



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): []

1. Applicant Information

Name of organization: Texans Can Academies
Campus name: [] CDN: 057804 Vendor ID: 75-2251099 ESC: 10 UEI: NWMUEJ8JE4M3
Address: 325 W. 12th Street City: Dallas ZIP: 75208 Phone: 214-944-1985
Primary Contact: Dr. James Ponce Email: jponce@texanscan.org Phone: 214-944-1985
Secondary Contact: Catherine Dunnet Email: cdunnet@texanscan.org Phone: 214-944-1960

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. James Ponce Title: Superintendent Email: jponce@texanscan.org

Phone: 214-944-1985 Signature: [Signature] Date: 1.19.23

Grant Writer Name: Catherine Dunnet Signature: [Signature] Date: 1.19.23

[x] Grant writer is an employee of the applicant organization. [] Grant writer is not an employee of the applicant organization.

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3. Shared Services Arrangements

Shared services arrangements (SSAs) are permitted for this grant.

Check the box below if applying as fiscal agent.

- The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing the fiscal agent and SSA member responsibilities. All participants understand that the "Shared Services Arrangement Attachment" must be completed and signed by all SSA members, and submitted to TEA before the 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.

Texans Can Academies (TCA) comprehensive community and campus needs assessments guided by the Grant-Level Strategic Plan process evaluated the community needs and available resources for the community learning centers. MULTIPLE DATA SOURCES TCA conducted an assessment of objective data regarding the need for before- and after-school as well as summer programs and activities to serve the schools and communities. Data sources include TAPR, PEIMS, School Report Cards, Accountability, ESEA, Title I, Part A and data collected at the local level. These data were compared to state reporting that included student and community demographics (race, ethnicity, SES, ELL, Special Programs, etc.), state assessments (STAAR/EOC, SAT, ACT, TSI, etc.), local academic performance (grades, GPA, etc.), attendance (ADA, sign ins, etc.), behavior, discipline (PEIMS), Parent, Community and Student Perceptual/ Interest feedback (focus groups, surveys and rubrics, pre-post), etc.

NEED: The data was used to identify specific needs of students, families, and communities in order to prioritize schools enrolled with students demonstrating the highest need for out-of-school time/services through an ACE program and resources. This included: 2022 Accountability Ratings: 5 of TCA's 13 schools were not rated per Senate Bill 1365 and 8 campuses were identified for comprehensive support and improvement (5 of those being reidentified). STAAR outcomes are low in grades 9-12 Reading (15%) and Math (10%) compared to the State at 54% and 41%, respectively as well as Science (7%) and Social Studies (22%) compared to the State at 55% and 69%, respectively. TCA schools currently serve 3,001 students in grades 9-12, many of whom are at-risk (2,697/90%), Title I, and Bilingual/ESL students (877/29%).

WORKING FAMILY NEEDS: TCA conducted student and adult family member surveys to identify and prioritize the needs of working families as well as students. Adult family member surveys indicated engaging after-school programs (84%), academic support for students (92%), and college/career readiness initiatives (87%) as being the highest level of need. Student surveys revealed after-school programs for homework assistance (72%), arts such as music or dance (78%), athletics and sports (84%), and college/career readiness initiatives (80%) as the highest needs for students.

TARGET PARTICIPANTS: After conducting the needs assessments, TCA and partners are proposing 8 TCA ACE Program centers in its most at-risk schools: Dallas North, Dallas Oak Cliff, Dallas Pleasant Grove, Carrollton/Farmer's Branch, Dallas Grant East, Garland, Ft. Worth Westcreek, and Ft. Worth Lancaster (MOU attached) to serve 975 students identified to be the target at-risk population from the total population of 3,001 with regard to academics, attendance, GPA, engagement, graduation, college/workforce, social/behavioral skills, etc. and 350 from over 1,500 adult family members in total with services to include parenting and leadership skill development, college/career awareness, technology use, financial literacy, etc.

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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.

Q1 BENCHMARK: (Aug. 2023-Oct. 2023): (1) Using internal Email, website announcements, etc. 100% of staff will be hired; (2) 100% of centers will implement an extensive marketing community outreach and recruitment initiative including flyers, website announcements, recruitment events, and internal school communication to recruit students and adult family members during Q1 and throughout the duration of the grant period; (3) 100% of centers will be equipped and prepared with academic materials and supplies to provide quality academic student and parent services; (4) 100% of centers will meet the transportation needs of participants in the program to travel safely to and from the center(s); (5) 100% of staff will engage in virtual and in-person capacity building and professional development training; (6) 100% of students and parents will be recruited and begin targeted services as measured by student profiles and log-in records; (7) 100% of students with a school-day attendance rate at or below 90% in the prior school year will be identified for targeted services; and; (8) 100% of high need and at-risk students (LEP, IEP/504, etc.) will be identified for target services.

Q2 BENCHMARK: (Nov. 2023 - Feb. 2024) (9) Students will demonstrate a 3% or more increase in Reading and Math academic performance on local STAAR aligned (short cycle and interim) benchmark assessments; (10) Students will demonstrate a 10% decrease of in-school suspensions compared to the previous school year as measured by decrease in disciplinary data (PEIMS); (11) Teacher-reported student engagement in learning will improve 20%, as measured by teacher input, survey and rubrics; (12) Monitoring student and adult family member engagement to proactively execute retainment initiatives including informational workshops, individualized counseling, and personalized needs assessment; (13) 90% of students will be on target with receiving services and on pace to meet the threshold for days of participation; and (14) 100% of centers will make progress on all benchmarks, receive a score value of "Implementing" or higher on TEA (Quality Indicators) performance measures and utilize data to refine, improve, and strengthen the local program for sustainability.

Q3 BENCHMARK: (Mar. 2024 - Jul. 2024) (15) 90% of students will complete coursework and be promoted to next grade level, measured by grades and GPA; (16) 90% of students with a prior-year unweighted grade point average (GPA) less than 3.0 will demonstrate improvement; (17) 75% of students will be exposed to college, career culture and post-secondary educational experiences (as measured by: at least one virtual/in-person college visit, guest speaker, and college application); (18) 95% students and parents will engage in Summer Learning Institute with adult family members having access to Prairie View Texas A&M, which provides a variety of programming tailored to parents of postsecondary students; (19) 25% of parents will report gaining skills and knowledge (through using the program to develop leadership, financial literacy, critical thinking, college readiness, etc.) during after school, Saturday, and Summer activities; (20) Students will demonstrate a 3% increase from baseline in on STAAR Reading and Math; (21) 100% of centers will meet goals, benchmarks and be rated "Implementing" or higher on TEA (Quality Indicators); and (22) All schools will improve TEA rating to a minimum of 'C' or better.

Baseline data has been collected for a number of the proposed benchmarks/measures and missing baseline data will be collected upon award.

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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.

EVALUATION: TCA understands evaluation feedback is critical for continuous quality improvement and for ongoing sustainability of the ACE program. TCA's evaluation will include ongoing program monitoring through both formative and summative methods. The evaluation is designed to support and promote the improvement of program quality and increase academic outcomes, aligned to: benchmarks, SMART goals performance measures and the Texas ACE Blueprint. Selection and collaboration will occur with a highly qualified independent external evaluator with 20+ years of experience in both state and federal grant evaluation. MODIFICATION: Data collection for formative evaluation will address implementation of project activities, determine progress and inform necessary program modification for sustainability on: 1) Academic/State Assessment Performance; 2) Attendance; 3) Grade Point Average (GPA); 4) Student engagement; 5) Graduation; 6) College preparation/readiness; and 7) Parent engagement. Findings will be used to inform necessary program modification based on activity/service effectiveness and subsequent impact on goals and benchmarks such as overall student achievement. Program effectiveness will be assessed through data methods aligned to performance measures to include collecting both program- and student-level data. Qualitative and quantitative data (FERPA compliant) to include: 1) Annual surveys; 2) Daily participation logs; 3) Weekly activity logs; 4) Weekly student, teacher, and adult training activities (topics, frequency, participation, and competencies); 5) Weekly total students and adults served; 6) Monthly comparison of re/post records students' performance (attendance, grades, GPA, graduation, discipline, promotion, engagement, etc.); and 7) Quarterly observations by project staff. STATE ACTIVITIES: State activities and tools for project evaluation and modification such as but not limited to Texas ACE Blueprint, Project Plan, Quality Assurance Process and Indicators (Qis), etc. Evaluation will determine progress toward SMART goals and include recommendations for sustainability. Continuous analysis of state activities will be conducted to inform programmatic adjustments to support outcomes.

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.

TCA is proposing to implement a highly engaging after-school and summer program at 8 participating centers. Services will be provided to students who attend schools implementing targeted support activities, including high quality instructional materials (HQIM - Carnegie Learning's Mathia) that support learning and which have an at-risk population (90%) greater than the state's at-risk rate of 50.6% (Statutory Priority 1-Targeted Services, Program Priority 2-Accelerated Learning). TCA's ACE Program will offer evidence-based academic supports and interventions, enrichment opportunities, parent support, and college and career readiness activities to students and their families, particularly at-risk, low-income, and English Learners, during non-school hours. During the regular 2023-2024 school year (fall/spring), each TCA ACE center will operate Monday-Friday (180 minutes or 3 hours day) for 155 days. ACE activities will be held for the total 120 minutes per day the center is operating. Services will be provided at no cost to participants. TARGETED ACADEMIC SUPPORT Academic, academic enrichment, accelerated learning, including high quality instructional materials (HQIM- Carnegie Learning's Mathia) and activities will align and be integrated with the regular school day, campus curricular programs, and state standards to address student needs. STUDENT INTEREST-BASED ENRICHMENT Enrichment activities will enhance academic activities and will include interactive project-based learning. All activities will be aligned with TEKS and STAAR and are designed to support students in meeting academic achievement standards in core academic subjects while complementing students' regular academic program. IMPROVING STUDENT ACHIEVEMENT Centers will provide services which close achievement gaps, improve student achievement, and create an educational structure that supports all learners to improve academic performance, promotion rates, and graduation rates, creating a generation of college and career ready students. To improve overall student academic achievement, including benchmarks, STAAR scores, GPA and grades in core subjects, TCA ACE will provide developmentally appropriate academic supports including: ● theme-based literacy and numeracy instruction ● targeted, evidence-based academic interventions, academic enrichment, homework support, study skills development, and ELL support to students in most need of academic assistance. ENGAGING STUDENT ACTIVITIES TCA ACE will work with joint partners (Statutory Priority 2) and service providers to offer a wide array of engaging, age-appropriate activities for youth in grades 9-12. Students will participate in active learning through innovative, evidence-based instructional techniques and behavioral interventions including: ● enrichment activities such as: project-based learning (robotics, STEM), physical fitness/wellness activities, arts (hip hop, dance, spoken word), computer literacy and educational field trips ● Social Emotional Learning (SEL) including youth leadership and character development ● Students will have access to tobacco, drug, alcohol, and violence prevention training, college awareness including assistance with college search, college admissions and financial aid applications, college visits, career readiness and exploration. FAMILY ENGAGEMENT Weekly activities (minimum 1 hr/wk) will include informational sessions addressing parenting skills, fostering parent involvement in child's academic success, financial literacy, adult education, college/career awareness and referrals to GED, ESL. Activities will be aligned with other local and TEA initiatives (Program Priority 1). SUMMER ACTIVITIES ACE will host a Summer Learning Academy to support continued learning and minimize summer learning loss. The Academy will be held for a minimum of 25 days, 4 days a week (Monday-Thursday) for 6 hours per day. Age/grade appropriate activities will include: literacy and numeracy development, college entrance exam preparation, enrichment activities, interactive and hands-on STEM activities, and Social Emotional Learning (positive behavioral skills development, character and youth leadership development). Activities will also include college and career readiness (assistance with college admissions and financial aid applications, college search, and trips to local colleges/universities), career exploration, and standardized test prep. OVERSIGHT The ACE Project Director will coordinate and monitor all activities, supported by Site Coordinators and a Family Engagement Specialist. ACE staff will survey students and parents at each Center to ensure youth are engaged in program activities, solicit feedback, and incorporate suggestions, as feasible.

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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.

ACADEMIC PERFORMANCE/ACHIEVEMENT TCA will use the Texas Standards for High Quality After-school, Summer and Expanded Learning Programs developed by the Texas Partnership for Out of School Time, which guided planning for this proposal and are based on national best practice data. All 8 TCA ACE centers will use the U.S. Department of Education, Office of Elementary and Secondary Education, to guide 21st CCLC strategies. Finally, the centers will rely heavily on the Texas ACE Blueprint and the QAP to guide how we measure performance and achievement. TCA conducts local observations and gathers feedback to identify areas for improved practices and is committed to applying research and evidence-based practices to provide educational and enrichment activities that enhance academic performance, achievement, college and career readiness, and positive youth development of students. Research by the After-school Alliance indicates that regular student participation in after school programs such as 21st CCLC programs is associated with higher state assessment scores in Reading and Math (Naftzger et al., 2015) and that students who participate in after-school programs achieve higher grades and standardized test scores than students who do not (Shernoff, 2018). To ensure student mastery of core academic concepts, program activities will complement daily learning and academic instruction, extended day learning with targeted academic support using high-quality instructional materials (HQIM - Carnegie Learning's Mathia) and school-day aligned academic activities. Each center will offer after-school learning supports and intervention activities for students Monday – Friday, 180 minutes or 3 hours/day. Students will be served appropriately at each center by grade level. Targeted homework assistance and hands-on learning activities will support at-risk students. COLLEGE AND CAREER READINESS TCA will support youth and families in college search, completing admissions and financial aid applications, and coordinating college campus tours. Career Readiness will include exposure to high-demand careers, career research, work and project-based learning, and professional presenters and speakers.

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.

TCA ACE will operate 8 centers at several of its high schools across Texas including Dallas Grant East, Dallas North, Oak Cliff, Pleasant Grove, Ft. Worth Lancaster, Ft. Worth Westcreek, Carrollton/Farmer's Branch, and Garland. Serving the most impoverished communities in these cities, each campus is strategically located in the heart of inner-city communities so that TCA is able to reach and serve youth and families most in need of academic and educational supports. As such, these high schools are within walking distance or a short transit bus ride from the homes of most students. TRANSPORTATION NEEDS OF STUDENTS: Serving high school aged youth, more than half of TCA student participants either walk to and from school, ride a city bus, or provide their own transportation by driving themselves or securing rides with parents/guardians or other licensed individuals. TRANSPORTING STUDENTS FROM CENTER BACK HOME: Students participating in the ACE program will be directly dismissed from their school day to the program located on their home TCA campus. As such, students will not require transportation to the center immediately after school. However, once daily after school programming ends, students will have the option of securing their own transportation or utilizing transportation options provided by TCA. TCA will provide daily busing of youth participants from the Center back home throughout the regular school year (fall and spring semesters) and during summer programming. Additionally, TCA will offer public transit tokens for students who prefer to utilize city bus transportation to return home. STUDENT TRAVEL TO AND FROM OFF-SITE ACTIVITIES: TCA buses will also provide transportation services for students while participating in off-site program activities. Further, during activities located in areas other than the home center site, TCA will provide transportation from the location back to the home center site. Throughout all transport of students to and from centers and activities, bus safety policies will be enforced as well as required student supervisory ratio. TCA will also provide transportation assistance (public transit tokens, etc.), as needed, to families participating in adult education, family literacy and similar activities. All TCA transportation guidelines and policies will be followed, including regulations associated with transportation instituted by TEA.

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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.

TCA has created an ACE Marketing Team consisting of teachers, educators, staff, parents, and community members. The Marketing Team, with support of ACE partners, will execute an extensive outreach and marketing plan to recruit potential participants as well as to disseminate information about the program throughout Dallas and Ft. Worth. OUTREACH/MARKETING PLAN: Outreach information will be disseminated through a multitude of measures to ensure that it is easily accessible by local students, parents, and families. The ACE Marketing Team, Project Director, Site Coordinators, Family Education Specialist, and partners will work with local community organizations and other youth-serving entities to disseminate program information and implement an extensive marketing/community outreach initiative including: • Promoting the ACE Program through TCA's and partners' websites and social media pages; • Creating and distributing informational flyers, brochures, and district newsletter (electronic and hard copies) to partner organizations, students, parents, families, caregivers, teachers, and community; • Distribution of flyers and posting of informational posters throughout local neighborhoods and communities; • Public service announcements and press releases; • Posting of information in local newspapers; and • Announcements and presentations at TCA's new student and parent orientations in participating campuses, monthly and quarterly School Board meetings, and PTSA meetings. Site Coordinators will assist in student recruitment efforts by making presentations at various school events and functions including Back to School Nights, student assemblies, and in-school announcements. TCA will also post informational displays at participating campuses. Additionally, TCA will host recruitment drives at ACE Centers throughout the school year, at minimum once per semester. To ensure all outreach efforts are understandable, accessible, and transparent, all marketing information (written, electronic, etc.) will be available in both English and Spanish. Further, the Texas ACE© logo will be included in all outreach and communication materials to comply with Texas ACE© branding guidelines.

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)

TCA takes pride in embracing individuals of all ages (as appropriate), races, and ethnicities as volunteers to its schools and communities and encourages qualified volunteers to support student success. SCREENING/PLACING VOLUNTEERS: TCA understands that volunteer use is encouraged and can help provide students with an adult advocate, which is emphasized in best practice research on out-of-school time as well as a critical success factor for Texas ACE. As such, TCA executes safe, structured volunteer programs. As delineated in the Texas ACE Blueprint, and in accordance with TEC § 22.085, all volunteers who will have direct interaction with children and youth in TCA ACE must be fingerprinted and undergo a criminal background check to ensure youth safety. TCA will adhere to charter agency policies regarding fingerprinting procedures. Interested adults will be screened for qualifications and interests prior to placement and will be assigned by appropriateness, interest, experience, knowledge, and need for support in volunteer opportunities. TCA ACE VOLUNTEER PROGRAM: TCA will call upon current volunteers, many of whom are current or retired educators, to assist with activities such as literacy education, enrichment activities, homework assistance, parent/family engagement, ESL support, financial literacy, and accessing virtual learning resources. Ongoing volunteer recruitment will include presentations and dissemination of information at local community events, social media postings, etc. Qualified adults will be trained by ACE staff to be effective volunteers in after-school, weekend, and summer activities with both students and parents. TCA and partners are also proud to have the support of professional organizations, community partners, educational institutions, non-profit organizations, and educational and community leaders as potential volunteers. Professional volunteer opportunities may include sharing knowledge through ACE Career Speaker Series, providing presentations on in-demand careers, college and career readiness, financial literacy and financial aid workshops, etc. Parents will be encouraged to provide feedback on ACE activities, increase awareness, and volunteer for activities when feasible.

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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.

TCA will combine or coordinate (as appropriate, reasonable, allowable and allocable) public resources from federal, state, and local programs with the ACE program to supplement district efforts to increase academic performance levels, increase attendance rates, decrease behavioral referrals and increase parental involvement by using resources that facilitate learning and student support, like Core Academics, Special Education Services, Health/Nutrition Services, College and Career Readiness. Other funds to be leveraged include the following, which are per campus and per year: • Local/state revenue will provide district and campus administrator time spent on implementing, managing and evaluating ACE program and personnel, facilities and overhead costs. • Title I revenue will be used to pay for curriculum and tutoring during out of school time. • Summer Food Service Program will allow ACE centers to be community feeding centers for all children. TCA ACE will also integrate the following initiatives aligned to Program Priority 1 (Program Integration) to meet SMART goals. All program integration will be co-designed by the site coordinators and campus leadership to ensure services are supplemental and aligned to student needs. • COVID Recovery (CRIMSI) funds will support Instructional Materials. Further, for students at risk of not mastering the Reading and/or Math standards, TCA implements • Academies to increase teacher knowledge and implementation of evidence-based practices to positively impact student reading achievement, and • MATHia adaptive learning math software for blended learning for grades 9-12 • Rigorous academic (PreAp, AP, Dual Credit, SAT, ACT, etc.) support will be provided to facilitate course and college entrance assessment mastery as well as preparation for enrolling in postsecondary institutions, completing a credentials, certificates, and planning for the next step after high school. Aligned with TCA's assessment results, program integration of these TEA initiatives will address student academic performance and progress to college and career. Involvement in integrated activities and skill-building opportunities will also support youth in improving school attendance, exhibiting positive behavior, and decreasing disciplinary referrals.

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 SUSTAINABILITY PLAN: During ACE Program conceptualization, TCA, campus leadership, and key partners took measures to develop coordinated strategies and preliminary plans for continuing programming after funding ends. Initiatives will include TCA working with each Leadership Team (Superintendents, Administrators, etc.) to support and guide sustainability efforts; accessing TEA state-level resources which assist programs in implementing sustainability strategies; and researching and securing external grants and funding opportunities for future support. **BUILDING SYSTEMIC INFRASTRUCTURE:** TCA and partners will use Texas ACE funds to build upon each district's systemic infrastructure of expanded learning opportunities. TCA currently oversees several successful educational programs funded by the US Department of Education including Upward Bound and GEAR UP. Through these educational programs, TCA supports local districts in establishing a strong organizational base, sustainability plan, and systemic infrastructure (i.e. policies, procedures, systems, schedules, etc.). TCA will use Texas ACE funds to similarly support partner districts in building systemic infrastructure. Additionally, TCA will support each school in maximizing their respective resources for student use and to support program sustainability. For example, the proposed campuses will host the ACE centers at their facilities utilizing school-based technologies and resources at no-cost to the program. **USING RESOURCES TO ASSIST LOCAL SUSTAINABILITY:** TCA and partners will work with local resource providers and community stakeholders to develop sustainability plans that address local needs, consider local resources, and demonstrate how the program will achieve sustainability. TCA will ensure the needs of the community drive this program and will conduct ongoing assessments of local resources to identify potential program supporters. TCA will invite local businesses and community members to visit ACE centers and observe student learning, overall community benefits, and encourage their participation in developing sustainability strategies. TCA has been successful in securing millions of dollars in educational funding annually, and will continue extensive efforts to secure additional funding in the future.

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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

TCA is proposing to implement a high quality, engaging ACE Program which meets Texas ACE objectives to: improve academic performance, school day attendance, positive behavior, grade promotion rates, and graduation rates. TCA strategically established a planned joint partnership (Statutory Priority 2) with eight eligible campuses (Dallas Grant East, Dallas North, Oak Cliff, Pleasant Grove, Ft. Worth Lancaster, Ft. Worth Westcreek, Carrollton/Farmer's Branch, and Garland), community-based organizations, and private entities (Letters of Partnership attached) to:

- assist in program development,
- expand each schools' capacity to successfully implement the ACE Program and achieve program goals,
- increase the scope and quality of services provided, and
- sustain the program over time.

From the onset, partners were involved in the planning and development of this initiative and will continue to do so through the established TCA ACE Steering Committee (at no cost to grant). TCA will provide leadership and administrative oversight, arrange meetings and trainings, provide professional development and resource materials to program partners, and ensure that all administrative and statutory requirements are met. Partners will play key roles in delivering academic strategies and enrichment services required to meet or exceed program objectives, particularly academic enrichment, college awareness, and career readiness activities not readily accessible to students who will be served, thus expanding access to high-quality services available in the community.

CONTRIBUTIONS TOWARD ACHIEVING OBJECTIVES: TCA and ACE partners will contribute to improving academic achievement through the provision of academic enrichment activities designed to support students in meeting academic achievement standards in core academic subjects while reinforcing and complementing students' regular academic program. Prairie View Texas A&M will support TCA ACE in delivering academic and enrichment activities including project-based STEM and technology instruction, socio-emotional learning (self-esteem and character development, etc.), behavioral and social skills development, student leadership training, and financial aid and literacy workshops for students and parents. Partners will also promote a college-going culture, providing information to students, parents, and educators about college admissions and financial aid processes and exposing students to high demand careers (STEM, health care, etc.) Through partnership with Baylor Scott & White and TX Dept. of Health & Human Services. Service providers will offer youth access to job readiness (resume writing, interviewing skills, and job search), job skills training, and employment readiness placement services. TCA community partners (Texas Dept. of Health & Human Services, etc.) will offer access to job readiness opportunities including internships, mentoring, job skills training, and job shadowing. Culturally diverse service providers such will offer engaging activities in visual and theatre arts, dance, and music. ACE services will be integrated with other TEA initiatives including Early College High Schools, GEAR UP and other TRIO programs (Program Priority 1). 100% of TCA ACE Centers expand access to high-quality services that are not available in these communities. All partners and service providers will contribute towards meeting TEA's Critical Success Factors for ACE including:

- Students' and families' active participation and engagement in learning;
- Students' and families' increased sense of involvement in school;
- Implementation of strategies learned through training; and
- Use of assessment data to revise/evaluate student services.

SUSTAINING PROGRAM: Immediately upon contract award, all partners, supported by the ACE Advisory Council, will implement on-going strategies for sustainability efforts including:

- establishing collaborative relationships with community partners to support programming;
- securing in-kind resources from providers to sustain activities.

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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.

TC is proposing to provide a comprehensive and highly engaging ACE after-school, weekend, and summer program at 5 participating centers, all which have been rated as 'D' by TEA and requiring comprehensive plans support activities and which have an at-risk population (90%) greater than the state's at-risk rate of 50.6% (Statutory Priority 1). TC ACE will offer evidence-based academic supports and interventions, enrichment opportunities, family and parent support, and college and job readiness activities to students and their families, particularly at-risk, low-income, and English Learners, during non-school hours. During the regular 2021-2022 school year (fall/spring), TC ACE will operate 15 hours per week (Mon-Thurs and Saturday) for 32 weeks at 5 participating centers. Center activities will be held each hour the center is operating (minimum 45 consecutive minutes). Services will be provided at no cost to participants. COORDINATION WITH REGULAR SCHOOL DAY: TC ACE will provide an all-inclusive out-of-school program beyond the regular school day that will offer a wide array of supplemental academic, artistic, and enrichment opportunities to students and their families, particularly those identified as at risk of academic failure or drop out. Academic enrichment, accelerated learning, and tutoring activities will align and be integrated with the regular school day and state standards to address student needs. Enrichment activities will enhance academic activities and will include interactive project-based learning. All activities will be aligned with and designed to support students meeting academic achievement standards in core academic subjects while complementing students' regular academic program. IMPROVING STUDENT ACHIEVEMENT: Centers will provide services which close achievement gaps, improve student achievement, and create an educational structure that supports learners' improved academic performance, promotion rates, and graduation rates, creating a generation of college and workforce ready students. To improve overall student academic achievement, including benchmark, STAAR scores, and grades in core subjects, TC ACE will provide developmentally appropriate: 1) targeted, TEKS aligned, evidence-based academic interventions, academic enrichment, tutoring, homework support, study skills development, ELL support and credit recovery to students in most need of academic assistance; 2) theme-based literacy and numeracy instruction; and 3) STAAREOC preparation. As needed, ACE will incorporate remote learning for students including virtual instruction, homework support, and E-Learning. ENGAGING STUDENT ACTIVITIES: TC ACE will work with joint partners to offer a wide array of engaging activities. Students will participate in active learning through innovative, evidence-based instructional techniques and behavioral interventions including 4) enrichment activities such as: • educational field trips •project-based learning, • physical fitness/wellness (Fit and Faithful Living), • arts, • computer literacy; 5) Socio-Emotional Learning (SEL) including • youth leadership/ character development; 6) college awareness (Prairie View Texas A&M); and 7) job readiness in STEM (TX Dept. of Health & Human Services), Architectural Design, and Engineering Graphics Technology (TCCC). 8) Saturday Academies will engage students and parents in learning such as: • expanded tutorials, enrichment, and SEL opportunities for youth; • recovery; • college search, assistance with college admissions/financial aid applications, and in person and virtual college tours; and • career readiness and exploration. • Saturday Family Engagement will include parenting skills, fostering involvement in child's academic success; • financial literacy, adult education; and • referrals to GED, ESL. Parents will have access to virtual learning resources to support student and family learning. Activities will be aligned with other local and TEA initiatives • SUMMER ACTIVITIES: TC ACE will host a Summer Learning Institute to support continued learning and minimize summer learning loss. The Institute will operate for 6 weeks, 6 hours per day (Mon-Thurs), and will encompass: literacy development, credit recovery, college and career readiness (assistance with college admissions/financial aid applications, college search, trips to local colleges/universities), TSI/SAT/ACT preparation, and Social Emotional Learning (positive behavioral skills, character and youth leadership development). ACE staff will solicit feedback for use in continued program improvement.

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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.	Academic Instruction (24 Teachers - 3 per campus)	\$240,000
2.	Tutors (18 Tutors - 2 to 3 per campus)	\$200,000
3.	Program Management (Director & Specialist)	\$125,000
4.	Site Coordinators (\$55,000 x 8)	\$440,000
5.	Fringe Benefits	\$161,100

Professional and Contracted Services

6.	Services for Tutoring and Mentoring Enrichment Programs & STEM-related Activities	\$50,000
7.	Services for Character Education, Health & Fitness and College and Career Readiness	\$30,000
8.	Educational programs that provide job training and certificates of completion	\$40,000
9.	Professional Development Training & Costs for Rental space for Enrichment activities	\$35,000
10.	Independent External Evaluator	\$24,000

Supplies and Materials

11.	Supplies and materials for student tutoring, HQIM and College & Career Readiness	\$150,000
12.	Supplies for enrichment activities, parent activities and outreach	\$15,000
13.	Supplies for daily operational management	\$10,000
14.	Maintenance and other Miscellaneous costs	\$25,000

Other Operating Costs

15.	Required Travel to Texas state and regional training, meetings & workshops	\$8,000
16.	Center Transportation for all ACE students	\$80,000
17.	Nutritional snacks and other operational costs	\$35,000

Capital Outlay

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

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

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Appendix I: Negotiation and Amendments

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

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the [Administering a Grant](#) page of the TEA website and may be emailed to competitivegrants@tea.texas.gov. Include all sections pertinent to the amendment (including budget attachments), along with a completed and signed copy of page 1 of the application. More detailed amendment instructions can be found on the last page of the budget template.

You may duplicate this page.

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

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

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

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