



**2021-2022 Nita M. Lowey 21st Century Community Learning Centers (CCLC),  
Cycle 11, Year 1**

**Competitive Grant Application: Due 11:59 p.m. CT, January 21, 2021**

NOGA ID

Application stamp-in date and time

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

Competitive grant applications and amendments to [competitivegrants@tea.texas.gov](mailto:competitivegrants@tea.texas.gov)

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

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

**Required attachments:**

**Amendment Number**

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

**1. Applicant Information**

Name of organization

Campus name  CDN  Vendor ID  ESC  DUNS

Address  City  ZIP  Phone

Primary Contact  Email  Phone

Secondary Contact  Email  Phone

**2. Certification and Incorporation**

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- Grant application, guidelines, and instructions
- Debarment and Suspension Certification
- General Provisions and Assurances
- Lobbying Certification
- Application-Specific Provisions and Assurances
- ESSA Provisions and Assurances requirements

Authorized Official Name  Title  Email

Phone  Signature  Date

Grant Writer Name  Signature  Date

Grant writer is an employee of the applicant organization.  Grant writer is **not** an employee of the applicant organization.

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**3. Shared Services Arrangements**

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

**Check the box below if applying as fiscal agent.**

- The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing the fiscal agent and SSA member responsibilities. All participants understand that the "Shared Services Arrangement Attachment" must be completed and signed by all SSA members, and submitted to TEA before the 80% reserve on the NOGA is lifted.

**4. Identify/Address Needs**

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Improve student achievement in reading and math	Provide a high quality out-of-school time program that bridges and connects with the regular school day, fosters enthusiasm for learning, emphasizes personal responsibility, structures opportunities for leadership experiences, ensures safety, builds resiliency, and encourages family involvement
Increase student access to enrichment activities that promote critical thinking and problem solving skills, improves their ability to concentrate, and makes learning more meaningful, valuable, and rewarding	Develop and plan enrichment activities according to the needs and interests of students where meaningful voice and choice will create empowerment and motivation
Increase family involvement by stimulating and immersing parents in their child's educational experience	Build relationships with students and their families by providing connectedness between the school and the community through regular, high quality family events and learning opportunities for active, present and positive participation

**5. SMART Goal**

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

Using 2020-2021 as the baseline, students in the Texarkana ISD ACE Program will:

- \*Show individual growth in math and reading state assessment scores by 2% per year;
- \*Improve regular school day attendance by 1% per year;
- \*Decrease discipline referrals by 1% per year; and
- \*Increase participation in enrichment activities by 2% per year.

In addition, in each year of ACE programming, family involvement will increase by 5%.

**6. Measurable Progress**

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

**First-Quarter Benchmark**

For the first benchmark, the TISD ACE program will utilize tools that will include: observations of the ACE program during the 1st quarter by project staff, interviews with program staff and students, surveys and staff self-assessment checklists. These 1st quarter benchmarks will enable the ACE staff to examine which aspects of the program are lacking in quality and require improvement. Project observers will rate the program and activities such as arrivals, transitions, meal times, enrichments and academic offerings. Surveys will collect data relating to program quality in core academic areas, enrichment and support activities (including the link with the regular school day), student behavior and operational support for the program's overall effectiveness.

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**8. Measurable Progress (Cont.)**

**Second-Quarter Benchmark**

For the second-quarter benchmark, project staff will use an observation instrument that will allow them to rate project activities that address key domains related to afterschool programming: consistent program attendance, program quality, school day academic data, youth development and active family and community partnerships. The observation tool will be used to address areas that are identified for needing improvement, and will be used to draft a plan including resources, strategies and technical assistance that will help our program meet and exceed our goals.

**Third-Quarter Benchmark**

As we analyze previous quarter data and verify trends, we will prioritize the programming gaps needed to address issues. Four different types of benchmark data will be collected in the 3rd quarter: FIDELITY data using a checklist to assess the extent to which our program has adhered to or deviated from prescribed protocols (intervention components, delivery, dosage, duration); OUTCOME data which includes interviews, observations, student data (report cards, attendance) and surveys (focus groups to glean insights into the strengths and weaknesses of the program); STAFF ASSESSMENT data which will include observational ratings, interviews, participant surveys, and self-assessments; and PROGRAM QUALITY data, which will guide the restructuring of program organization and activities (if needed) while addressing the training and support needs of our staff to ensure effective continuation.

**7. Project Evaluation and Modification**

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

The needs of any program should always be assumed to be a fluid piece of data. The same thing holds true with an afterschool program - some needs identified during the development phase may hold true throughout the program but others are almost always going to change. The goal of project evaluation data should be to point out needs and necessary changes to modify and adapt our program offerings and design. A good evaluation will assess program fidelity by asking "is it providing what it was intended to?" The evaluation should also identify collaborative goal setting, a timeline, and if continuous quality improvement is happening. The evaluation will assess the implementation and outcomes of each center over time for the life of the grant. Our project director will actively participate in planning and implementing the evaluation and all site coordinators and stakeholders will make relevant information and data accessible. Once the evaluation is delivered, any challenges and or key findings will be turned into prioritized needs and written as action steps to improve programming. These changes will be measured over time to ensure needs are being met. Additional or different staff will be hired to provide identified programming changes, and staff training and support will be provided as needed. As benchmarks and student tracking data are reported each quarter, individual student progress data towards goals will be measured. If progress is not where it needs to be, changes to program offerings will be made. Student schedules will be adjusted so they receive the academic and enrichment activities necessary to ensure success. Our ongoing program assessment will include professional development, then data collection, then program monitoring and staff coaching, and finally data analysis. The cycle will start over again using findings from the data. The use of ongoing program assessment will loop back into these promising practices that will hold our ACE program accountable to high quality standards and allow us to reflect, reassess, and recalibrate to improve upon program content and service delivery.

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**8. 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 program will take place in a safe facility that is properly equipped and easily accessible.
- 2. 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.
- 3. The program will target students who primarily attend schools eligible for schoolwide programs under ESEA as amended, Section 1114 and the families of such students.
- 4. Applicants that receive priority points for serving: 1) students in schools implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA as amended, Section 1111(d) and other schools determined by the local education agency to be in need of intervention and support and 2) students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities or who lack strong positive role models assure that they will target these students.
- 5. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy. Funds will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case, supplant federal, state, local, or non-federal funds.
- 6. 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.
- 7. 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.
- 8. The applicant provides assurance to adhere to all Statutory Requirements, TEA Program Requirements, and Performance Measures, as noted in the 2021-2022 Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 11, 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.
- 9. The applicant agrees to all applicable program-specific assurances as described in the 2021-2022 Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 11, Year 1 Program Guidelines.

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**9. Statutory/Program Requirements**

- 1. Applicants are required to evaluate community needs and resources and describe the results, including the resources available in the community, and how the program strategies and activities proposed to be carried out in the center(s) will address the identified needs of students and their families. In alignment with the information provided in the application, *Part I: Identify Address Needs*, please provide the following information related to needs assessment.
  - a. Describe the needs assessment process, center-level needs assessment process, multiple sources of data used, and stakeholder feedback that occurred for this grant application.
  - b. Describe the results including the student population deemed "most in need" for each campus proposed to be served and provide the estimated number of students that meet the need-based criteria, including the percent of eligible students at the campus that the program plans to serve.
  - c. Describe the plan for how the center will continually assess and recruit the students most in need and how the plan addresses the needs of working families.

Texarkana ISD is a large school district with an average enrollment of 8,300, with nine elementary schools, one middle school, two alternative schools and one high school. We are located on the Texas side of the twin cities of Texarkana, Texas and Arkansas, a very unique but challenging small city. Sadly, our cities have little to offer in the form of safe and affordable out-of-school time programs, and students are left on their own much of the time when not in school. With a crime rate of 56 per 1,000 residents, Texarkana has one of the highest crime rates in the nation, making the chance of becoming a victim of crime a shocking 1 in 18 ([www.neighborhoodscout.com](http://www.neighborhoodscout.com)). With a combined population of about 68,000, family income is 27% lower than the median national average ([www.bestplaces.net/economy](http://www.bestplaces.net/economy)) and the economy continues to suffer from high unemployment and low wages. The six campuses proposed in the TISD ACE program represent the lowest income families of our entire district with an average of 72% economically disadvantaged. All of these campuses are either identified for targeted support or additional targeted support. Our at-risk numbers are higher than the state average at 75% and an average of 47% of these students are identified for Response to Intervention (RtI) Tiers 2 and 3, indicating that many students progress through school without access to learning opportunities that are finely attuned to their individual needs. Our needs assessment process began with district and campus leadership, who determined that the ACE program would benefit our students and families tremendously based on research on the results of high quality afterschool programming. Teachers and campus level administrators were included in the process with interviews, surveys, and opportunities to participate in decision-making. Part of our school-level plans to improve student outcomes includes programs such as ACE, with shared goals of improving student achievement, providing enrichment opportunities, and helping families to be more involved. Families and the community were invited to participate in our process via two community meetings. Information was gathered from surveys, district and campus improvement plans, and TAPR reports. Student achievement was reviewed from state testing as well as current benchmarking. Families were concerned about ACE attendance requirements, but understood the need for regular attendance. They expressed the need for homework help and tutoring, as well as the need for organized sports activities and other enrichments that their children do not have the opportunity to participate in currently. A resounding YES! was received from all stakeholders in response to the need for this program, especially from families and teachers. We will prioritize and serve the students most in need by using state assessment results, current at-risk and RtI data, local benchmarking and other assessments, and teacher recommendations. Thirty-eight percent of our students were determined to be most in need, and we plan to target 20% of the students with the highest need at each participating elementary school. Our middle school is also included but because they are a very large campus with over 1,500 students, we plan to limit ACE participation to 200 with the highest need. These limitations are necessary in order to meet lower student-teacher ratios, as well as attendance goals, maintain a high quality program, meet student outcome goals and provide safe transportation. Following promising practices, we will employ site coordinators that are certified teachers, trained in solid instructional methods and data disaggregation. Working closely with regular school day teachers, they will continually assess student progress on an individual basis to be able to place students in ACE as needed and to monitor progress. Students will be recruited based on this established most in need criteria with personal invitations sent to their homes, and site coordinators will follow up with phone calls and/or visits to families. Our families struggle with multiple jobs, no child care, and precious time. We plan to offer high quality family events (with childcare) which combine learning with fun in the evenings because the majority of them work until 5 pm or after. Many of our parents indicated that they are shift workers and have irregular hours, so we will also offer regular day time events as well as virtual events.

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**9. Statutory/Program Requirements (Cont.)**

2. Programs must help students meet academic standards as defined by the measures of effectiveness (i.e., growth in state assessment, improved GPA, increased school day attendance, improved school day behavior, and increased student engagement in learning) listed in the Purpose of Program section of this RFA. (See Program Guidelines) Describe how the proposed program design will positively impact this set of measures at the grant and center levels. Provide data and SMART goals describing the expected estimated impact over time on one or more measure.

To move our program toward and into optimal performance, we will apply a continuum of quality measures designed to impact student outcomes. Continuous quality improvement is essential to running a high-quality program. Program quality is important for a myriad of reasons: to garner community and school support; to produce positive results consistently; and to sustain the program. By committing to continuous quality improvement, ACE leaders will ensure our program is effectively designed and delivered. There are three main determinants of program effectiveness – processes, content and structure. Program staff will play an important role in quality improvement. ACE leaders will coach staff toward program quality and provide ongoing professional development opportunities. We will assess our program’s processes, content and structure regularly in order to make the necessary improvements toward quality. We will use the five performance indicators of successful afterschool programs which include: improving academic achievement by fostering enthusiasm for learning; increasing social attitudes and behaviors by emphasizing personal responsibility and leadership; skill- building by providing activities that are outside of their comfort zones; improving physical, mental, emotional health by ensuring students’ safety and building resiliency; and building sense of community by encouraging family and community involvement. The TISD ACE Program plans to build program structure by powerfully communicating program goals through clear mission and vision statements. We will develop a “theory of change” which will be clearly specified to spell out what the program wants to achieve (goals and detailed objectives), then link program objectives and student outcomes to indicators of program effectiveness and quality. These strategic procedures require intentional alignment of program activities to each program goal; alignment of goals for learning during the school day, after school, and during the summer; and alignment of activities that promote students’ interests and meet their specific needs. With the program structure secured, ACE learning leaders will then ensure that students have sufficient access to efficient learning tools, relevant content, and staff who are skilled in instructional content. New 21st-century curricula, including global awareness, financial and civic literacy, STEM, and creativity and the arts, will be incorporated within the framework of the TEKS. It is also equally important for students to practice “how-to-learn skills,” including communication, thinking and problem-solving, and interpersonal and self-directional skills. To motivate students to focus, “learning must effectively connect to students’ questions, concerns, and personal experiences, thereby capturing their intrinsic motivation and making the value of what they learn readily apparent to them”(Learning First Alliance, 2001). We will feature a variety of high-quality activities and provide academic content through real world examples, applications and experiences. When instructional content, staff, and resources reinforce students’ positive self-perceptions, there will be a resulting increase in positive social behaviors and academic achievement, along with fewer behavioral problems (Durlak et al., 2010). Effective program implementation starts with strong, knowledgeable leaders who can create a positive organizational climate. Our leaders will hire quality staff and keep them updated with relevant knowledge and skills. They also create open communication among afterschool, summer learning, day school, parent, and community stakeholders. This relationship is a key determinant of student engagement in school and leads to increased student motivation, higher academic competence, and increased valuing of school (Herrera, et al., 2007). SMART goals: Using 2020-2021 as a baseline, ACE students will achieve 2% individual growth in reading and math state assessments per year, a 1% increase in regular day school attendance per year, a 1% decrease in discipline referrals per year, and a 2% increase in participation in enrichment activities.

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**9. Statutory/Program Requirements (Cont.)**

3. Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. Include a plan for how the center-level programs will coordinate with the regular school day to address student needs and integrate program activities with the curricular program of the campus. Address activity oversight and how the program will ensure that activities are engaging for students.

Our ACE program will be the perfect compliment to the regular school day in TISD. All curricula, content and activities will be designed to reflect, enhance and coordinate with the school day. All activities will be intentionally selected to address the needs identified from assessments and campus improvement plans. Our ACE program will use the School Wide Enrichment Model (SEM) to provide enriched learning experiences and higher learning standards for ACE students by providing a broad range of advanced-level enrichment experiences along with advanced follow-up opportunities based on individual strengths and interests. The SEM (Renzulli, 1977; Renzulli & Reis, 1985, 1997, 2014) is both an enrichment program used with academically gifted and talented students and a theme/enrichment approach for all students. Our program will embrace the idea that learning takes place at any time and in any space. "Learning must be made relevant to young people in order to address the opportunity and engagement gap in our schools" (MacArthur Foundation, 2018). The SEM will enable us to intentionally link the learning that often happens independently of one another—through ones' interests, ones' peer groups and ones' academics and will enable us to capitalize on the benefits of all three to create a learning experience that is both powerful and enduring. ACE program activities will include both academic and enrichment activities that will bridge the gap among students who have access and students who do not have access to such activities. Tutoring, homework assistance and remediation will occur in small group settings. Our afterschool staff will be trained and empowered with tools to provide small group attention while others students work independently. Constant modification to lessons will be made through data disaggregation of students progress from TPRI results, benchmark scores, and other assessments. Teachers will use this data and assessment information as a guideline to identify important aspects such as reading level and mathematical competency. Highly qualified teachers and subject matter experts will provide academic instruction. Enrichment activities will be extended STEM opportunities and challenges that will provide depth, breadth and complexity not offered in the regular school day. These activities will encourage students to take a more expansive or in-depth look at a concept or topic, perhaps by further research, approaching it with a different lens or perspective while connecting the subject to a more meaningful or rewarding facet of the real world. Student-created group projects that entail collaboration and critical thinking will be at the center of many activities. Students will have a desire to attend because they will have input regarding activities offered. Coding, boot camps, robotics, architecture design, scientific explanation and culinary arts are examples of enrichment activities that will be offered. Our program will be well-suited to embody and drive learning—engaging our students by focusing on their interests, fostering an environment where they can take part in hands-on activities, and providing opportunities to connect with others who share their interests and passions. Our middle school students will have the opportunity to participate in Career Pathways, where they will learn about and explore careers and outline clear pathways to achieve postsecondary success. Career Pathways provides education and training that is organized as a series of manageable steps leading to successively higher credentials and employment opportunities in growing occupations. We will intertwine these individual interests, activities and social interactions with academics, civic engagement and building workplace skills, making learning relevant in our students' lives while fostering knowledge that is both meaningful, lasting and critical for success. The site coordinator will be a team member of the campus and work side by side each day with classroom teachers, curriculum specialists and campus administrators to ensure that ACE programming is aligned with the school day curriculum. The site coordinator will have access to classroom teacher lesson plans and data disaggregation tools and will attend grade level planning meetings along with department planning meeting.

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**9. Statutory/Program Requirements (Cont.)**

4. Describe the planned partnership between the applicant and the proposed eligible partner organization. Include how the partnership will contribute to achieving stated objectives and sustaining the program over time. Check the box if applying for priority points for such a partnership. 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

Successful school-community partnerships support a shared set of goals, established by both participants and aligned with both partners' mission and vision. We have enlisted partnerships with community organizations that will benefit both the ACE program and the organizations in meeting our shared goals: improving student academic achievement, increased enrichment opportunities, and family involvement. In order to develop and maintain successful partnerships, both partners will be flexible in adapting existing programming to create customized partnerships that fit the unique context of expanded learning time. In seeking out community partners with expertise that complements our program, teachers and staff, we have established formal agreements that bring outcome-driven programs, resources, and services to ACE that correspond with our goals for expanded learning time, as well as increased access for these organizations to community members needing their services. With regular and consistent communication, we will build joint partnerships that benefit both. Collaboration will increase the potential for sustainability because each partner organization comes with its own constituency and contacts that will provide a broader range of support that can benefit ACE, including potential funding sources.

Our partnerships will consist of:

TEXARKANA COLLEGE (TC) is a public community college located in Texarkana, Texas that offers postsecondary academic credits and workforce training in healthcare as well as business and industrial certification programs. TC will provide opportunities for growth and enrichment through college and career activities to ACE students and families where they can explore their interests in multiple career pathways. ACE and TC will partner to provide overview sessions for families highlighting opportunities available for workforce training. Financial aid support and training will also be provided in this agreement. TC's financial aid office will help participants navigate the realm of federal financial aid, student loans and scholarship opportunities.

COMMUNITY HEALTHCORE is a local nonprofit organization that provides a wide range of services to Northeast Texas residents, including mental, emotional, and behavioral health services. Promoting dignity, their work enables adults to live more independent, fulfilling, and productive lives, children to be more resilient, and families to be healthier. Providing treatment, prevention, and outreach services to more than 14,000 children, families, and adults each year through multiple community sites, this partnership will support ACE students and families by offering mental health services and supports, substance use prevention programming, and additional family supports and services as needed.

Expanding services to their participants will be the main objective of both of these partners. Bringing these services to the students and families at the ACE centers will provide the partners with opportunities for expansion they would be unable to access without these partnerships.

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**9. Statutory/Program Requirements (Cont.)**

5. Explain how the program will apply 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.

Our ACE program will embody a learning approach that will improve achievement and creative productivity by infusing the Three E's of the Schoolwide Enrichment Model (Enjoyment, Engagement and Enthusiasm for Learning) into the culture and atmosphere of our afterschool program. We will embrace and foster these principles by offering flexible learning environments outside of the school day where ACE students can follow their interests, interact with their friends and peers, and build on school day lessons. We will be deliberate in employing an approach that will help to create a more equal playing field by giving our students learning opportunities that engage them in learning. Our program will allow every ACE student to experience learning that is social, participatory, interest-driven, and relevant to the opportunities needed for successful postsecondary and workforce preparation. Our program will be interest-powered, production-centered, peer-supported, shared purpose, academically-oriented and openly networked. Research has repeatedly shown that "when a topic or skill is personally interesting and relevant, learners achieve much higher-order learning outcomes."(MacArthur Foundation, 2018). A strong connection between academics and interests will drive our program and as we connect to our students' peer groups, communities and interest-driven pursuits, they will flourish and realize their true potential. Our program will be a groundswell of activity, providing opportunities that will support learning in an authentic and meaningful way with the heart of our students in mind. Career exploration and college readiness will be a priority in programming and family events. Additional best practices that will be employed include high quality staffing - hiring certified teachers for academic instruction, site coordinators that are certified teachers, an FES with a social work background, and a project director with mid-management certification and/or principal credentials.

6. 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.

Providing school transportation is an essential part of the infrastructure of the Texarkana Independent School District. The district boasts a transportation system that "exceeds student and parent expectations for safe and reliable service every day." Our school bus drivers are qualified, highly skilled and devoted to the safety and well-being of all students. Transportation will be critical because preliminary data reveals that 90% of the students who will participate in our program will require bus transportation. The school district depends heavily on district busses and the ACE program will partner with the district to provide the same services. The TISD Transportation Department will have the responsibility of safely transporting ACE students to their homes from the centers and will work with the ACE Project Director to create a sufficient number of bus routes to safely transport students to their homes each day. Our transportation department maintains a stellar reputation throughout the community with systems and policies in place to protect all children at all times. When bus drivers are recruited and secured for the TISD ACE program, they will receive training updates on needs that are specific to afterschool programming such as transporting students in the dark, modified bus routes, multi-age students riding the bus, at-risk behaviors and latch-key children. Drivers will be very familiar with the aspects of the afterschool program and will be very skilled in watching for key indicators that would be pertinent to afterschool students. Regular bus routes will also be provided during the TISD summer ACE program using the same transportation plan as the regular school year. All wages and benefits for the drivers will be reimbursed to the district through the ACE grant, as will the costs of operating the buses.

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**9. Statutory/Program Requirements (Cont.)**

7. 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. Please describe the applicant's plan to inform the community about the center and participating in the program.

A multi-faceted approach to community awareness will be used to disseminate information through a variety of methods. It will be the goal of our ACE program to ensure that the citizens of Texarkana are very familiar with the afterschool program and its benefits - not only to the school district and students but the entire community. The project director will work closely with the TISD Chief Communications Officer (who is already familiar with the district landscape) to craft an ACE Public Relations Plan to help promote our mission, values and goals. Newsletters will regularly be sent to the homes of all participating students, which will detail the schedule and activities of the program. Ongoing family activities will also be highlighted in the newsletter as well as personal success stories of participants, and copies will also be distributed throughout the community. Advertising will be accomplished by inviting local newspaper reporters to afterschool events and writing feature articles on the program. ACE staff will schedule radio time as well as local television coverage of the program. The district's website will be utilized for posting news, pictures and activities. Social media posts will be utilized to highlight daily activities and successes. The ACE staff will coordinate with the district communication staff regarding website updates and postings. We will seek out opportunities to speak at local civic clubs, professional organizations and community events. Each site coordinator will have access to a designated area on campus to post ACE events and create awareness, and our Family Engagement Specialist (FES) will have a Parent Information Table (PIT) at each center to keep families abreast of ACE news and community resources. To help with continuous recruitment and retention of staff, weekly emails will be sent to ALL district staff highlighting ACE.

8. 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. If applying for Program Priority 1- Program Integration, include a description of how the grant program will integrate with other TEA or local initiatives designed to increase specific academic student outcomes. Use data to explain how the program will realistically impact short- and long-term goals for student academic achievement.

Coordination will be a joint effort designed to make the best use of public resources. We will partner with our food service department to provide a free, nutritious full meal to all ACE students through a federal supper program. Required ESSA parental involvement will be coordinated with ACE in order to provide interesting and informative events without duplicating efforts to meet goals of both programs. We will integrate two researched-based initiatives designed to increase specific academic outcomes. The SCHOOLWIDE ENRICHMENT MODEL (SEM) (Renzulli, 1997) is widely implemented as an enrichment program developed to benefit all types of students. SEM emphasizes engagement and use of enjoyable and challenging learning experiences constructed around students' interests and learning styles. With Renzulli Learning we will assess students' interests and learning styles and match them to a unique, individualized database of enrichment activities. A study by Field in 2007 showed that after 16 weeks, students who participated in Renzulli Learning for 2-3 hours each week demonstrated significantly higher growth in reading comprehension than students who did not participate. We expect to see a 2% increase in ACE students' reading achievement each year of the grant. In addition, we will implement POSITIVE BEHAVIORAL INTERVENTION AND SUPPORTS (PBIS), an evidence-based, proactive approach used to improve school safety and promote positive behavior. The focus of PBIS is prevention, not punishment. We will teach ACE students positive behavior strategies, just as they would learn any other subject. Regardless of socioeconomic status, students in a positive school climate are more likely to have higher test scores and greater academic success. We expect to see a 1% increase in regular school day attendance and a 1% decrease in discipline referrals for ACE participants each year of the grant.

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**9. Statutory/Program Requirements (Cont.)**

9. 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.

Sustaining this program will require proactive planning and strategic action from the outset. We will develop a plan for sustainability that includes careful steps, beginning with forming an active Texas ACE Council. The Council will be made up of the ACE Project Director, Family Engagement Specialist, and Site Coordinators, along with district and campus administrators, teachers, parents, students, partners, and community members. The strength of this council will demonstrate the strength of our sustainability plan. The council will advocate for ACE and will be able to prove its worth with robust program data to drive the annual strategic planning process. Positive student outcomes that are proven and documented over time such as academic progress, discipline and attendance improvement, enrollment and interest in STEM, and family engagement will be the data that is important to sustainability. The Council will build a network of support by presenting regular, positive reports to stakeholders. These strategic and intentional connections will be built over time and will help with marketing of ACE for its effectiveness, needs, and areas of 'shine.' Annual reports of successes coupled with internal evaluation reports will add to legitimacy and the data will speak for itself. When budget decisions are made, ACE will be at the table. We will be able to suggest other forms of funding that could replace grant funds, such as in-kind, local, state and federal, and help to formulate a plan, including resources provided by the grant that can help with sustainability - a trained staff, assets purchased by the grant, community awareness and parental support. By combining these resources with funding sources and keeping ACE in the lens of stakeholders, we will be able to develop a plan for successful sustainability.

10. 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)

TISD has an outstanding program in place called Volunteers In Public Schools (VIPS) that "WELCOMES Parents, Community, Senior Citizens & College Students as VOLUNTEERS!" These volunteers need no special qualifications – just a genuine love of children and a desire to help them receive the best possible educational experience. This program was initiated in 1999 and is the largest of the district's Partners in Education programs. VIPS brings volunteers into every TISD campus to work alongside faculty and staff. Volunteers come from a variety of backgrounds. They may be members of a group that have partnered with a campus, such as grandparents, parents, or individuals who want to give back to the community. ACE will utilize the VIP program that has already proven to be effective to draw from the volunteer pool for afterschool programming. The Project Director will work with campus site coordinators to enlist volunteers, track participation and manage scheduling. It will be the goal of each center to have at least two active volunteers. Participation in afterschool mentoring programs has been shown to yield positive effects for students: higher school achievement (Eby, Allen, Evans, Ng, & DuBois, 2008), gains in reading scores (Hornery, 2011), increased social competence and emotional adjustment (DuBois, Holloway, Valentine, & Cooper, 2002), and a more positive self-image (DuBois et al., 2002). The TISD VIPS program will provide an additional layer of scaffolding to the ACE program and will compliment the systems that will be in place for afterschool. After background checking, screened volunteers will have annual mini-training sessions on how to implement read aloud and literature circle discussions into student reading sessions and how to facilitate the station rotation model in math groups. They will also be trained in character development, building self-esteem and cultivating positive relationships, and will also work as homework buddies at all sites. As the program grows and becomes a "fixed asset" to the ACE program, a VIPS volunteer will be appointed to assist in coordinating the volunteer schedule.

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**9. Statutory/Program Requirements (Cont.)**

11. The level of attendance in the program (i.e., dosage) is correlated with certain positive student outcomes. Describe the program's strategies for recruiting and retaining students in the program over time. Provide SMART goals specifically related to student attendance targets and dosage for a typical school year (fall, spring) and separately for summer.

A study by Heather E. Orman, The Impact of Expertise and After-School Program Dosage on At Risk Student Achievement, 2016, found that "it would be remiss...to qualify, select, or evaluate students based solely on risk status without taking into account their subject area expertise." Although research indicates that low income students are less likely to have attained subject area expertise, this study showed that additional dosage did not significantly benefit them more than control group participants. Ideally, strategic identification of ACE participants will be based on math and reading levels, including specific recommendations for instruction and dosage, to inform our program better than simply using risk status. Site coordinators, who will be certified teachers, will analyze and disaggregate individual student data to determine students invited to participate and continue in ACE. Along with recommendations from regular school day teachers, our site coordinators will evaluate recruitment and retention in ACE each six weeks in order to provide a high quality program to students most in need. We will encourage attendance through offering engaging programming and working with schools and parents to better understand how to increase daily participation.

SMART goals: At least 50% of ACE participants will regularly attend at least 60 days in the fall and spring terms combined, and in the summer term will regularly attend at least 15 days. In addition, we will strategically recruit and retain ACE participants based on math and reading skills at their individual levels and not solely based on risk status.

12. Describe how the center-level needs assessments informed the proposed center operations schedule and corresponding staffing and budget plans. Describe how the plan will help meet the measures of effectiveness and student service targets while maintaining center-level quality.

Needs assessments indicated that at all centers, Monday - Friday programming during the regular school term and Monday - Thursday programming during summer will be best for our students and families. Our staffing plans and budget are based on highly qualified staff while keeping our student-teacher ratio as low as possible. Measuring program success will help identify what is working and what needs attention, thus sparking continuous quality improvement. Using three tools and strategies for measuring effectiveness, our plan will include goal setting, data collection/evaluation, and skill-based assessments. According to ExtendedNotes.com, the best way to start measuring success in afterschool programs is by setting and tracking goals. Setting goals provides a clear understanding of what needs to be accomplished, why it should be accomplished and how to accomplish it. We will be specific, and make sure goals are realistic and set a timeframe. Then, we will use these goals to guide efforts in improving and maintaining program quality. Data collection and evaluation is also critical to ensuring program quality. It will help to measure goals, assess outcomes and make adjustments to better serve participants. Data collection methods will range from surveys and questionnaires to focus groups and in-depth interviews. After collecting the data, we will review and analyze the feedback to take the necessary steps to address any issues or concerns. And finally, skill-based assessments will help measure effectiveness. Test scores, benchmarks, and curriculum/TEKS-based grading period assessments are valid methods, but we will also utilize unique opportunities to measure student achievement, such as tools like digital badges or apps which keep records of achievements and track milestones. Every time a student adds an accomplishment to their app, making a claim that they did something awesome, the claim must be "vouched" by a teacher or other adult. Having verification from a third party will give that accomplishment added credibility and build student confidence.

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**10. 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" value="Others"/>	Barrier	<input type="text" value="Involve parents from diverse backgrounds in decision-making"/>
Group	<input type="text" value="Others"/>	Barrier	<input type="text" value="Establish collaborations with highly mobile families"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>

**11. 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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**12. 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.	Full-time Project Director, Family Engagement Specialist, and Secretary	197,500
2.	Full-time Site Coordinators (6)	360,000
3.	Instructional Staff (extra duty pay)	605,200
4.	Transportation Staff (extra duty pay)	90,780
5.	Benefits - TRS, Insurance, Worker's Comp, Medicare, Unemployment ( approx. 11%)	137,883

**Professional and Contracted Services**

6.	External evaluator (outside) @ \$3,000 per center (first year only)	18,000
7.		
8.		
9.		
10.		

**Supplies and Materials**

11.	Curriculum and instructional materials	87,416
12.	Office supplies and printing	26,500
13.	Computer and printer for each full-time staff (9 @ \$2,000 - one time purchase)	18,000
14.		

**Other Operating Costs**

15.	Travel for ACE staff - state/national conferences - hotels, meals, airfare and/or mileage	32,000
16.	Local travel for ACE staff - purchasing materials, attending meetings, other required transp.	21,000
17.	Mileage at state rate for TISD buses to transport ACE students	37,220

**Capital Outlay**

18.	none	
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 mailed OR faxed (not both). **To fax:** one copy of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to either (512) 463-9811 or (512) 463-9564. **To mail:** three copies of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to the address on page 1. 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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## Center Operations Schedule

County-district number or vendor ID: 019907

### Part 2: Center Overview Table

In the chart below, applicants must enter information on each of the proposed centers. Applicants must ensure that the center number entered in the chart below is the same as that used in the Center Operation charts that follows (Part 3).

Center #	9 Digit campus ID #	Name of Center/Host Site, Physical Address, City, ZIP, Program Contact Phone	# of Feeder Schools	Grade Levels Served (PK to 12)	Proposed "Regular" Student target to be served 30 or 45 days or more annually	Proposed Parent/Legal Guardian Target
1	019907105	Highland Park Elementary 401 West 25 <sup>th</sup> St Texarkana, TX 75503 903-794-8001	0	PK-5	72	36
2	019907111	Spring Lake Park Elementary 4324 Ghio Fish Boulevard Texarkana, TX 75503 903-794-7525	0	PK-5	78	39
3	019907107	Theron Jones Early Literacy Center 2600 West 15 <sup>th</sup> St Texarkana, TX 75501 903-793-4871	0	K-2	76	38
4	019907108	Westlawn Elementary 410 Westlawn Dr. Texarkana, TX 75503 903-223-4252	0	3-5	54	27
5	019907042	Texas Middle School 2100 College Dr. Texarkana, TX 75503 903-793-5631	0	6-8	200	100
6	019907109	Nash Elementary 100 Burton Nash, TX 75569 903-838-4321	0	PK-5	126	63
7						
8						
9						
10						



<b>Texas ACE</b>					<b>Program Year</b>							
<b>Center Operations Schedule (one per center)</b>					<b>2021-2022</b>							
<i>(Part 3) Applicant will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 1	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP			Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target					
Center	019907105	Highland Park Elementary, 401 West 25 <sup>th</sup> St, Texarkana, TX 75503			PK-5	72	36					
Feeder												
Feeder												
Program Operations		Start Date (MM/DD/YY):		End Date (MM/DD/YY):		Total Weeks						
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term		08/30/2021		12/10/2021		14						
Spring Term		01/03/2022		05/13/2022		15						
Summer Term		05/31/2022		07/01/2022		5						
Total number of weeks:						34						
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	7:00	7:45	3:30	5:45	7:00	7:45	3:30	5:45	8:00			2:00
Tuesday	7:00	7:45	3:30	5:45	7:00	7:45	3:30	5:45	8:00			2:00
Wednesday	7:00	7:45	3:30	5:45	7:00	7:45	3:30	5:45	8:00			2:00
Thursday	7:00	7:45	3:30	5:45	7:00	7:45	3:30	5:45	8:00			2:00
Friday	7:00	7:45	3:30	5:45	7:00	7:45	3:30	5:45				
Saturday												
Sunday												
<b>Total Hours Per Week:</b>	15				15				24			
<b>Adjunct Sites, If applicable (site name and full address)</b>												
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
<b>Parent/Legal Guardian Activities</b>		Monthly activities will be scheduled.										



Texas ACE Center Operations Schedule (one per center)						Program Year 2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 2	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP				Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target				
Center	019907111	Spring Lake Elementary, 4324 Ghio Fish Boulevard, Texarkana, TX 75503				PK-5	78	39				
Feeder												
Feeder												
Program Operations		Start Date (MM/DD/YY):		End Date (MM/DD/YY):		Total Weeks						
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term		08/30/2021		12/10/2021		14						
Spring Term		01/03/2022		05/13/2022		15						
Summer Term		05/31/2022		07/01/2022		5						
Total number of weeks:						34						
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	7:00	7:45	3:30	5:45	7:00	7:45	3:30	5:45	8:00			2:00
Tuesday	7:00	7:45	3:30	5:45	7:00	7:45	3:30	5:45	8:00			2:00
Wednesday	7:00	7:45	3:30	5:45	7:00	7:45	3:30	5:45	8:00			2:00
Thursday	7:00	7:45	3:30	5:45	7:00	7:45	3:30	5:45	8:00			2:00
Friday	7:00	7:45	3:30	5:45	7:00	7:45	3:30	5:45				
Saturday												
Sunday												
<b>Total Hours Per Week:</b>	15				15				24			
<b>Adjunct Sites, If applicable (site name and full address)</b>												
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
<b>Parent/Legal Guardian Activities</b>		Monthly activities will be scheduled										



Texas ACE Center Operations Schedule (one per center)						Program Year 2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 3	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP				Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target				
Center	019907107	Theron Jones Early Literacy Center, 2600 W 15 <sup>th</sup> St., Texarkana, TX 75501				K-2	76	38				
Feeder												
Feeder												
Program Operations		Start Date (MM/DD/YY):		End Date (MM/DD/YY):		Total Weeks						
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term		08/30/2021		12/10/2021		14						
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Summer Term		05/31/2022		07/01/2022		5						
Total number of weeks:						34						
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	7:00	7:45	3:30	5:45	7:00	7:45	3:30	5:45	8:00			2:00
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Wednesday	7:00	7:45	3:30	5:45	7:00	7:45	3:30	5:45	8:00			2:00
Thursday	7:00	7:45	3:30	5:45	7:00	7:45	3:30	5:45	8:00			2:00
Friday	7:00	7:45	3:30	5:45	7:00	7:45	3:30	5:45				
Saturday												
Sunday												
<b>Total Hours Per Week:</b>	15				15				24			
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
<b>Parent/Legal Guardian Activities</b> Monthly activities will be scheduled												



<b>Texas ACE</b>						<b>Program Year</b>						
<b>Center Operations Schedule (one per center)</b>						<b>2021-2022</b>						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 4	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP				Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target				
Center	019907108	Westlawn Elementary, 410 Westlawn Dr., Texarkana, TX 75503				3-5	54	27				
Feeder												
Feeder												
Program Operations		Start Date (MM/DD/YY):		End Date (MM/DD/YY):		Total Weeks						
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term		08/30/2021		12/10/2021		14						
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Summer Term		05/31/2022		07/01/2022		5						
Total number of weeks:						34						
<b>Center Schedule</b>												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	7:00	7:45	3:30	5:45	7:00	7:45	3:30	5:45	8:00			2:00
Tuesday	7:00	7:45	3:30	5:45	7:00	7:45	3:30	5:45	8:00			2:00
Wednesday	7:00	7:45	3:30	5:45	7:00	7:45	3:30	5:45	8:00			2:00
Thursday	7:00	7:45	3:30	5:45	7:00	7:45	3:30	5:45	8:00			2:00
Friday	7:00	7:45	3:30	5:45	7:00	7:45	3:30	5:45				
Saturday												
Sunday												
<b>Total Hours Per Week:</b>	15				15				24			
<b>Adjunct Sites, If applicable (site name and full address)</b>												
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
<b>Parent/Legal Guardian Activities</b>		Monthly activities will be scheduled										



Texas ACE					Program Year							
Center Operations Schedule (one per center)					2021-2022							
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 5	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP			Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target					
Center		Texas Middle School, 2100 College Dr., Texarkana, TX 75503			6-8	200	100					
Feeder												
Feeder												
Program Operations		Start Date (MM/DD/YY):		End Date (MM/DD/YY):		Total Weeks						
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term		08/30/2021		12/10/2021		14						
Spring Term		01/03/2022		05/13/2022		15						
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Total number of weeks:						34						
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	7:00	7:45	3:30	5:45	7:00	7:45	3:30	5:45	8:00			2:00
Tuesday	7:00	7:45	3:30	5:45	7:00	7:45	3:30	5:45	8:00			2:00
Wednesday	7:00	7:45	3:30	5:45	7:00	7:45	3:30	5:45	8:00			2:00
Thursday	7:00	7:45	3:30	5:45	7:00	7:45	3:30	5:45	8:00			2:00
Friday	7:00	7:45	3:30	5:45	7:00	7:45	3:30	5:45				
Saturday												
Sunday												
<b>Total Hours Per Week:</b>	15				15				24			
<b>Adjunct Sites, If applicable (site name and full address)</b>												
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
<b>Parent/Legal Guardian Activities</b>		Monthly activities will be scheduled										



Texas ACE Center Operations Schedule (one per center)					Program Year 2021-2022							
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 6	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP			Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target					
Center	019907109	Nash Elementary, 100 Burton, Nash, TX 75569			PK-5	126	63					
Feeder												
Feeder												
Program Operations			Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks							
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term			08/30/2021	12/10/2021	14							
Spring Term			01/03/2022	05/13/2022	15							
Summer Term			05/31/2022	07/01/2022	5							
Total number of weeks:					34							
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	7:00	7:45	3:30	5:45	7:00	7:45	3:30	5:45	8:00			2:00
Tuesday	7:00	7:45	3:30	5:45	7:00	7:45	3:30	5:45	8:00			2:00
Wednesday	7:00	7:45	3:30	5:45	7:00	7:45	3:30	5:45	8:00			2:00
Thursday	7:00	7:45	3:30	5:45	7:00	7:45	3:30	5:45	8:00			2:00
Friday	7:00	7:45	3:30	5:45	7:00	7:45	3:30	5:45				
Saturday												
Sunday												
<b>Total Hours Per Week:</b>	15				15				24			
<b>Adjunct Sites, If applicable (site name and full address)</b>												
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
<b>Parent/Legal Guardian Activities</b>		Monthly activities will be scheduled										





**Texarkana**  
Independent School District

**TEXAS MIDDLE SCHOOL**

2100 College Drive  
Texarkana, Texas 75503

903.793.5631

fax 903.792.2935

*www.txkisd.net*

December 1, 2020

To Whom It May Concern:

Having been a part of the 21st CCLC grant in a previous district, I am 100% in support of this amazing opportunity. The possibility of providing a much needed after-school enrichment program for the students of Texas Middle School is very exciting. I have witnessed, firsthand, the positive impact a well-designed program can provide. The benefits of the 21st Century Community Learning Grant to our entire community will be tremendous.

Many of our parents are single mothers and working multiple jobs to make ends meet. An after-school program like this would enrich the lives of their children and provide them with peace of mind knowing their children are safe. Along with this benefit, students in our after-school program will have access to highly talented teachers for extended periods of time, be provided a safe and comfortable environment for them to complete their homework, and be exposed to enrichment activities. This program will also help them achieve better grades in all core subjects. With greater access to resources, our students will gain confidence in their abilities which will increase attendance and reduce behavioral problems. Community members from all professions will be asked to volunteer their time and skills to help show students what their future could be.

I fully support this program and this grant and I am committed to providing our students with this wonderful opportunity.

Sincerely,

Tim L. Lambert

Principal, Texas Middle School

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**Texarkana**  
Independent School District

**THERON JONES  
EARLY LITERACY CENTER**

2600 West 15<sup>th</sup> Street  
Texarkana, Texas 75501  
903.793.4871  
Fax 903.793.7596  
[www.txkisd.net](http://www.txkisd.net)

December 4, 2020

To Whom It May Concern:

Public schools are an absolute vital part of the community. Now more than ever, it has become evident that we serve a far greater purpose than to merely educate children. We are the cornerstone of our students' lives, serving to shape their social, emotional, physical, and nutritional well-being. Because we work with families who are often struggling with the effects of poverty, we aren't always able to adequately address the needs of our students within the confines of the normal school day. In addition to that, unfortunately, our families may not be able to provide the funds necessary to give their children equitable access to private after-school programs.

The 21<sup>st</sup> Century Community Learning Centers Grant would allow our school to create an after-school program that would enable us to provide our students with much needed enrichment and services that would otherwise be out of reach for them. Research has shown that students who regularly attend after-school programs have better academic and behavioral outcomes than those who do not. For this reason alone, I feel compelled to provide an after-school enrichment program for my students.

I am truly excited to participate in this opportunity, as it will be a tremendous benefit to our campus, our students, and our community.

Sincerely,

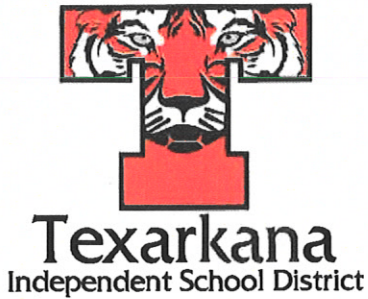
**Melodie White**

Principal

Theron Jones Early Literacy Center

903-793-4871





**HIGHLAND PARK  
ELEMENTARY SCHOOL**

401 West 25<sup>th</sup> Street  
Texarkana, Texas 75503  
903.794.8001  
Fax 903.793.1702  
[www.txkisd.net](http://www.txkisd.net)

December 4, 2020

To Whom It May Concern:

We are so excited to apply for the 21 CCLC grant! Thank you for this opportunity. I believe this will be a tremendous asset to the students of Highland Park and TISD in general. As a campus principal, I strive to provide the best opportunities for my students and families. This after school care opportunity would provide much needed academic and economic support for our families. We have high numbers of low socio economic students at HP and with Covid-19, our at risk numbers have escalated tremendously. This grant would provide some much needed help in our community.

In addition to the high percentage of low socio-economic students, another area of great concern at HP is our high number of Rtl students. We work diligently to meet these students' needs and Covid-19 has only enhanced this struggle. This grant would provide another opportunity for academic instruction that is so desperately needed. I truly feel that with the additional time that this program will bring to our students can change their prospects to succeed both academically and socially. Improving both academic and social behaviors will in turn benefit our entire community.

We are excited at the possibility of partnering with you to provide this tremendous opportunity for our families.

Sincerely,

  
Jennifer Cross

Principal

Highland Park Elementary





**SPRING LAKE PARK  
ELEMENTARY SCHOOL**

4324 Ghio Fish Boulevard  
Texarkana, Texas 75503  
903.794.7525  
Fax 903.255.3270

[www.txkisd.net](http://www.txkisd.net)

December 1, 2020

As campus principal of Westlawn Elementary, I am excited for the opportunity to begin a partnership with your organization. I believe that the 21 Century Community Learning Centers grant would be a great asset to our students.

My campus currently serves 335 students in grades 3-5 with 74% being at-risk. Through this program we will be able to continue our partnerships with our families by providing an afterschool program that provides a school based environment that focuses on math, reading, and other enrichment activities. Due to COVID, our students have missed a substantial amount of instruction that has caused them to fall further behind in their academics. With this program, I am confident we will have an opportunity to close some academic gaps.

Our students, teachers, and parents would be excited to participate in the program. I fully support this program and I am committed to providing our students with this great opportunity.

Sincerely,

Elodia Witterstaetter  
Westlawn Elementary  
Campus Principal





**Texarkana**  
Independent School District

## NASH ELEMENTARY SCHOOL

100 Burton Street  
Nash, Texas 75569  
903.838.4321  
Fax 903.831.7158  
[www.txkisd.net](http://www.txkisd.net)

December 1, 2020

To Whom It May Concern:

The opportunity to receive the 21st Century Community Learning Center Grant would be an asset to Nash Elementary and our community by providing students and families with an after school enrichment program. As a Leader In Me Lighthouse school and district, we are committed to seeing projects and programs through to the end and doing what it takes in order to ensure success.

Our school would greatly benefit from this program due to the high number of economically disadvantaged students on our campus, as well as those students that are at-risk. Our campus is also home to many English Language Learners due to being one of two bilingual campuses in our district. This program would enhance academic achievement in core subject areas, encourage better attendance by developing a positive mindset towards school and the ability to succeed, and minimize behavioral problems through social-emotional support. With all of the positive aspects available from being awarded the 21st CCLC grant, students would also excel in self-confidence and families will be provided with support to encourage a positive school to home connection.

Nash Elementary is committed to providing our students with this wonderful opportunity and look forward to this partnership; which in turn will enhance the culture at our school and district.

Sincerely,

Patti O'Bannon  
Principal  
Nash Elementary School





**SPRING LAKE PARK  
ELEMENTARY SCHOOL**

4324 Ghio Fish Boulevard  
Texarkana, Texas 75503  
903.794.7525  
Fax 903.255.3270

[www.txkisd.net](http://www.txkisd.net)

December 4, 2020

First and foremost I would like to say thank you for the opportunity to apply for the 21st Century Community Learning Centers Grant. The reputation of this program precedes itself and I am excited about the possible help and experiences my students may be able to gain. I think this program would benefit the high number of economically disadvantaged students and families we serve.

We have a large number of students in RtI Tiers II and III. These students have been identified as having a deficit in math and/or reading. The school-based environment offered through the grant would allow extended academic learning to reinforce their school day learning and provide them opportunities to grow and succeed. School closures in the spring have increased learning gaps with our students. In addition, the COVID-19 pandemic has increased the number of students that require additional support and services. This after school program would not only benefit those students, but the working parents in our community as well.

This program will improve children's grades, benefit working families and have positive effects on our entire community. We are committed to providing our students with the best opportunities, and this grant would definitely help accomplish that.

Sincerely

Anne Slade Principal Spring Lake  
Park Elementary School



## RESOLUTION

The Board of Trustees of Texarkana ISD adopts this resolution to acknowledge our support for the Nita M. Lowey 21<sup>st</sup> Century Community Learning Centers afterschool grant application which our district is applying for.

This grant is a federally-funded program which supports the creation of community learning centers that operate programs for students, particularly those who attend high-poverty and low-performing schools, and their families. By providing tutoring and other academic enrichment activities along with a broad array of youth development opportunities that complement their regular academic programs, these centers help students meet state and local student standards in core academic subjects, such as English language arts and math. In addition, literacy and other educational services are offered to families of students participating in the program.

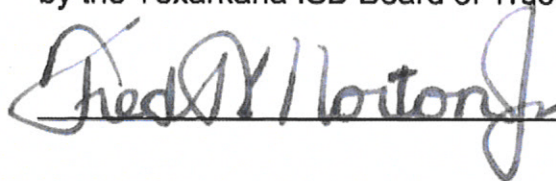
Effective afterschool programs provide learning settings that bring a wide range of benefits to youth, families, and communities. Afterschool programs can support social, emotional, cognitive, and academic development, reduce risky behaviors, promote physical health, and provide a safe and supportive environment for children and youth.


It is with wholehearted support that we adopt this resolution in favor of this program in the Texarkana ISD school system.

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Adopted this 15<sup>th</sup> day of December 2020

by the Texarkana ISD Board of Trustees:

 President

 Secretary





**PARTNERSHIP AGREEMENT:** The 21st Century Community Learning Centers (CCLC) Competitive Grant (ACE) is an opportunity to establish or expand community learning centers that provide students with enrichment opportunities along with activities designed to complement the students' regular academic program. Specifically, the goal of the Texarkana ISD after school program is to impact students through an intentional focus on improved reading, mathematics, positive youth development, and parent and family engagement outcomes. In order to ensure the effective implementation and eventual viability of 21st CCLC programs, both Texarkana ISD and Texarkana College have a responsibility to the shared goals and assurances outlined below.

Texarkana ISD agrees to the following roles and responsibilities:

- Be knowledgeable about the district's 21st CCLC site(s), partners, goals, practices, and advocate the program in the school district and community.
- Assist in ensuring and implementing consistent communication among partners and stakeholders.
- Provide site staff and partners with access to appropriate district, building, and student level data.
- Consider 21st CCLC project implementation and capacity-building efforts as a multi-year commitment.
- Ensure 21st CCLC provider's attendance and active participation in the district level leadership team meetings.
- Advocate the program to the community, faculty, and staff.
- Provide leadership in ensuring and implementing a shared vision and 21st CCLC program aligned to the conventional school day.
- Maintain regular communication with 21st CCLC stakeholders by email or phone.
- Meet weekly with the Program Manager or Site Coordinator(s) to communicate accomplishments and identify areas for improvement.
- Visit 21st CCLC classrooms to support implementation efforts.
- Assist with research and evaluation activities including the collection and management of data (including grant impact).

Texarkana College agrees to the following roles and responsibilities:

- Be knowledgeable about the organization's 21st CCLC site(s), partners, goals, practices, and advocate the program in the community.



- Assist in ensuring and implementing consistent communication among partners and stakeholders.
- Visit classrooms to support implementation efforts.
- Meet regularly with the site coordinator and/or project director to communicate accomplishments and identify areas for improvement.
- Provide site staff and partners with access to appropriate program and student-level data.
- Assist with research and evaluation activities including the collection and management of data (including grant impact).
- Consider 21st CCLC project implementation and capacity-building efforts as a multi-year commitment.
- Participate in meetings as appropriate and/or as requested by after school program staff.

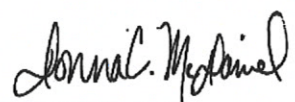
This agreement between Texarkana ISD and Texarkana College will provide services that will support after school students and families by providing opportunities for growth and enrichment through college and career activities where students can explore their interests in multiple career pathways. Texarkana ISD and Texarkana college will partner to provide overview sessions for parents highlighting opportunities available for workforce training. Under this partnership the district and college will collaborate to support students through academics and enrichment, as well as educational and job related opportunities for parents.

Dated this 5th day of January, 2021

Texarkana ISD

  
\_\_\_\_\_  
Chief Academic Officer

Texarkana College

  
\_\_\_\_\_  
Vice President of Instruction, Donna C. McDaniel, Ph.D.





**PARTNERSHIP AGREEMENT:** The 21st Century Community Learning Centers (CCLC) Competitive Grant (ACE) is an opportunity to establish or expand community learning centers that provide students with enrichment opportunities along with activities designed to complement the students' regular academic program. Specifically, the goal of the Texarkana ISD ACE program is to impact students through an intentional focus on improved reading, mathematics, positive youth development, and parent and family engagement outcomes. In order to ensure the effective implementation and eventual viability of 21st CCLC programs, both TISD and Community Healthcare have a responsibility to the shared goals and assurances outlined below.

TISD ACE agrees to the following roles and responsibilities:

- Be knowledgeable about the district's 21st CCLC site(s), partners, goals, practices, and advocate the program in the school district and community.
- Assist in ensuring and implementing consistent communication among partners and stakeholders.
- Provide site staff and partners with access to appropriate district, building, and student level data.
- Consider 21st CCLC project implementation and capacity-building efforts as a multi-year commitment.
- Ensure 21st CCLC provider's attendance, and active participation in the district level leadership team meetings.
- Advocate the program to the community, faculty and staff.
- Provide leadership in ensuring and implementing a shared vision and 21st CCLC program aligned to the conventional school day.
- Maintain regular communication with 21st CCLC stakeholders by email or phone.
- Meet weekly with the Program Manager or Site Coordinator(s) to communicate accomplishments and identify areas for improvement.
- Visit 21st CCLC classrooms to support implementation efforts.
- Assist with research and evaluation activities including the collection and management of data (including grant impact).



Community Healthcore agrees to the following roles and responsibilities:

- Be knowledgeable about the organization's 21st CCLC site(s), partners, goals, practices, and advocate the program in the community.
- Assist in ensuring and implementing consistent communication among partners and stakeholders.
- Visit classrooms to support implementation efforts.
- Meet regularly with the site coordinator and/or project director to communicate accomplishments and identify areas for improvement.
- Provide site staff and partners with access to appropriate program and student-level data.
- Assist with research and evaluation activities including the collection and management of data (including grant impact).
- Consider 21st CCLC project implementation and capacity-building efforts as a multi-year commitment.
- Participate in meetings as appropriate and/or as requested by ACE staff.

This agreement between TISD ACE and Community Healthcore will provide services that will support ACE students and families by offering mental health services and supports, substance use prevention programming, and additional family supports and services as needed.

Dated this 7 day of January 2021  
Texarkana ISD

Doug Brubaker  
Superintendent

Community Healthcore

**Inman White**

Digitally signed by Inman  
White  
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Inman White, Executive Director