



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

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

NOGA ID [ ]

Application stamp-in date and time

TEA will only accept grant application documents by email, including competitive grant applications and amendments. Submit grant applications and amendments as follows:

Competitive grant applications and amendments to competitivegrants@tea.texas.gov

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

Grant period: From 08/01/2023 to 07/31/2024 Pre-award costs: ARE NOT permitted for this grant

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

Amendment Number

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

1. Applicant Information

Name of organization: West Rusk County Consolidated Independent School District
Campus name: West Rusk Intermediate, CDN: 201914, Vendor ID: 1751190364, ESC: 7, UEI: KNJBNCWVRF
Address: 10705 S. Main St., City: New London, ZIP: 75682, Phone: 9033927850
Primary Contact: Amie Mathis, Email: mathisa@westruskisd.org, Phone: 9033927856
Secondary Contact: Krystal Medford, Email: medfordk@westruskisd.org, Phone: 9033927856

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: Lawrence Coleman, Title: Superintendent, Email: colemanl@westruskisd.org

Phone: 903-392-7850, Signature: Lawrence K. Coleman, Date: 1/23/2023

Grant Writer Name: Krystal Medford, Signature: Krystal Medford, Date: 1/23/2023

[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.

West Rusk ISD assessed the needs of all stakeholders involved in implementing and sustaining the ACE program in the district. A Community Task Force (CMT) was formed to design, implement, and interpret local needs data using a systematic process and prioritization of needs. These assessments included campus improvement plans, AEIS data, curriculum, focus groups, interest inventories, stakeholder surveys, and lists of existing services.

Statistics below give a representative picture of the West Rusk families and community.

- Estimated per capita income is \$26,605, significantly lower than the state average.
- Unemployment rate is 8.7%, significantly higher than the state average. -Population is 1,014. -Area is 100% rural. -Average commute time is 24.1 minutes.
- Percentage of population with a bachelor's degree is 10.6%. Source: <http://www.city-data.com/city/New-London-Texas.html>
- West Rusk Intermediate - 79% economically disadvantaged; 56% at-risk.
- West Rusk Elementary - 75% economically disadvantaged; 62% at-risk.

Parents and community members were polled through surveys about the need and sustainability of an afterschool program. The survey results showed a need for an after school program as many parents work late and/or commute from work. The current ACE program has allowed them to get extra help with academics while in a safe, nurturing environment. 100% of parents felt that the current ACE program had been a benefit to their child's academic and social well-being.

The Intermediate campus (grades 3-5) of West Rusk CCISD was served by the Cycle 10 ACE program in partnership with New Summerfield ISD. Prior to Cycle 10, West Rusk was on TEA Focus List for 2016-2017. During Cycle 10, there was growth in benchmark and state assessment scores as well as a growth in attendance for that campus. West Rusk Intermediate's campus rating rose to a B. Due to the overwhelming response from parents and the amount of ACE participation in Cycle 10, more students and parents will be targeted for Cycle 12. For Cycle 12, West Rusk Elementary will be a feeder school for the Intermediate campus in an effort to meet the needs of more economically disadvantaged and at-risk students.

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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.

Meeting grant goals and producing a high-quality, engaging ACE program is of the utmost importance to WRCCISD. In order to achieve that objective, benchmarks and state assessments, and behaviors will be closely monitored and instructional adjustments made, as needed. For the K-2 students, the TPRI, Fountas and Pinnel, and Campus-Based Assessments (CBA) will be used to assess reading at the beginning, middle, and end of the year; for math, teachers will use CBAs at the end of each six week to monitor math. For students in grades 3-5, six-week CBAs and the STAAR will monitor academic progress. The ACE staff will work closely with school day teachers and administration to create High Impact Tutoring plans that give each student the tools they need to be successful.

**READING.** By July 2024, 53% of ACE students in grades 3-5 who use High Quality Instructional Materials (HQIM) will score Meets or Masters Grade Level on spring STAAR Reading assessment.

In August of each year of Cycle 12, the reading goal will be adjusted based on prior year standardized testing appropriate for the grade level. Test data will be disaggregated for each ACE student and objectives needing remediation will be addressed with High Impact Tutoring using the High Quality Instructional Materials recommended by TEA. Campus Based Assessments (CBA) will be administered periodically to track student improvement.

**MATH.** By July 2024, 40% of ACE students in grades 3-5 who use High Quality Instructional Materials (HQIM) will score Meets or Masters Grade Level on spring STAAR assessments in Math.

In August of each year of Cycle 12, the math goal will be adjusted based on prior year standardized testing appropriate for the grade level. Test data will be disaggregated for each ACE student and objectives needing remediation will be addressed with High Impact Tutoring using the High Quality Instructional Materials recommended by TEA. Campus Based Assessments (CBA) will be administered periodically to track student improvement.

**ATTENDANCE.** By Spring 2024, 95% of students in grades 1-5, who attend both semesters in 2023-2024 and meet grant attendance requirements will have at least a 94% regular school day attendance average. Attendance is always over 90% in WRCCISD. However, ACE administrators and classroom teachers will work with parents and students to reduce excessive absences.

**ENGAGEMENT IN LEARNING.** By the end of Spring 2024, 99% of the students in grades 1-5 who attend ACE 10 days or more will show an improvement in student engagement in learning as documented by their teachers of record. At the end of each six weeks, a spreadsheet will be given to the teacher of records to indicate which students are not making sufficient progress.

**FAMILY ENGAGEMENT.** By July 2024, 150 ACE parents will have attended parent engagement activities and 60% of those parents will have participated more than once. Parents and extended family members are very supportive of events happening outside the regular school day. Except for the pandemic year, the basic attendance goals were met by the end of the fall semester. With Cycle 12, the goal will be reset to working toward getting parents to attend activities more than once a year.

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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.

The West Rusk ACE program will comply with all state and local evaluation requirements. Program evaluation will not be limited to the Quality Assurance Program or Tx21 data but will include testing data, parent and student surveys, and evidence of coordination of activities and objectives between the regular school day program and afterschool. If adequate progress towards the achievement of SMART goals is not seen, the Community Task Force (CMT) will create a Strategic Support Plan (SSP) as provided in TEAs 2022-2023 Continuous Improvement Plan. With administrators, campus teachers, and community leaders being a part of the CMT, the SSP will be designed to alter instruction or add new strategies, activities, or resources to help ACE students be successful in reaching program goals.

ACADEMICS. Should academic goals not be met, ACE teachers will refine their direct-teach instructional strategies in addition to increasing the use of High Quality Instructional Materials approved by TEA.

ATTENDANCE. The ACE Leadership team will contact the parents whose children are chronically absent, identify reasons for absenteeism, and seek reasonable solutions.

STUDENT ENGAGEMENT. Voice and choice is a key factor to active student engagement. Through exit tickets, informal conversations, and questionnaires, teachers will gauge student interests and help focus the activities toward more student-designed projects and learning experiences.

PARENT ENGAGEMENT. The Family Engagement Specialist (FES) will work toward building relationships with families who often feel reluctant to take an active role in supporting their child's academic experience. Monthly activities will focus on parenting skills and what the parents need to know about school/education.

**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.

Students will be immersed in a hands-on environment designed to target areas where improvement is needed in ways that are not offered within the regular school day.

**TARGETED ACADEMIC SUPPORT.** Teachers will use High Impact Tutoring strategies and materials to target areas of greatest need while offering academic instruction in engaging environments that students may not have access to otherwise. Data will be continuously monitored throughout the year and students' educational plans will be adjusted in response. ACE curriculum and activities will be selected based on the prior year STAAR results, EOY assessments, and the current year benchmarks and testing. All academic activities will be purposeful in filling in the gap for students in the areas needed most. STEM activities will be utilized to promote higher level thinking and hands-on instruction bridging the gap between students who have access to this type of learning and those who have not previously.

**STUDENT INTEREST-BASED ENRICHMENT.** The enrichment hour is a crucial component of the program due to its popularity among the ACE students and is the reason many students choose to come to the ACE program. For this reason, enrichment will be centered around student choice with surveys and choice sheets when making selections for classes. The project director and site coordinator will work together to offer enrichment opportunities out of the normal realm and grasp of the students. Activities such as robotics, coding, and design will allow students to learn about concepts that they have not otherwise had the opportunity or exposure to. STEM opportunities will be expanded to allow students to experiment and research in a time frame that is not allowable in the regular school day. Athleticism and team work will be targeted through sports and gymnastic activities. Fine arts will be emphasized through art and theater classes.

Showcase spotlights give ACE students the opportunity to showcase what they have learned to their family, friends, and local community. In the previous cycle, West Rusk has always had a great turnout from the community and parents at these events to the delightment of our proud ACE students.

The summer program will offer weekly themed lessons designed around concepts that may be new to students but the variety is intended to be a motivating factor designed to reach all students. Popular themes include, but are not limited to space exploration, community helpers, wild animals, nature, community service, reading challenges, and team sports. Academic and enrichment activities are designed around these themes to make learning fun and engaging, while offering a different approach than the regular school year.

**FAMILY ENGAGEMENT.** Research shows a strong relationship between parent engagement and educational outcomes, including school attendance and higher grades and classroom test scores (American Psychological Association, 2014). Family support and involvement is crucial to academic success, therefore monthly activities will be provided that involve parents in their child's education by giving them techniques, advice, and experience that they can use at home. Families will also be given opportunities to bond with their children in the school setting through fun and engaging family activities such as Showcase Spotlights, movie nights, and theme nights. The intent is not to merely satisfy the parent involvement component of the grant but to create a lasting relationship between the parents, student, and the school through family engagement opportunities.

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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.

ACE will incorporate current best practices and strategies to provide the highest potential of student academic success. Both West Rusk Intermediate and West Rusk Elementary have used the Fundamental 5 strategies for the last five years. The Fundamental 5 urges teachers to employ the 5 practices to improve instructional rigor and relevance, and student improvement. Research acknowledges that the most important factor affecting student learning is the teacher, so empowering them to be as effective as possible improves education (McCracken, 2018). All ACE teachers will utilize these concepts in their ACE classrooms to be a more effective teacher.

TARGETED ACADEMIC INTERVENTION. Research has shown that high dosage tutoring targeting weak academic objectives is one of the most effective strategies for raising academic scores. (Barnum, 2020). Using High Quality Instructional Materials and High Impact Tutoring strategies as recommended by TEA should result in improved scores for all targeted students.

CURRICULUM ALIGNMENT. The purpose of the academic hour in the afterschool program is to support and supplement the regular school day instruction. ACE instructors will collaborate with classroom teachers and provide different modalities to target the different learning styles of all students with activities and materials that would not be offered during the regular school day.

SOCIAL EMOTIONAL LEARNING. Students will participate in weekly social emotional activities such as Every Monday Matters, Capturing Kids Hearts, and Leadworthy to teach and strengthen coping skills. Enrichment classes centered around spreading kindness and affirmation will provide opportunities for students to practice these skills with peers.

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.

Each year transportation will reflect the needs of the current ACE students. Parents will complete a transportation form that will be kept on file detailing the mode of transportation as well as emergency numbers and people authorized to pick up a student. At no time, will a student be released to someone not on the transportation form unless prior approval is given by the parent/guardian.

Morning transportation is not a concern since the ACE program will be housed on functioning school campuses and bus transportation will be provided for students who need it. Afternoon transportation will include a majority of car riders as reflected from the ACE parent survey sent out in preparation for this application. Students needing bus transportation to their homes will be transported via a West Rusk CCISD bus and a CDL-licensed driver.

Safety and security is of utmost importance, and students will be monitored after school as they wait for their transportation and until they are safely with their guardian. Each afternoon, students will line up in the designated bus loading zone, and a monitor will ensure that each child gets on the correct bus by double checking the bus driver's list of riders. Summer school will show a rise in the number of students needing bus transportation. Bus transportation will be provided for morning and afternoon transportation. The same safety and security measures will be followed as in the regular school year.

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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.

Because the entire West Rusk County Consolidated Independent School District, WRCCISD, is located on a single tract of land on State Highway 42 and the largest property in New London, it is very visible from the highway. It is considered by many to be the town’s community center where everyone is welcome and encouraged to be a part of the school family. The Intermediate campus is the hub of all ACE activities with activities held on the adjacent elementary feeder campus.

The ACE staff recognizes that regular communication is an important factor in the success of the program. Because attendance is voluntary, all stakeholders need to be aware of what’s happening in ACE. Various reliable types of communication will be implemented.

Without a community newspaper, the ACE program will rely primarily on social media to disseminate information about the ACE community learning center and its programs and events. The district website provides basic information about ACE, and Facebook (West Rusk ACE <https://bit.ly/3QR7OmG>, West Rusk Intermediate) offers many photos of ACE in action. The Remind app is used frequently for rapid direct communication with parents when needed as well as reminders for upcoming events.

In addition, monthly newsletters from ACE will be distributed in print and on Facebook with information detailing highlights of the day to day operations and student involvement in the program. Because the district has 22% English Learners, the newsletters will be translated into Spanish. With such a small tight knit community, word of mouth is a huge asset to getting information out as well.

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)

WRCCISD does not currently have an organized adult volunteer program in place. In the current ACE program, there are many high school student volunteers who work as peer tutors and offer one-on-one assistance in exchange for community service credits on their transcript. The younger students love working with the older kids, and it has helped with discipline as kids are getting one-on-one attention and assistance.

The ACE project director and site coordinators will work with each center to recruit adult volunteers who can work within the ACE program. These may be parents, grandparents, or local individuals working in the community. As per WRCCISD policy, all volunteers working with students will be subject to criminal history background check by the WRCCISD Chief of Police. Volunteers will be recruit through social media, ACE application forms, parent newsletters, and also at the request of other parent volunteers. They will be used for a multitude of activities including: family events, tutoring, reading with children, and chaperoning field trips. Spanish speaking volunteers will be utilized for translating documents and communication with Spanish speaking parents in the community.

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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.

WRCCISD will work to coordinate federal, local, and state funds to utilize all funds for the most effective use of public resources. Students will be transported on district buses and will share services with custodial staff, bus drivers and cafeteria staff. FEDERAL- ACE grant funding will work in coordination with other federal funding within the district with materials purchased with Title funds. Contract services with the Region VII Education Service Center provides professional development opportunities that enhance the methods and strategies used by our school day and ACE teachers. Safety and security updates and initiatives have been a high priority recently paid for by Title funds that all ACE staff and students will benefit greatly from. Funds provided by the Rural and Low Income School program have been used to upgrade technology that will be utilized by teachers and students within the ACE program. The Afterschool Care Program will provide nutritious snacks to ACE students each afternoon at the start of the programming. The summer feeding program will provide breakfast and lunch to students in the ACE summer program. WRCCISD also offers a backpack feeding program that is sent home with students on Fridays as provided by East Texas Food Bank. STATE- ACE programming in coordination with State Compensatory, dyslexia, and gifted and talented funds will provide ACE teachers with understanding and insight into the needs of all students that attend ACE. LOCAL- PTO, city government, and service organizations will work together to provide services and resources typically not funded under grant allowance.

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.

WRCCISD recognizes the important contributions to student achievement, attendance, positive mindsets, and family engagement the ACE program provides. Thus, sustaining the program after Cycle 12 funding ends is of utmost importance to the administration, students and families. ACE will employ logic models, the ACE Sustainability Tool, and QAPs to determine the most important ways to sustain the program. These tools will help chart and clarify goals, choose types of services to offer, and develop action plans for future programming. Challenges will be identified by determining priority programming in order to select the most effective components to retain. The Community Task Force will prioritize programs to best fit the needs of the students. Costs would be cut where necessary, including but not limited to ACE leadership.

Local efforts to provide sustainability will include using existing classroom, libraries, gyms, computer labs, janitorial supplies, and utilities at no additional cost to the ACE program. The ACE program will also use WRCCISD equipment such as copiers, computers, phones, etc at no additional cost to the ACE project. In the event funding ends, the district would look to local groups such as PTO and/or volunteers to take on the family engagement portion while academic and summer programming would be reduced to be funded by other federal programs. All materials, supplies, and equipment bought by previous ACE cycles would be kept by the district and used to sustain the program after funding as part of the sustainability plan. Consumables would be purchased for the program at district and campus levels.

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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

West Rusk Consolidated Independent School District is a small rural school district with limited community resources. Known historically as "the school that exploded," the district has always had great family support, but the declining East Texas oil industry has discouraged business and industries from locating in the area. The school district is located in New London, about 20 miles from the nearest junior college in Kilgore (13,000 population) and 15 miles from Henderson (13,000 population). Students do not have easy access to East Texas fine arts or cultural events. In downtown New London (1,014 population) there is only a donut shop and a museum. It's a challenge to find corporate or cultural partners, but available area resources will be maximized.

RUSK COUNTY LIBRARY (Henderson/Overton). During the school year, students use the campus library, but in the summer, programming and resources are provided by the Rusk County Library. Each week in the summer, the library provides thematic literacy and STEM sessions and book check-out to the students. Also each summer an anonymous community sponsor provides prizes to the students who read the most books. Increasing reading skills and fluency is a grant academic goal.

TEXAS AGRILIFE Research and Extension Center (Overton) and 4H. The Texas AgriLife Extension Center is located a few miles from the district. The Agrilife education programs as well as curriculums from 4-H provide STEM enriching activities.

MUSEUMS: London Museum, Gaston Museum, East Texas Oil Museum (Kilgore) , Rangerette Museum (Kilgore), and Texas Broadcast Museum (Kilgore). Museums honoring local history are occasional destinations for some classes when the visit aligns with program content.

ESC REGION 7 for teacher training and general program support. ESC Region 7 and WRCCISD have a formal contact-based partnership, and ESC7 has education specialists and consultants who have expertise in all curriculum areas and TEA initiatives. Through webinars, online tutorials, onsite learning academies, and tele-help, teachers will be able to learn the latest research-based strategies for ensuring student academic improvement.

J.W. GREEN CONTRACTORS The East Texas oil and gas industry is an important part of the area's economy, and many parents are employed as blue-collar workers. The company will be an exhibitor in the annual community helpers week during summer programming.

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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.

The ACE Campus Advisory council made up of ACE staff, administrators and campus teachers will work cooperatively to align ACE curriculum with that of the regular school day to maximize the learning that takes place after school. The ACE instructional staff is composed primarily of regular school day teachers who know the students and what they have learned and are learning in the regular school day. This benefit allows them to be aware of each student's academic needs and any remediation that may be needed.

The ACE academic hour will consist of 30 minutes of High Impact Tutoring (HIT) using TEA recommended materials. Currently, West Rusk Intermediate students are using the Amplify program for reading and ST Math for mathematics. In Cycle 12, the use of these programs would be expanded to all students K-5. Cycle 12 will also include the addition of Book Nook for reading and Zearn for math, both will target students K-5. High Impact Tutoring (HIT) will take place during the academic hour 4 days a week. Students will rotate through groups in a 3:1 ratio for 30 minutes at a time. HIT will target students based on their priority of needs as found from data collected using formal and informal methods during the regular school day. The remaining 30 minutes of the academic hour will be dedicated to lessons designed as an extension of the regular school day using High Quality Instructional Materials (HQIM). The curriculum and lessons will be based on the needs of the students and implemented after conferencing with school day staff and administration to outline a plan that would best fit those needs.

With the new structure in place of using High Impact Tutoring rotations in addition to instruction using High Quality Instructional Materials, the ACE program wants to increase the rigor of academic learning to better meet the standards set forth by the STAAR and EOY assessments. The academic hour will be structured to focus on the specific needs of each students to support individual progress and growth that will be measured on these assessments.

At the end of each six week grading period, data from current benchmarks will be utilized by ACE site staff to readjust HIT groups and modify instruction based on the needs of the students. ACE site staff and regular school-day staff will be in constant communication to produce a functional, ever-changing plan designed to target the weaknesses and implement teaching to promote success for each and every ACE student. Groups set forth within the ACE academic hour will be everchanging based on academic ability and mastery.

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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"/>
<b>Grantee's total required ESSA PNP equitable services reservation (line 7 times line 2)</b>	<input type="text"/>

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Adjustments on this page have been confirmed with \_\_\_\_\_ by \_\_\_\_\_ of TEA by phone / fax / email on \_\_\_\_\_.

**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.	ACE Administration (Project Director)	87,100
2.	Site Coordinator, Program Specialist	118,440
3.	Front Line Staff (Certified/Non-Certified Teachers)	104,000
4.	Support Staff (Bus Drivers, Family Liason, Central Office)	13,980
5.		

**Professional and Contracted Services**

6.	Data Management Consultant	3,000
7.		
8.		
9.		
10.		

**Supplies and Materials**

11.	High Quality Instructional Materials	46,500
12.	Consumable Supplies	11,980
13.	Computer & printer for each full time staff (3@\$2000-one time purchase)	6,000
14.		

**Other Operating Costs**

15.	Student Transportation	10,000
16.	Administration Travel	9,000
17.	Educational Field Trips	2,000

**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"/>	

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