



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 08/01/2023 to 07/31/2024 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 Jim Hogg County ISD
Campus name N/A CDN 124901 Vendor ID 74-6001073 ESC 1 UEL hgstgdb8217
Address 210 W. Lucille City Hebronville ZIP 78361 Phone 361-527-3203
Primary Contact Fantina Garcia Email fgarcia@jhcisdpc12.org Phone 361-527-3203
Secondary Contact Dr. Susana Garza Email spgarza@jhcisdpc12.org Phone 361-527-3203

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 Dr. Susana Garza Title Superintendent Email spgarza@jhcisdpc12.org

Phone 361-527-3203 Signature [Signature] Date 1-20-2023

Grant Writer Name Alonzo Alaniz Signature [Signature] Date 1-20-2023

[] Grant writer is an employee of the applicant organization. [x] 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.

Jim Hogg County ISD (JHCISD) and Webb CISD (WCISD), two neighboring small districts, are joining forces to deliver an incredible program to address student and community needs. Given the nature of the districts' geographical location, there are no community organizations such as the Boys and Girls Club within the area. Therefore, options for enrichment are little to none for local students, and students often rely on their school for activities. Thankfully, with a previous 21st CCLC Cycle Grant the districts were able to leverage funding for initiatives that focused on increasing student engagement, family engagement, and student enrichment opportunities - all of which made a lasting impact. Due to the execution of this program, the district accountability ratings of JHCISD and WCISD have seen a considerable amount of improvement. In the 2017-2018 school term, JHCISD had a B accountability grade, and WCISD had a C rating. But, according to the most recent report, JHCISD now has an A accountability rating, and Webb CISD has a B.

NEEDS: However, though the districts have seen this improvement, significant challenges and learning gaps remain due to the COVID-19 pandemic. To demonstrate the districts' needs, JHCISD and Webb CISD completed the required Grant-Level Strategic Plan. Based on this plan, along with other research conducted, statistics that show a need for ACE funds include: an average economically disadvantaged rate of 84.5%, which is notably higher than the state's average (60.7%); an average at-risk rate of 72.6%, which is higher than the state's average (2 priority points); 40% of the districts' campuses are identified as targeted or comprehensive targeted schools; an average poverty rate that is nearly double the state's average (22.9 % target area vs 14.2% for state); and a median household income that is over \$23,000 less than the state average (\$43,801.50 target area vs \$66,963 state). MULTIPLE SOURCES: To obtain this data, the districts used multiple data sources. These sources include: 2020-2021 Texas Academic Performance Report (TAPR), 2020 U.S. Census Bureau, and the 2022 Department of Numbers. In addition, the districts wanted to determine needs in a qualitative manner. Therefore, prior to submission, the districts administered surveys via Google Forms to garner stakeholder feedback/determine need.

ADDRESSING NEEDS AND WORKING FAMILIES: Based on the qualitative and quantitative data obtained, along with the experience accumulated from implementing a 21st CCLC Grant, the districts created unique approaches to address both parent and student needs. This approach includes providing:

- Enrichment Activities through e-sports, cheerleading, baton twirling; fun field trips (i.e. Disney on Ice, Museums, etc.); paid internships; and afterschool CTE certification programs.
- Targeted Academic Support through high-impact tutoring, mentoring, college tours, and STREAM Programs.
- Family Engagement through financial literacy courses, certification programs, job skills training, and job placement assistance. Activities will be online, evenings, and on Saturdays, to accommodate parents.

ASSESSMENT INFORMED TARGET PARTICIPATION: To determine the target number, the districts posted flyers in December notifying the district of the intent to apply and use the needs assessment. Based on these items, the districts will target 250 parents and 650 students with ACE funds.

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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.

Performance Measures: To make sure the districts are offering top-notch opportunities for both students and parents, performance measures, which follow TEA requirements, will be implemented. These measures include improvements in: 1) reading/language arts state assessments; 2) improvements in mathematics state assessments; 3) grades 10-12 students with a GPA below 3.0 that demonstrate progress; 4) those with attendance rates of 90% or less but show improvement; 5) In-school suspensions compared to the previous school year; 6) student engagement in learning; and 7) parental engagement in monthly activities.

Benchmarks: In addition to creating these performance measures, the districts have created “benchmarks”. These benchmarks will be used to ensure the districts’ SMART Goals, which can be found on the Grant-Level Strategic Plan, are met. Due to space constraints, the entire SMART Goal and the relating benchmarks cannot be referenced. However, below you will find the benchmarks, along with the SMART Goal topic (s) they correlate to:

- 1) Academic Performance in Reading and Math – Homework assistance will be offered starting September 5, 2023; Staff will be recruited for High Impact Tutoring by September 2023; HQIM will be purchased by September 2023; and STREAM manipulatives will be purchased and implemented by October 2023.
- 2) School Day Attendance – Attendance rosters will be reviewed monthly to determine attendance improvement; and PBIS incentives will be purchased by October 2023 and offered to participants whose attendance improves.
- 3) Student Engagement – A field investigation for those who attended 90% of the program days will be scheduled by October 2023; Enrichment activities will start being offered by September 5, 2023; and Surveys will be administered every 6 weeks to receive feedback on the program and offer new activities based on suggestions.
- 4) Family Engagement – Provide 4 family engagement sessions by December 2023; and Recruit at least one parent to sit on the ACE Steering Committee by September 2023.

Program Implementation Monitoring: Various activities will be implemented to meet the benchmarks above. However, if the districts are not effective in making progress toward meeting the benchmarks, the Districts’ ACE Steering Committee will meet to discuss alternate activities that may be substituted. Additionally, the districts will hire an evaluator to create an evaluation report to track program outcomes. This evaluation will refine, improve, and strengthen program fidelity.

Recruitment And Retaining: A key component to meeting the benchmarks above is the recruitment and retainment of individuals. Thankfully, the districts have 5 years of 21st CCLC Grant experience that have molded this recruitment process nearly down to a science. The process for recruitment entails the districts disseminating information about the program and its benefits in both English and Spanish at various locations, not just on campus grounds (i.e. newspaper, local churches, and Social Media outlets). Additionally, the districts have found it to be beneficial to promote the program as early as the first day of school, during orientation, as well as, during reading nights, and “Meet the Teacher” night. By using various modes of dissemination and promoting the program constantly, the districts have been able to recruit the target numbers proposed on their previous grant. To retain students, the districts will administer a survey every 6 weeks to students. Questions on this survey may include but are not limited to: 1. Do you feel safe attending the 21st CCLC program? 2. What is your favorite activity offered in the program? 3. What activities would you like for the school district to include in the program? By having questions such as these, the districts will be able to obtain feedback needed to tailor the activities to students’ wants and interests, which will improve retention rates.

Aligning to the School Day: ACE alignment to school day curriculum is crucial. Therefore, ACE Site Coordinators will work with administrators and teachers on a bi-weekly basis to share lesson plans that will be discussed.

Additionally, regular school day teachers will be recruited to serve as ACE staff, which will create not only learning consistency but help students feel more comfortable with ACE staff; thereby, promoting engagement.

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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.

HOW STATE ACTIVITIES FOR CONTINUOUS IMPROVEMENT WILL BE UTILIZED: If awarded the 21st CCLC Cycle 12 Grant, the districts will be provided a suite of state activities and resources by TEA. These state activities will support the districts in building local capacity to implement and sustain a high-quality ACE Program. Additionally, these resources can be used for project evaluation and modification. While all state activities will be utilized, the ones that will aid in project evaluation and modification can be seen below:

- Texas 21st CCLC Student Tracking system (TX21st) – Will be used to collect data required to monitor progress, conduct program evaluation, and provide required reports to the federal program.
- State and Local Evaluation – Will involve the districts administering surveys, collecting data, and conducting interviews to gather feedback and evaluate grant progress.
- Technical Assistance – TEA will assign a highly specialized education specialist who will provide feedback and help determine if grant modifications are needed.

HOW YOU WILL USE EVALUATION DATA TO MODIFY YOUR PROGRAM: By administering surveys, receiving technical assistance, and collecting and consolidating formative data in the Texas 21st ACE database, the districts will be able to identify and correct any problems in the program. If any of the proposed grant activities (which can be seen in the proceeding question) are deemed to be ineffective in positively impacting the grant program, the ACE Steering Committee will convene to discuss alternate activities that may be substituted. Moreover, feedback will be solicited from teachers, parents, and students. Flyers will be sent home with students and the campus website will be updated to notify stakeholders of any changes made. Additionally, if needed, amendments will be submitted to TEA to ensure the districts remain in compliance.

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.

Jim Hogg County ISD and Webb CISD are proud to state that in year 4 of the 21st CCLC Grant, they were able to provide ACE services to more than 99% (99.38%) of the target population (646 of the 650 targeted students received services). The reason the districts have had great success in hitting their participation numbers is because of the unique and engaging activities they have offered. With this grant, the districts have done things like put in place a dedicated gaming room for e-sports, create an area for cosmetology classes, provide CTE-related coursework to increase the number of students with high-demand industry-related certifications, among a slew of other activities. All activities offered have been selected based on their ability to impact students' performance, attendance, discipline referrals, advancement, high school graduation rates, and career competencies, as well as increase parental involvement. While the districts plan on implementing some of the same types of activities with this program, many new ones will be offered as well. Below you will find activities that will offer along with what focus area (i.e. academic support, student interest-based enrichment, etc.) the activities are targeting.

TARGETED ACADEMIC SUPPORT:
1) High Impact Tutoring (3 points) - Will be available to students in a 1:3 teacher-to-student ratio. The small group tutoring will provide students the opportunity to ask questions and receive individualized assistance in areas they are struggling. The districts will ensure that the Program Specialist plays an impactful role in these HIT activities. 2) Mentoring Program - Will be provided for students with attendance and discipline issues, as well as students at-risk of being held back. These mentors will serve as positive role models for students and will provide them with the added motivation that they may need. 3) College/University Tours – Will provide students with the opportunities to experience college/university campuses firsthand as the students will: Travel outside of their rural community; participate in campus tours as first-generation college-bound students; and visit essential university facilities such as dorms, cafeteria, etc. 4) STREAM Programs - STREAM Programs will utilize hands-on manipulatives that students will find fun and engaging. For example, with these manipulatives, students in grades K 12 will be provided the opportunity to build and create rockets, solar cars, and more. Although the STREAM activities will help to increase students' science, mathematics, and reading skills, students will only view these as fun activities that will allow them to compete against their peers. These academically, TEKS-aligned enrichment activities will prepare students for their state assessments.

STUDENT INTEREST-BASED ENRICHMENT:
The districts have the knowledge and experience needed to offer enrichment activities that are tailored to their student demographics. Therefore, the districts will offer enrichment activities such as E-sports, Cheerleading, Baton Twirling, Choir, and Guitar Lessons if awarded. All materials previously secured will be utilized to minimize costs. Additionally, fun field trips have been a great way to incentivize attendance for the districts. Therefore, if awarded, the districts plan on taking students to local museums, the Educational Wildlife Center, Disney on Ice, a Summer Camp at South Texas College (STC) - to learn more about the college, and local water parks. Lastly, to bolster attendance in the upper grade levels, the districts plan on doing this by offering paid internships for students and certification programs for both students and parents that enable them to obtain certifications in various fields of study such as Cosmetology (Level 1 Certificate), Health Science (i.e. Medical Assistant/CNA), and Welding (i.e. AWS Level 1 Certificate). These activities will not only be fun but help students pursue their post-secondary and career goals.

FAMILY ENGAGEMENT:
The districts are dedicated to deepening the connection between school and home. To satisfy TEA's mandate of providing at least one parent involvement activity per month, in-person and virtual activities will be available to suit parents' work schedules. Parental involvement activities will help educate economically disadvantaged families/students on financial literacy, provide parents certifications in a high-demand occupation, and provide job skills and job placement activities. Moreover, to facilitate meaningful family engagement, parents will also be invited to join the ACE Steering Committee to offer feedback, create community awareness, evaluate program success, and propose ways to maintain the program.

HOW ACTIVITIES WILL IMPROVE ACADEMIC ACHIEVEMENT: The activities proposed for the "Targeted Academic Support" section have either proven to be effective anecdotally in the districts' current 21st CCLC Grant or have research that demonstrates its ability to improve academic achievement. All research studies can be seen in the proceeding question. Improvements in academic achievement will be tracked via PEIMS data, 6-week grades, local benchmarks, and EOC exams.

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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.

To support activities offered, the districts utilized the following research or evidence-based practices:

ACADEMIC PERFORMANCE AND ACHIEVEMENT:

- Activity: High Impact Tutoring - Nickow, Oreopoulos, and Quan (2020) completed a meta-analysis of ten years of research on tutoring and found that this is probably the most effective, transformative tool in education today.
- Activity: STREAM Activities - Hacioglu, Y. & Gulhan, F. (2021) completed a study on 30 middle school students who were given STEM-related activities. The results were that the activities enhanced students' critical thinking skills. It also showed that the student's text analysis and essay writing improved. In other words, the benefits of STEM education extend into reading and writing.

POST-SECONDARY/WORKFORCE PREPARATION:

- Activity: College Tours/Visits - Swanson, Kopotic, Zamarro, and Gema (2021) found that high school students who visited higher education institutions were more likely to enroll in advanced science and math classes, hence preparing themselves better for post-secondary education.
- Activity: Certification Programs - According to the TWC, certifications that will be obtained will lead parents/ students to occupations (i.e. Nursing Assistant, Medical Assistant, Welder, etc.) that are expected to grow in the state by 20% and have nearly 43,910 job openings.

POSITIVE YOUTH DEVELOPMENT:

- Activity: Mentoring Program - Findings indicate, "students who have a mentor are more likely to stay in school, attend college, volunteer, hold positions of leadership and become mentors themselves." (Source: Amelia Harper, March 2018)

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.

Transportation Needs and How They Will Be Addressed: Jim Hogg County ISD and Webb CISD want to guarantee students can access their program's activities, no matter their transportation situation; particularly in these rural communities. To do this, they will offer transportation for students after the program ends. During summer hours, they will provide pick-up and drop-off services to and from students' homes, ensuring that every participant can attend without worry.

Safely to and from Each Center and Home: Safely to and from Each Center and Home: Since some parents may prefer to pick up their child(ren), each participating student will be required to have a Participant's "Parental Registration Form" completed and signed by the parent or guardian before joining any activities. The "Parental Registration Form" will require the parent/guardian of the student to identify the method by which the student will leave the program each day. The parent/guardian will also be required to provide the name and relationship of any individual allowed to pick up the student. If the student must leave early from the program, they will need to be signed out by an approved parent/guardian or designee who will have to provide identification. In addition to completion of the form, to guarantee students' safety to and from the community learning centers, the following procedures will be implemented:

- After their final regular school-day class is dismissed, students will sign in at the designated area of the campus;
- At the end of the program day, the Site Coordinators will ensure that students are either on the evening school bus or picked up by a parent, guardian, or designated individual; and
- All students eligible for field investigations and trips to other sites must wear a name tag that identifies them as part of the program.

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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.

Plan to Inform Community About Centers and Participation In Program: Due to the previous implementation of a successful 21st CCLC Grant, the districts have been able to create a strong dissemination plan that encompasses every program phase. For example, during the program’s onset, each center site will create flyers and notices utilizing the Texas ACE branding. The statements and brochures will provide details regarding the location of the center, contact information, hours of operation, and a list of services that will be available. The notices will be sent home with students at the participating campuses. The flyers will be posted throughout the participating campuses and the community. Target areas in the community will include grocery stores, laundromats, apartment complexes, restaurants, and other locations where it can be easily accessible to the community members, parents/guardians, and other family members can be sure to see it. Then, once the program begins, the districts will continue to provide the parents/guardians, family members, and community members with regular updates as the program progresses. This will include notifications of meetings to be held to discuss any changes to the program design, updates on new activities to be offered, announcements of workshops and guest speakers, field investigations that may be provided to students, visits to adjunct sites, and more. All updates will be printed on paper and sent home with the students, as well as, sent via email.

Understandable/Accessible: To ensure all stakeholders understand the information, the districts will provide the flyers in both English and Spanish. Additionally, to ensure it is accessible, notices with the information will be put on the districts’ social media (i.e. Twitter, Facebook, etc.) and on the districts’ websites.

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 Use: Volunteers will be sought after throughout the school year by the 21st CCLC staff to maximize grant funds and ensure adequate assistance is available at each center. To encourage the utilization of qualified volunteers, the districts plan to partner with Texas A&M Agri-Life Extension, 4-H Jim Hogg County, and Serving Children and Adults in Need (SCAN).

Additionally, 21st CCLC staff will also request that upper classmen that are pursuing careers in education and/or social services be asked to serve as volunteers for the centers. These volunteers will be asked to: 1) Serve as mentors for at-risk and high school students; 2) Provide homework assistance; 3) Supervise various enrichment activities (i.e. sports, art, music, etc.); and 4) Provide one-on-one tutoring. These students will be encouraged to serve as volunteers because of the invaluable experience that they will obtain working with these at-risk students. Furthermore, any individual that volunteers for 20 hours or more will be provided with a letter of recommendation that will be signed by the principal of the campus that they volunteer at.

Screening: As per the Texas statute, all volunteers participating in the program need to be fingerprinted and complete a criminal background check to guarantee the security of all participating. As soon as the individuals are licensed to volunteer, the 21st CCLC administrators (Project Director and Site Coordinators) will arrange a training program that will equip them with the skills required to look after and manage the students securely and to meet the grant goals and objectives.

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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.

Coordinate Federal State and Local Programs: The proposed program will take advantage of current federal, state, and local programs to guarantee the most proficient utilization of public resources and ensure an appropriate, safe, and equipped facility is created. Examples of how the districts will tackle this include: 1) Computer equipment bought with federal and state funds will be utilized to use the technology equipment beyond school hours; 2) Any relevant professional development trainings purchased using local funds will be extended to 21st CCLC staff for attendance; 3) CTE equipment purchased through the JET/TRPN Grant funds and CTE funds will be used for afterschool certification programs; and 4) Staff hired through local funds such as: district nurse, cafeteria personnel, and security staff will be present during ACE program hours, but not receive pay from 21st CCLC Grant funds.

Most Effective Use of Public Resources: To make effective use of public resources, the program will use also existing school facilities and equipment to train the Teachers, Site Coordinators, Program Director, Program Specialist, and any partners. Facilities/equipment that will be used as part of the ACE include office space, classrooms, computer labs, telephones, Internet connections, and utilities.

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.

Preliminary Plan to Continue after Grant Ends: To ensure the success and sustainability of the districts' project, the districts will take every precaution to include all stakeholders (partners, administrators, parents, etc.) in every aspect of the grant. Throughout the grant period, districts will remain engaged with them to guarantee on-going support. Additionally, districts will continue to collaborate and form new partnerships to improve service quality and ensure sustainability. Finally, districts will take advantage of federal, state, and local programs such as their Title I (high poverty) programs, Instructional Materials Allotment (IMA), and state compensatory funds to effectively use public resources.

Local Sustainability Efforts: To ensure the Texas ACE Program's long-term success, the school board has devised ambitious plans. These include exploring solutions to secure the program's place in school budgets, creating a Capacity Building Advisory Board composed of influential local figures to provide direction and oversee donations and investments from corporations and vendors, and running promotional campaigns to raise awareness of the program's accomplishments, so that more organizations in the region appreciate the value of supporting their communities' children and help guarantee sustained activities even after the grant period. All resources previously secured will continue to be utilized with this new cycle

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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

Proposed Partners: Jim Hogg County ISD has developed partnerships who will not only provide activities but will serve as active partners in meeting grant objectives. These partnerships will help increase the scope and quality of services. Below you will find a description of the partners that will assist JHCISD in providing activities to students:

- Webb CISD: Will partner with JHCISD to create community centers at 2 of its campuses. This partnership will allow these small districts to share resources that can be purchased through the use of grant funds. This will include the sharing of the required Project Director and Program Specialist. Each of WCISD’s participating campuses will be provided a budget to hire the staff needed to implement the program components at their community center locations. This will include funds for equipment, supplies, and travel. Furthermore, existing space, maintenance, technology, and infrastructure will be utilized to support the program.
- Communities in Schools: Will provide social services to participating students and their families. Social services will include parent and student support, counseling, homework assistance, and tutoring.
- Jim Hogg County and Webb County Sheriff Department: Will provide guest lecturers to participants on the merits of staying out of trouble and following school rules and regulations. Information sessions will be offered that will advise attendees of the safety programs available in the area. Finally, a one-week DARE Summer Camp will be offered that is designed to enhance and reinforce the DARE concept and provide recreational activities for students.
- Workforce Solutions for South Texas (WSST): Will provide the families of participants with access to economic resources and human services. Parents from our targeted areas receive online services from WSST for job postings, as well as are provided a free software to assist them in creating more professional resumes based customized to specific job fields.
- Texas Department of Agriculture: Will partner with the Texas Department of Agriculture to provide students with a nutritious meal each day during the program. This will help to ensure that students have the fuel their bodies need to complete homework. This is especially important since 84.5% of the combined districts’ students are economically disadvantaged and go to homes where meals may be scarce and inadequate.
- 4H (Texas A&M) –Will partner to receive volunteers. Additionally, services will be provided by 4H to help students make new friends, develop new skills, become leaders, and shape the communities. Activities that will be done are wide-versed and include but are not limited to photography, computer coding, building rockets, and raising sheep. All activities will be fun, engaging, informative, and help students learn more about themselves.
- Texas A&M AgriLife - Will partner to receive volunteers and provide students with comprehensive agricultural and life science activities. These sessions involve coding, cooking classes, and gardening.
- Serving Children and Adults in Need (SCAN) - Will partner to provide students and parents with preventative activities that reduce the risk of behavioral health problems. Activities that will be provided include but aren’t limited to counseling sessions that focus on positive action, drug education, and anti-bullying.

While some of these services are currently offered, the extent to which they are being proposed with this ACE program would expand access to the services currently available in the community.

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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.

Measures Of Student Success Will Align With The Regular Academic Program: Jim Hogg County ISD and Webb CISD will offer academic enrichment, accelerated learning, and tutoring activities to help students reach their full potential. These activities will be aligned with the regular school day, campus curricula, TEKS, and STAAR standards. Districts' Texas ACE Coordinators will work with school administrators and teachers to coordinate lesson plans for both the school day and after-school program, ensuring a smooth transition and alignment between the two.

Program Priority 1: Jim Hogg County ISD and Webb CISD have been awarded and successfully implemented three (3) separate TEA initiatives. These initiatives include Additional Days School Year (both districts); TCLAS Decision 11: High-Quality Afterschool Grant (JHCISD only); and the Perkins Reserve Grant (JHCISD only). The successful implementation of these grants not only demonstrates the effectiveness the districts have in implementing grant programs but provides an opportunity to integrate 21st CCLC Grant funds with these grants; thereby, maximizing funds.

With the Additional Days School Year (ADSY) grant, the districts' have employed an ADSY Grant Manager to generate customized lesson plans. These customized lesson plans can be used by ACE program personnel during after-school tutoring. Additionally, the TCLAS Decision 11 grant enabled the purchase of HQIM from vendors such as M-Class Intervention, Zearn Math, and Amplify to improve Mathematics and ELA. These materials will be used during ACE program hours to promote effective tutoring. Lastly, with the TRPN grant, CTE equipment was purchased. This equipment can be used by parents and students during the after-school certification programs. (3 priority points).

Program Priority 2: Jim Hogg County ISD and Webb CISD are making strides to assist their students who require additional educational aid and have been achieving below expectations. To do this, HIT will be conducted and HQIM products will be utilized for 30 minutes a day, three days a week, for 30 days. The 1:3 adult-to-student ratio of the HIT sessions will help instructors give quality tutoring, creating a tranquil atmosphere for students to pose inquiries, articulate their perspectives, and take care of their educational necessities. Jim Hogg County ISD and Webb CISD have inspected the available vendors and supplies and are contemplating buying HQIM from suppliers vendors they have already worked with (i.e., Amplify) for the TCLAS Decision 11 Grant. If awarded, the districts will utilize an effective curriculum supported by TEA and already tried and proven through their TCLAS Decision 11 Grant.

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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. | Project Director hired to manage the 21st CCLC Program. | \$70,000 |
| 2. | Site Coordinators to manage each center and enter data daily. (\$45,000 each) | \$225,000 |
| 3. | Program Specialist to coordinate family events/Secretary for Data Entry | \$67,000 |
| 4. | Bus drivers, teachers, and paraprofessionals will assist with implementing program activities. | \$436,320 |
| 5. | Employee benefits for ACE Program Staff | \$119,748 |

Professional and Contracted Services

| | | |
|-----|---|-----------|
| 6. | External Evaluator will be contracted to monitor the quality/completeness of program. | \$15,000 |
| 7. | STREAM Vendor for fun and engaging learning activities. | \$25,000 |
| 8. | Nonprofit that will provide counseling, homework assistance, social support, etc. | \$32,000 |
| 9. | Nonprofit to provide coding, cooking, photography, rocket building, etc. | \$22,500 |
| 10. | Consultant for enrichment activities, PD trainings, and family engagement activities. | \$162,560 |

Supplies and Materials

| | | |
|-----|--|-----------|
| 11. | Supplies and materials to provide students' activities. | \$195,000 |
| 12. | Program Specialist and Site Coordinators supplies to operate and track program activities. | \$22,500 |
| 13. | Supplies for Project Director to track and implement program. | \$3,100 |
| 14. | | |

Other Operating Costs

| | | |
|-----|--|----------|
| 15. | Educational Field Trips (i.e. Local College) Student Internships | \$22,900 |
| 16. | Nutritional snacks for students and families and student transportation. | \$39,000 |
| 17. | Travel for staff conferences and for staff to go to and from sites. | \$14,500 |

Capital Outlay

| | | |
|-----|--|----------|
| 18. | Online learning platform to provide CTE certifications for students and parents. | \$98,202 |
| 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 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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