate into the elementary school/MS ACE programs by having ECHS students lead multiple career fairs and implementing regular visits to the college campuses. In addition, ECHS students will discuss/demonstrate vocational opportunities available at LFISD and partner IHEs, such as welding, law enforcement, health services, cosmetology, culinary, digital media/graphic design, and accounting/computer tech.

PRIORITY 2 - District measures designed for accelerated learning for designated House Bill 4545, at risk and economically disadvantaged students after school and in summer will integrate HQIM, HIT materials, and supplemental product use. Campus Academic Interventionists, funded through ESSER monies, will partner with the ACE Accelerated Learning Interventionist (Program Specialist) and ACE staff to contribute to all aspects of planning and implementation of these resources. This includes building and overseeing individualized student plans for intervention, and staff will closely monitor student performance in both regular and ACE program activities and assessments to ensure continual improvement. At least twice per week, after school, students who need additional support based on their individual academic plans, will be provided campus Chromebooks to access HQIM/HIT products following the completion of their homework or being pulled out during enrichment for this small group tutoring. The academic improvement plans will be updated weekly and determine the number of tutoring sessions each targeted student needs. ACE staff will receive quarterly training on the HQIM items (which already are in use by regular school day teachers (including, but not limited to Amplify, Zearn Math, Odell Texas, BookNook).

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9. 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"/>

10. 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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11. 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.	<input type="text" value="1 - Program Director to oversee operations daily of all 6 sites"/>	<input type="text" value="\$55,000"/>
2.	<input type="text" value="6 - Site Coordinators at each location"/>	<input type="text" value="\$270,000"/>
3.	<input type="text" value="2 - Program specialists (1-AL Interventionist Math/Reading and 1-Family Engagement (FES))"/>	<input type="text" value="\$80,000"/>
4.	<input type="text" value="Extra Duty pay for staff (teachers and instructional aides - 12:1 ratio; and bus drivers)"/>	<input type="text" value="\$402,000"/>
5.	<input type="text" value="Benefits for staff - 18%"/>	<input type="text" value="\$145,260"/>

Professional and Contracted Services

6.	<input type="text" value="Professional Development - Support for school day alignment and individual learning plans"/>	<input type="text" value="\$10,801"/>
7.	<input type="text" value="STEAM support and activities - contract with provider for items and training as needed"/>	<input type="text" value="\$5,000"/>
8.	<input type="text"/>	<input type="text"/>
9.	<input type="text"/>	<input type="text"/>
10.	<input type="text"/>	<input type="text"/>

Supplies and Materials

11.	<input type="text" value="Family Engagement supplies and materials - for Saturday and evening activities"/>	<input type="text" value="\$14,100"/>
12.	<input type="text" value="Site Coordinators (6), Project Director and project specialists supplies and materials"/>	<input type="text" value="\$14,494"/>
13.	<input type="text" value="Supplies for student enrichment and academics - curriculum/arts/sports equip/paper/etc."/>	<input type="text" value="\$40,000"/>
14.	<input type="text"/>	<input type="text"/>

Other Operating Costs

15.	<input type="text" value="Bus transportation for after school and summer programming"/>	<input type="text" value="\$31,945"/>
16.	<input type="text" value="Bus and other transportation for educational field trips - colleges and partners"/>	<input type="text" value="\$15,000"/>
17.	<input type="text" value="Other travel for staff conferences, required trainings and to program sites (Project Director)"/>	<input type="text" value="\$16,400"/>

Capital Outlay

18.	<input type="text"/>	<input type="text"/>
19.	<input type="text"/>	<input type="text"/>
20.	<input type="text"/>	<input type="text"/>

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 emailed to competitivegrants@tea.texas.gov. Include all sections pertinent to the amendment (including budget attachments), along with a completed and signed copy of page 1 of the application. 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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