



**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](mailto:competitivegrants@tea.texas.gov)

**Authorizing legislation:** Public Law 114-95, Elementary and Secondary Education Act of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)

**Grant period:** From  to  **Pre-award costs:**  permitted for this grant

**Required attachments:**

**Amendment Number**

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

**1. Applicant Information**

Name of organization

Campus name  CDN  Vendor ID  ESC  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
- Debarment and Suspension Certification
- General Provisions and Assurances
- Lobbying Certification
- Application-Specific Provisions and Assurances
- 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.

Cuero ISD (CISD) is a rural school district in south-central Texas that is classified as a Local Education Agency (LEA) by the State of Texas. According to the Texas Education Agency (TEA) the district has a student enrollment of 1,928 and ethnically the district's student population is comprised of 49.4% Hispanic or Latino, 38.2% White, 9.8% African American and 2.7% Other [i.e., Asian/Pacific Islander, American Indian, two or more races, etc.] (2022). The disparities faced by rural schools (Texas A&M School of Rural Public Health and the report by Agency for Healthcare Research and Quality 2017), are not new to the residents of Cuero. The Community identifies CISD as a primary resource for education, prevention, counseling, mental health, family supports and referral resources. The 2021 United States Census, the last year data is available, 25.7% of all families living in the school district with children ages 5 to 17, are living in poverty, a rate significantly higher than the County, State, and National rates of 20.5%, 13.4%, and 11.4%. In fact, the Texas Education Agency (TEA) reported that of all youth in 63.2% of CISD students are considered economically disadvantaged (2021). Further, the number of students classified as "at-risk for educational failure" (at-risk) is 971 (50.36%) at CISD. According to the Census (2021) 23.4% of CISD families speak Spanish in the home and a total of 71 English Language Learner. CISD has a total of 327 students 16.9% of the enrollment receiving Special Education Services. intervention with school to career services these parents remain in poverty until their mid-30s according to 2019 Census Data.

CISD's Comprehensive Needs Assessment has been the driving force to support the implementation of Texas ACE at John C. French Elementary (K-1st), Hunt Elementary (2nd-5th) and Cuero Junior High School are identified as eligible and will be ACE School Center. Cuero ACE has established relationships with law enforcement, Boys and Girls Club, the local hospital, the public library and grant funded programs at the district. As well as engaging parents and students through meetings and surveys to identify the needed supports to address the high rate of at-risk students (JCF 54.3%, HE 45.3%, and CJHS 56.1%), the high rate of economically disadvantaged students (79.7 at JCF, 67.4% at HE, and 60.9% at CJHS. While ESL Students are not a large percentage at any of the three campuses these students lag behind in literacy and will be targeted for High Impact Tutorials (HIT). At HE only 51% of students meet grad level in reading and only 36% meet grade level in math; 49% need accelerated learning support and 15.1% need to be engaged to reduce chronic absences. The conditions are very similar at CJHS as only 48% of students meet grade level for reading and only 45% meet grade level for math; 48% need accelerated learning supports and enrichment to reduce the 18.8% chronic absentee rate. JCF is K-1st and there are no STAAR Test data to show performance; however, 54.3% are at-risk and in need of accelerated learning supports and enrichment to reduce the 14.1% chronic absentee rate. Parents and community stakeholders, teachers, administrators have all been notified and engaged in the development of the CISD ACE Program though on-line contact, surveys, and meetings. A 2021 survey of Cuero parents indicated that 42.0% did NOT regularly read to their children and this resulted in many early elementary school students performing poorly on oral language assessments. The lack of parental involvement was also a finding in the most recent needs assessment.

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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.

Cuero ACE will begin upon notice of funding and will begin delivery of all ACE Services in September of 2023. CISD Ace will be provided from school release until 6:00 PM, 5 days per week over 155 days and for 25 days during the summer 6 hours per day, 4 days per week. At the end of each quarter the Cuero Ace will use the targeted outcome data indicated in each of the Project's SMART Goals. Upon Entry into ACE baseline data will be collected for each student. This could occur at any point in the school year, but CISD will target the recruitment of the prioritized students and collect these data as baseline upon entry based on math and literacy assessment, attendance, ESL Status, and past year academic, STAAR Performance in Reading and Math and disciplinary referrals. Baseline for each Measurable Goal will be established by the end of September 2023. The First Quarter Benchmark is to show improvement of participants compared to baseline of participants. As entry dates vary and at the end of the First Quarter there is not a large sample of Regular Participants (greater than 60 days of participation each year or 15 days during the summer) for multi-group comparison. Quarter One is also designed to complete the Development process and center specific Logic Models. MEASURABLE GOALS are: 1. Improve Academic Performance in Reading and Math 2. Improve School Attendance 3. Improve student Engagement in Learning. 4. Improve Family Engagement 5. Improve School Connectedness. 6. Reduce Disciplinary Referrals.

The Second Quarter will replicate the First Quarter, establishing baseline on newly enrolled participants. ACE will monitor math and literacy assessment, attendance, ESL Status, and past year academic, STAAR Performance in Reading and Math and disciplinary referrals. The Second-Quarter Benchmark is to show improvement of participants compared to baseline of all participants. Additionally, in the Second-Quarter comparison between Regular Participants reaching 60 days, Participants participating less than 60, and non-Participants. The targeted outcomes of the Second Quarter are an improvement compared to baseline for Regular Participants and achieving the targets. The Project will compare the progress made for Regular Participants, Participants and Non-Participants to identify the rate of change for each group. Quarter-Two will be used to Assess ACE's Performance during the regular school year to report on each of the SMART Goals and Center Logic Models aligning with the Texas Ace Blueprint. During the Third Quarter and Fourth Quarters ACE will monitor progress as in previous quarters. At the end of the regular school year the outcomes will be measured and compared between each sub-group. The Summer Program will begin in June 2024 and complete in early July 2024 and the final results of regular attendees will be determined. At this time the final data analysis for each SMART Goal and outcome based-on Center Logic Models can be completed. This will include the results of math and literacy assessment, attendance, ESL Status, and past year academic, STAAR Performance in Reading and Math and disciplinary referrals for regular participants, non-regular participants (less than 60 days) and non-participants at each Center. This time will also be used for qualitative data collection for Parent Satisfaction, Teacher Satisfaction, and Participant Satisfaction. The results of each Quarter will be utilized for the Annual Report that allow for the Review Process and over the life of the Project Multi-Year comparison. Priority Students at CISD will be those who are not at grade level on STAAR Literacy or Math Testings, identified as at-risk, chronically absent, and ELL students. Students will be recruited based on the past school year's performance and current indicators each year. Students will be engaged in academic supports like High Impact Tutoring (HIT), strategic tutoring, homework assistance and then a myriad of enrichment activities they help select and guide to ensure ACE is an extension of the regular school day but integrates fun and engaging activities. Further, parents will be encouraged to participate in family engagement twice a month.

Fidelity will be maintained through data analysis, logic model and evaluation plan review. Director and Site Managers will monitor fidelity daily and the evaluator will complete quarterly fidelity reviews based on the instruments established by TEA or each EBP.

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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.

As indicated Quarterly-Benchmarks include data to measure the progress of the Project and are specifically linked to the Summative Smart Goals. Cuero ACE will maintain and expand its Steering Committee and center focused Community Advisory Committee that consists of Parents, Teachers, Students, Stakeholders, Partners, and Administrators. CISD's ACE Program has utilized a formative evaluation plan in the past and has found the process to be beneficial in creating action plans to address short-comings or to remove barriers in reaching success. Quarterly, CISD's Evaluator will create a quarterly report that utilizes baseline data for comparative analysis for the identified groups of Regular Participants, Participants, and Non-Participants. As indicated the First Quarter will focus on the progress of participants compared to their personal baseline. The results will be presented to the Project Director, CISD Administration, and the ACE Steering Committee (ASC) and Community Advisory Committee (CAC) to review, identify areas for growth if applicable, and if needed develop a formal Action Plan to ensure improvement. The ASC and CAC will meet quarterly to review processes and ensure the direct linkage of ACE to the regular school day. Additionally, this will serve as an opportunity for communication between the ACE staff and the Committee to identify areas of change for successful implementation utilizing the Develop, Assess, and Review process annually. At the end of the Second Quarter the same review of data and comparative analysis will be completed. These data will be more beneficial in as the progress of the Regular Participants can be seen in attendance, academics, and disciplinary referrals compared to the Participants and Non-Participants. It is the intent of the Project to show that the high priority students recruited will show improvement over baseline Attendance, an increase in Grade Point Average, greater School Connectedness/Engagement, ESL gains, increased parent engagement, and a decrease in Disciplinary Referrals that Participants or Non-Participants. These data will be reviewed and utilized to create Action Plans to address any short-comings at the end of each quarter.

## 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 21<sup>st</sup> 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.

Cuero ISD's ACE has prioritized activities designed to align with the school day and improve student academic achievement and overall student success that aligns with the school day. Eligible students will be intentionally targeted for program enrollment and retained over fall, spring and summer based-on the past year's known performance. Summer will begin the recruitment new students with the intention of retaining the students the following school year.

These include:

Targeted Academic Support – All ACE Participants will participate in HQIM, HIT, homework assistance, ELL supports, and expanded access to literacy and STEM activities. Each center will provide HIT for 50 students based on their past assessments and STAAR Scores in literacy and Math. HIT will last 30 minutes 3 times per week and be delivered by CISD Teachers. Other strategies include curriculum-based supports, homework assistance, literacy and STEM engagement, and other supports in literacy specific to the individual student.

Student Interest Based Enrichment – Students will be engaged in identifying activities of interest that can also be used as learning tools for core subjects. Many ACE Programs have reported cooking is a student favorite. This is an opportunity for student to utilize literacy and STEM in a hands-on life skill that all students can benefit from. Students will be encouraged to identify clubs and activities they find interesting, and the ACE Program will work to find teachable moments within these activities that the students are interested in. This could include art, drama, STEM and recreation; but not limited to these activities. The Project will guide students into exploring health, wellness, SEL, fitness, and the exploration of higher education. Students will have the ability to select from multiple enrichment activities each day. By partnering with the Boys and Girls, Public Library and and federal grant programs for literacy and school violence prevention; Cuero ACE will offer students a broad array of additional services, programs, and activities, such as youth development activities, service learning, nutrition and health education, drug- and violence-prevention programs, counseling programs, arts, music, physical fitness and wellness programs; technology education programs, financial literacy programs, environmental literacy programs, mathematics, science. As the high school was not eligible for inclusion secondary school students from 6th-8th grades will be introduced to potential career and technical programs, internship or apprenticeship programs, and other ties to an in-demand industry sector or occupation that they can pursue once they enter high school that are designed to reinforce and complement the regular academic program of participating students. CISD has partnerships with multiple school to college and career programs for its high school students.

Family Engagement – Although it is not required, CISD will hire a full-time Family Engagement Specialist as the Program Specialist. Family Engagement activities will be planned twice a month at each center. This can include educating parents on how to support their child's academic success, literacy development, family movie nights, family art classes, and family counseling and supports. A wide variety of Family Engagement activities will be developed to reach all families of CISD Students. Family engagement at CISD is already linked to community centers, literacy programming, early literacy through partnerships with Head Start and the local hospital. While ACE will serve K-8th grades, CISD has already established programing for birth to Pre-K focused early reading development. This engages parents in their child's learning. Though ACE, the Family Engagement Specialist will host Family Engagement activities at least two times per month at each center. By coordinating with existing programing this will include dialogic reading training for parents of elementary school students and assist the parents of secondary school students in staying involved once their child reaches Jr. High School and High School. Historically it is at this age that some parents become less engaged in their students education. Cuero ACE will focus on keeping these parents engaged at as their child enters a new developmental phase and graduates to the Jr. High and prepares to move to the high school at the end of the 8th grade.

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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.

Program goals and objectives will be achieved by providing evidence-based strategies, programs and activities. The ACE 2021-22 Blueprint serves as a model for the Cuero ACE Program including continuous evaluation and improvement based on student outcomes defined in the program SMART Goals and program benchmarks. Academic performance will be achieved via a multi-tiered intervention system utilizing High Impact Tutoring and HQIM products. All students will be provided with homework assistance and study skills using current homework assignments. Targeted students will be provided with HIT who are subject matter experts; Site Coordinators will work to ensure collaboration between the students' campus teachers, tutors and parents. To improve attendance during the regular school day the ACE Program Site Coordinators and staff will work with each student and their parents to develop an individual attendance plan. The ACE Site Coordinators will follow up with students and parents when a student misses more than two consecutive days of school and/or after-school attendance. To help enhance SEL and improve behavior of participants the ACE Program will utilize the nationally recognized Positive Behavioral Interventions and Supports (PBIS) program in which school district personnel have been trained. Students will have a voice in program offerings giving them ownership and instilling a sense of pride in themselves and their school. To develop graduates that are college/career ready, Cuero ACE proposes opportunities for targeted students in collaboration with CISD CTE department such as: College Dreamers class for elementary using evidence-based software endorsed by ESC3, and after-school labs that offer student engagement in STEM activities. The Community Engagement Specialist will work with families to increase engagement with their student(s) as well as provide resources and support to improve adult learning and address family's basic needs including the needs of working parents.

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.

CISD will follow its same practices in ensuring that students arrive to school. CISD will provide bus transportation home for students at 6:00 PM. CISD will also transport students by bus to the Boys and Girls Club for services. Staff will sign students out and escort students to the appropriate bus. Parents who choose to pick up their students will be required to sign them out with center staff. Cuero ISD procedure for sign out during the school day will be followed during the ACE program. Students will not be released to parents or designees without proper identification. Designees must be authorized in advance by the parent on the student's enrollment form. These processes will be followed at the Boys and Girls Club and will be required in their contract with CISD. The Project Director, Site Coordinators and Specialist will work with the Boys and Girls Club and monitor the process. However, as CISD already transports students to the Boys and Girls Club the process is already established. What will change is the number of students participating at the Boys and Girls Club as part of ACE. Summer transportation will be provided to and from centers for students who sign up for the service. Cuero ISD's transportation department will collaborate with ACE staff to maximize resources and share buses with the summer school program when possible. Grant funds will be used only for supplemental buses and routes needed exclusively for the ACE Centers.

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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.

CISD has publicly notified parents and the community of the intent to apply for ACE through the CISD website. They have received positive feedback about the potential Project and the ability of economically disadvantaged parents being able to secure full-time employment with the Project lasting until 6:00 PM. Upon notification of funding, CISD will develop a press release to announce continuation of the ACE project including center locations, start dates and times and contacts at each site to seek further information. District leadership along with the Project Director and Site coordinators will update ACE district website as well as individual site websites. District wide information calls/email will be scheduled on the district call-out system to reach current ACE participants as well as all families in CISD. Email notifications will be sent to all families and community members who have enrolled in the district system. All information will be provided in both English and Spanish. Prior to the registration window, parents of students targeted for the program will be contacted and encouraged to enroll their student and attend a family engagement session focused on their child’s needs that can be met by ACE. CISD will use events scheduled in August and early September i.e.: dual language parent meetings, late registration, back to school night, to talk with parents and families about this opportunity. The Project Director Site Coordinators and the Family Engagement Specialist will coordinate tables and presentations at these events to ensure a consistent message is projected to all. The Community Advisory Council will be asked to participate in an awareness campaign to reach their organization or section of the community for each Center.

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)

Cuero ACE centers will follow current school district procedures to be sure volunteers have clear criminal background checks, fingerprinting, and meet all district criteria and state guidelines to be eligible to volunteer with school age children. In addition, the ACE Project Director and Site Directors will develop job descriptions for volunteer positions. Potential volunteers will go through an interview process to be sure that they are a good match and that their service assignment will provide mutual benefit to the program as well as to the volunteer. Volunteers will be provided orientation, will sign in and out, keep a log of hours worked and will be provided clear expectations and needed support to be successful in their placement. In addition, volunteers will be afforded the opportunity to participate in training and collaborative planning with ACE staff when appropriate.

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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.

CISD provides tutoring to students with Title I and State Compensatory funds. These services will be integrated into the Cuero ACE program at all centers. Provision of extended learning opportunities based on student needs, and family and community input will increase the effectiveness of High Impact Tutoring, strategic tutoring, and support in the short term and provide a long-term structure for more individualized and responsive programs that increase engagement and attendance for identified students. Library programs that provide extended hours and literacy activities for students and families are in place at each campus. The ACE participants will access these activities during out of school time. CISD Counselors, School Climate Specialists, and Social Workers will work closely with ACE staff to assist with identification, recruiting and retention of high priority students. They will also invite families to attend parent engagement activities and attend these events to support unique needs of these families. In response to the district needs assessment and input from parents, staff and district leadership, the At the elementary and Junior High School level a College Dreamers Enrichment Course will be provided. The after-school class will allow younger students to explore college and career options using a college and career exploration software provided through Region III. In addition, an after-school STEM maker lab will be established. This after school class will provide at-risk secondary students the opportunity to explore robotics, unmanned aerial vehicle programming, 3-D printing, and other STEM related activities.

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.

The Cuero ISD School Board is committed to implement and sustain a program that will provide high quality extended learning opportunities to students. Cuero is limited in financial resources but rich in community support and commitment. The school's mission and the spirit of "Go Gobblers" not only applies to our competitive activities but to all academic endeavors and programs provided for our children. Partnerships with community agencies and nonprofits are well established. All entities are accustomed to working in tandem to maximize resources. Participation in the Cuero ACE program will be a "win-win" for all. Research based activities and best practices that are aligned with state and local objectives will not only yield positive outcomes for students but will provide a wealth of data to all partners. Marketing and communication of these positive outcomes along with the data behind them will enable Cuero community and government agencies to justify resources for sustainability. The Cuero ACE's Sustainability Plan is modeled after the "Push-In Phase-Out" sustainability plan that has been successful in similar projects funded by the U.S. Department of Education. This model focuses on building local capacity through grant funding that produce measurable, replicable, and cost-effective results. Cuero ACE will utilize data locally to demonstrate the cost benefit in reduced unexcused absences, reduction in suspensions and referrals to build support within the district and the community to sustain the successful components of ACE after grant funding ends.

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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

CISD will provide community learning centers at 3 campus sites within the district. It is the overall Goal of the Project to recruit and retain high priority students to participate in an ACE Program designed to increase participant school attendance, grade point average, family engagement, academic achievement, school connectedness and reduce disciplinary referrals of participants. Cuero ISD has partnered with the DeWitt County Boys and Girls Club and the Public Library to enhance ACE and engage more students and parents in the Project. These two organizations are already active in CISD's students lives. Currently an average of 80 students attends the Boys and Girls Club after School each day until 6:00 PM. These students receive tutoring, homework assistance, and enrichment through activities and recreation. The addition of ACE will increase the number of students who attend the Boys and Girls Club and students who are eligible as priority students for ACE will be attend with the support of ACE to expand the services and ratio of staff at the Boys and Girls Club. CISD currently provides afterschool tutoring and extended library hours. Those students in need of HIT, ELL, and literacy support will remain at their campus as the primary center. Up to 100 students will be transported to the Boys and Girls Club as they currently are to receive curriculum-based tutorials, homework help and enrichment. Only those students attending the Boys and Girls Club that qualify for ACE will be counted toward ACE. Due to the increased enrollment at the Boys and Girls Club as part of ACE will require support from ACE to assist in the cost of additional supervision and materials. The Public Library in Cuero has been supportive of early literacy programming, parent engagement, and expanded literacy programming. CISD and the Public library will continue these activities that will benefit CISD Students and ACE Participants. Coupled with CISD's Innovative Approaches to Literacy Project (IAL) the Public Library has been a resource in encouraging early literacy, informing the public and book distribution to Pre-K though 5th grade students. This includes parent engagement at the library and at community centers in Cuero. These activities will be expanded to include ACE families and focus on literacy development. The IAL Project has hired two Literacy Specialists who work with students from Pre-K to 8th grade and for K-8th will incorporate these services as academic supports and enrichment. The IAL Grant has also integrated STEM technology and resources into the school libraries that can allow for programs that build skills in science, technology, engineering, and mathematics (STEM), including computer science, and that foster innovation in learning by supporting nontraditional STEM education teaching methods. This will include the use of 3D printing, robotics, and other innovative approaches to STEM as enrichment activities for ACE. CISD has also received a Department of Justice STOP Grant that began in Fall of 2022. This grant provides school climate specialists and a social worker to help at-risk students. This project will support ACE with the delivery of Social Emotional Learning activities that support healthy and active lifestyle, protective factors to prevent drug use, and school violence prevention. These services will be utilized as enrichment activities for ACE students at all three centers.

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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.

CISD is applying for Priority 2 - Accelerated Learning by integrating supplemental HQIM and HIT product use. ACE will provide Targeted academic support using high-quality instructional materials (HQIM), high impact tutoring (HIT), and/or school-day aligned academic activities. This process will be delivered by identifying those students in the greatest need for HIT and other high quality instructional materials for literacy and math. CISD Teachers will be provided the opportunity to receive additional training and a daily stipend for the delivery of HQIM and HIT during the first 45-minute block after school. HIT will be delivered 3 days a week for 50 students at each center and HQIM will be integrated based on assessments specific to each student as part of the academic supports provided at the Boys and Girls Club and each of the three centers. These activities will focus on students who did not achieve grade level in literacy or math.

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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" value="600"/>
2. Enrollment in 21st CCLC of students attending participating private schools	<input type="text" value="0"/>
3. Total 21st CCLC program and participating private school students (line 1 plus line 2)	<input type="text" value="600"/>
4. Total year 1 proposed grant budget for serving students in all centers	<input type="text" value="1,500,000"/>
5. Applicant reservation for required staff payroll.	<input type="text" value="400,000"/>
6. Total grant amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text" value="1,100,000"/>
7. Per-pupil grantee amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text" value="1,833"/>
<b>Grantee's total required ESSA PNP equitable services reservation (line 7 times line 2)</b>	<input type="text" value="0"/>

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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 (1) \$75,000 per year	\$75,000
2.	Site Coordinators (3) \$60,000 per year	\$180,000
3.	Program Specialist (1) \$65,000 per year	\$65,000
4.	Tutors (\$40 per hour x 180 hours per year x 20 tutors x 3 centers	\$432,000
5.	Enrichment Specialists (\$15 per hour x 360 hours per year x 15 per center)	\$243,000

**Professional and Contracted Services**

6.	DeWitt County Boys and Girls Club	\$225,000
7.	Evaluation (\$5,000 per center x 3 centers)	\$15,000
8.		
9.		
10.		

**Supplies and Materials**

11.	Enrichment Supplies (\$16,666 per center x 3)	\$50,000
12.	Printing Costs, Office Supplies	\$30,000
13.	Academic Supplies (HIT, STEM, and College Dreamers)	\$55,000
14.	Family Engagement and Outreach	\$25,000

**Other Operating Costs**

15.	Required Grant Training, HIT Training, Positive Action Training	\$25,000
16.	Transportation and local mileage	\$60,000
17.	Janitorial, Utilities, and Communications	\$20,000

**Capital Outlay**

18.		
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](mailto: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"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

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