



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 Lake Worth ISD
Campus name five campuses CDN 220910 Vendor ID ESC 11 UEI
Address 6805 Telephone Road City Lake Worth ZIP 76135 Phone 817-306-4200
Primary Contact Janis Nott Email Jnott@lwisd.org Phone 817-306-4200
Secondary Contact Jaclyn West Email Jwest@lwisd.org Phone 817-306-4200

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
General Provisions and Assurances
Application-Specific Provisions and Assurances
Debarment and Suspension Certification
Lobbying Certification
ESSA Provisions and Assurances requirements

Authorized Official Name RoseMary Neshyba Title Superintendent Email rneshyba@lwisd.org

Phone 817-306-4200 Signature Date

Grant Writer Name Signature Date 01/23/2023

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

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Name of organization
 Campus name CDN Vendor ID ESC UEI
 Address City ZIP Phone
 Primary Contact Email Phone
 Secondary Contact Email Phone

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Authorized Official Name Title Email

Phone Signature Date

Grant Writer Name Signature Date

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

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3. Shared Services Arrangements

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

Check the box below if applying as fiscal agent.

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

4. Identify/Address Needs

Evaluate the community needs and available resources for the community learning center by completing the community needs and community resource tables on the *Grant-Level Strategic Plan (Pre-Award)*. Then provide a narrative response describing the following:

- The multiple data sources used, and stakeholder feedback provided when conducting the need assessment.
- Why the needs assessment indicates the need for afterschool and summer programs.
- How the proposed program will address those needs, including the needs of working families
- How the needs assessment informed the targeted participation numbers for students and adult family members.

Multiple data sources used: LWISD's DEIC team met in September 2022 to conduct and update the annual Comprehensive Needs Assessment for the 2022-2023 school year. Comprehensive review of data included attendance, at-risk student performance, STAAR/EOC, economically disadvantaged, progress monitoring, enrollment, bilingual students, special education students, parent involvement, social emotional learning, parent and student surveys, professional development needs, teacher qualifications and effectiveness, discipline, Career & Technology Education, and College and Career Readiness. Based on the data reviewed and the discussion of the root cause analysis, stakeholders identified the need to use an approach that would address all areas while providing extra learning time to combat learning loss students experienced during COVID-19 remote learning and school closures. The district's leadership team was tasked to implement afterschool and summer program activities to close students' learning loss that was identified during the data analysis. It was decided to focus the program on the highest need students at the campuses with the highest rate of economically disadvantaged students (average rate 85.6%) and/or highest rate of at-risk student enrollment (average rate 68.1%).

LWISD stakeholders prioritized the following six campuses based on meeting this criteria: 1) Effie Morris Learning Academy, 2) Howry STEAM Academy, 3) Marine Creek Leadership Academy, 4) Collins Middle School, 5) Lake Worth High School, and 6) Janice Miller Language Academy.

The LWISD ACE program will be designed with additional support services to address the unique needs of at-risk and economically disadvantaged students and their working families. Services will include: homework assistance, tutoring in Reading and Math, transportation, nutritious snacks and meals, character education, guidance and counseling services, field trip experiences, positive parenting classes, adult education classes (ESL), college and career readiness, and fine arts experiences.

LWISD ACE program SMART Goals will include:

Improve Student Achievement: By July 2024, participating ACE students will show an increase of 10% or greater from the previous year's performance in Reading and Math on the STAAR and EOC assessments as compared to non-participating students.

Improve School Day Attendance: By July 2024, participating ACE students will achieve a daily school attendance target of 95% and 75% attendance or participation for parents during parent engagement events.

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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.

FIRST QUARTER: With the input of the ACE Advisory Team, a logic model will be created to establish quarterly metrics for the success of the program. Quarterly metrics will track meeting staff recruitment numbers, student recruitment and enrollment numbers, daily attendance targets, discipline referral rates, number of parent engagement activities and attendance goals, program operations, number of activities that align with the school-day learning, and establish baseline data for students' academic performance in Reading and Math at the start of the school year. LWISD will recruit and retain qualified afterschool staff and train staff on the TX ACE program. The Program Director will utilize an ACE monitoring timeline and checklist to ensure the program is implemented effectively. Monthly meetings with ACE staff will be conducted to gather input into each campus site's progress towards meeting the SMART goals. A schedule of enrichment and academic extension activities will be developed to align with students' interests and extend learning during the regular school day. Parent engagement activities will be scheduled to coincide close to student pick-up time to ensure maximum parent participation. Facilities and operations staff will create transportation routes and times. Food service staff will plan and prepare a menu of nutritious afterschool snacks. Agreements with partner organizations will be finalized and services will be reviewed for quality and effectiveness. Field trip experiences and parent engagement activities will be scheduled and implemented. Grant funds will be expended by 35%.

SECOND QUARTER: Progress will be tracked and reported using the logic model. The Program Director will provide monthly TX ACE updates and schedule and meet monthly with ACE staff and the ACE Advisory Team to review metrics as compared to BOY baseline data from the previous quarter to determine progress. The Program Director will identify any additional supports that may be needed to help staff at each site to maintain progress toward meeting the established SMART goals. Program Director will conduct bi-weekly center visits and provide coaching support to ACE staff and implement attendance activities. Monthly meetings will be held with teachers and Instructional Coaches to align the ACE program to the school's curriculum and instruction. Surveys will be sent out to parents and students to assess the success and needs of the program's implementation. Program adjustments will be made based on an analysis survey results. It is expected that the program will achieve 50% overall progress towards meeting the SMART goals by the end of the second quarter and 75% of students will show academic growth as compared to non-participating students during this time of the school year. Grant funds will be expended by 70%.

THIRD QUARTER:

Monthly meetings with the ACE Advisory Team will be conducted to review metrics from the logic model and progress towards meeting the SMART goals. Reading and Math EOY data will be compared to BOY data to determine progress made. Student recruitment and enrollment efforts for the summer program will begin. The Project Director will meet with partners to assess the progress of their services provided and begin planning for the summer program to align services with the academic needs of students. Student Showcases will be held to display student work in both academic and enrichment afterschool activities. Monthly meetings will be held with teachers and Instructional Coaches to align the ACE program to the school's curriculum and instruction. Staff recruitment for the summer program will begin. Surveys will be sent out to parents and students to assess the success and identify interest and activities for the summer program. Facilities and operations staff will create transportation routes and times. Food service staff will plan and prepare summer menu. End-of-year parent engagement activities will be implemented to support their child academically during the close of the school year. 100% of students will show academic growth as compared to non-participating students, 85% of students will meet the center's attendance standards. Grant funds will be expended by 100%.

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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.

LWISD will use evaluation data at each quarterly review to determine the progress of the program. The logic model will be updated each quarter with progress towards reaching the SMART goals. The ACE Advisory Team will meet regularly in an effort to continually improve the effectiveness of LWISD's ACE program, LWISD will utilize the state's activities for continuous improvement for evaluation and modification.

1. The TEA Data Collection and Reporting System known as the Texas 21st CCLC Student Tracking system (TX21st) will be utilized to collect, report and monitor progress data for continuous improvement efforts. The data will also be analyzed for program evaluation purposes and to generate reports to the federal program.
2. Daily activity attendance and outcomes data will be entered into the system. The Program Director will access the reports to track and monitor program efficacy and compliance in real time.
3. State and Local Evaluation: LWISD will participate in TEA's data collection, surveys, interviews, and related activities as part of the state and local evaluations. Upon receipt of TEA's local evaluation report, LWISD and the ACE Advisory Team will review the report, respond to any findings, and create an action plan for improvement.
4. Program Monitoring and Risk Assessment: LWISD will participate in required data collection, desk audits, and on-site visits as requested by TEA.
5. Technical Assistance (TA): LWISD will utilize TA support to ask questions on program-related issues.
6. Training and Resources: ACE staff will attend available training to ensure the success of the ACE program to include the Out of School Time Initiatives Conference (OSTI-CON).
ACE staff will also utilize information posted on the My Texas ACE website and participate in the TX ACE Resource Network to maintain current information for the success of the program.

7. Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances.

Check each of the following boxes to indicate your compliance.

- 1. The applicant provides assurance that they accept and will comply with [Every Student Succeeds Act Provisions and Assurances](#) requirements.
- 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- 3. The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.
- 4. The community has been given notice of an intent to apply and the application and any waiver request will be available for public review after submission of the application.
- 5. Complete the Title IV, Part B Affirmation of Consultation form with Private Nonprofit School (PNP) Officials and submit the signed Affirmation to *Every Student Succeeds Act (ESSA) Reports Application*, accessible through TEAL on the same date as this grant application. If awarded, Affirmations are due annually on the same date as the 21st CCLC continuation application.
- 6. The applicant provides assurance to adhere to assurances #6-#28, all Statutory Requirements, TEA Program Requirements, and Performance Measures, as noted in the 2023-2024 Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 12, Year 1 Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the grant program.

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8. Statutory/Program Requirements

1. Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. Describe the proposed activities in each of the following areas: targeted academic support, student interest-based enrichment, and family engagement.

LWISD's mission statement is "to empower all learners through meaningful connections to discover their future and prepare for success." LWISD's ACE program aligns to the mission to provide students with enrichment and preparation for their future success. The ACE program is designed based on the needs assessment that was conducted in September 2022 and will be used as a guide for implementation and all activities are expected to improve student achievement. The leadership team identified the need to address student learning loss as compared to pre-COVID student performance levels. The team identified and prioritized the following campuses based on their latest STAAR results: Howry STEAM Academy and Miller Language Academy have been identified as a Comprehensive Support.

Morris Academy feeds into Howry STEAM Academy that is identified for Comprehensive Support. Marine Creek Academy scored Reading 35% and Math 23% for Meets Standard. Collins Middle School scored Reading 29% and Math 14% Meets Standard. Lake Worth High School scored Reading 33% and Math 20% Meets Standard.

The leadership team determined that extended day learning through ACE or a similar program is needed to address learning loss in reading and math as demonstrated in the most recent STAAR results. LWISD proposes to implement an ACE afterschool and summer program with the intent to support the academic needs of students in Reading and Math. The leadership team will identify criteria to provide priority enrollment for the highest need students.

To achieve this goal, all ACE activities will be aligned to lessons from the school day, structured with options based on students' interests, address social and emotional learning and engagement, parent engagement activities, and use a continuous improvement method.

1) Targeted Academic Support :Teachers working the ACE program will align tutoring and homework assistance with Reading and Math lessons from the school day. The following resources will be used to supplement and enhance lessons to provide individualized instruction and progress monitoring: Hand-2-Mind, Mentoring Minds, Exact Path, and K-12 Summit. All tutoring groups will be in small groups of not more than 1:15 with a minimum of 30 minutes allotted for each group. Additional support from instructional assistants will be available to support students who need homework assistance.

2) Student Interest-Based Enrichment: Teacher-led student enrichment activities will be provided as a rotation each day following tutoring and homework assistance: art, dance, music, painting, theater, creative writing, digital media, cooking, arts and crafts, sewing, robotics, STEAM, physical education, and computer coding. Monthly field trip experiences will be scheduled to coincide with lessons that are taught in the classroom. All field trips will be instructional with an academic focus that may include the Ft. Worth Nature Refuge, Ft. Worth Natural History Children's Museum, Kimbell Art Museum, TX Ballet Theater, Capitol-Education in Action program, and the Ft. Worth Zoo.

Middle and high school: Field experiences will focus on college and career needs of students. ACE staff will collaborate with the schools' counseling staff to schedule college tours, invite guest speakers from local colleges and universities. Work-base experiences will include visits to the local military base (NAS JRB Fort Worth) and local business partners (Lockheed Martin and Dell). Additional CTE activities will include review of CTE Programs of Study and opportunities for students to earn or complete Industry-Based Certifications. Middle and high school students will have the opportunity to join a vocational organization or club: Business Professionals of America; Family, Career, and Community Leaders of America; Health Occupations Students of America; Future Farmers of America; SkillsUSA; E-Sports; Design Build Competition.

Social Emotional Learning (SEL): SEL activities will be provided through the LWISD's Guidance and Counseling staff. CHAMPS curriculum will be the focus of all lessons to align with the district's implementation of the program.

3)Family Engagement-ACE program family engagement activities will be coordinated with the district's Parent and Community Volunteers. ACE Site Coordinators will meet with members to schedule and conduct weekly activities, classes, and guest speakers on a variety of topics to include: Family Literacy Night, Curriculum Night, Gifted and Talented Night, STEAM Night, College and Career Night, STAAR/EOC Night, Community in Schools outreach programs, ESL classes for parents, positive parenting classes, and mental health events, community resources and social services, and nutrition and cooking classes.

High school: Parent U-Training will be provided for parents on important high school information and provide support for parents to work with their student in a positive way as they progress through their high school experience.

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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.

LWISD's ACE program will use best practices found in the US Department of Education's What Works Clearinghouse "Structuring Out-of-School Time (OST) to Improve Academic Achievement" https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/ost_pg_072109.pdf

1) Align the OST program academically with the school day: The ACE Advisory team will meet monthly with teachers and Instructional Coaches at each campus to create a scope and sequence to extend learning during the school day into the afterschool time. Teachers from the campus will also work during the ACE program to provide consistent and aligned teaching and learning opportunities. All activities will be documented based on the district's TEKS framework.

2) Maximize student participation and attendance: ACE staff will track daily attendance and conduct regular outreach to parents to ensure maximum student engagement. Any barriers to participation will be addressed.

3) Adapt instruction to individual and small group needs: Homework assistance will provide small group support. Additional tutoring support will be available and will follow the scope and sequence of the instruction provided during the school day. Students will benefit from additional activities that will be differentiated to engage a variety of learning styles and learning needs.

4) Provide engaging learning experiences: Feedback from parent and student interest surveys will inform the selection of enrichment and field trip experiences. Partnerships with the local churches, YMCA, and businesses will provide volunteers and career readiness activities. Additional activities will include trips to the Ft. Worth Natural Refuge, Kimbell Museum, TX Ballet Theater, visits to corporate partners: Lockheed Martin and Dell, Ft. Worth Natural History Children's Museum, and additional college and career visits within the Fort Worth areas. All activities will align with the scope and sequence of the curriculum and instruction during the school day.

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.

LWISD has many economically disadvantaged families that rely on the district's transportation services for daily school attendance. Transportation was identified as a potential barrier for low-income students. In the Educational Evaluation and Policy Analysis (April 2017), "Linking Getting to School With Going to School," reports that "bus riders had fewer days absent and were also less likely to be chronically absent, defined as missing more than ten days. Specifically, school bus riders were 3 percentage points less likely to be chronically absent." Funds will be allocated to provide transportation home each day during the school year and round trip during the summer program. There will be no feeder schools participating. Transportation will only be provided at the end of the program during the school year and round trip transportation during the summer program.

During registration and enrollment, parents will select an option that best meets their needs as a working parent: 1) Pick up by an authorized adult, 2) LWISD school bus, or 3) walk home.

During pick-up, ACE staff will request to see a valid ID and require students to be signed out by an authorized adult. Students walking home will be encouraged by ACE staff to walk with a partner or in groups for safety.

Transportation will be provided at no cost. Transportation policies and handbook information will be reviewed and discussed during parent annual orientation, registration, and open house events. Parents and students who select bus transportation will be required to read and sign an understanding agreement that outlines safety procedures and policies for riding the bus. Each year, all bus riders will participate in a school bus safety training and demonstration. Each bus is equipped with a security camera, mobile communication system, and safety equipment. Attendance logs will track students who enter and leave the bus.

Summer transportation: Morning and afternoon bus routes will be scheduled to safely transport students to and from the center. LWISD buses will be used whenever needed for all field trip experiences.

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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.

LWISD will create a separate webpage located on the district's website to be used as a central platform for disseminating information about the ACE program. Site Coordinators and District Communications Coordinator will be responsible for managing and updating the webpage with frequent program updates each week. All communication about the ACE program will include the address, building location, phone number, and point of contact information will be posted in both English and Spanish. For parents and community members without access to technology, information via print materials will be posted in both English and Spanish in public places around the community (i.e. the public library, local churches, post office, eating establishments, etc.).

LWISD posted a public notice on the district's website to announce the district's intent to apply for the Texas 21st Century Community Learning Centers, Cycle 12, Year 1 grant as posted on the district's website and discussed at a designated school board meeting. Upon award of the grant.

Each ACE Site Coordinator will implement a marketing campaign through the district's designated social media postings via Twitter and Facebook, post information and updates to the ACE webpage each week, create a monthly newsletter, utilize School Status text messaging system, mail letters to parents and families, and schedule open house events with informational sessions for interested parents and community members. The Texas ACE copyright logo will be used on all marketing materials and will comply with all branding guidelines. Signs will be posted outside of each center location near the street to advertise registration and enrollment is currently open. All correspondence and communication will be available in languages and formats that parents can understand.

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)

LWISD has a strong volunteer base from the local churches, congregations, and businesses in the area. Family members of current students also provide volunteer support to their schools. The ACE program will recruit and utilize volunteers to provide individualized student support during homework assistance and tutoring sessions. All volunteers must complete and pass a criminal background check through the district's screening system prior to beginning any volunteer services. Volunteers will be notified by the district once they have been cleared. A district volunteer badge will be issued for entry and access to the ACE program and must be worn at all times.

Volunteers will complete an intake survey to identify their strengths and talents to support the academic needs and enrichment interests of students. ACE staff will match volunteers to program activities that align with their skills and talents indicated on their survey.

ACE staff will utilize the Raptor system to screen parents and family members who want to volunteer for a one-time event only. A temporary, one-time use sticker badge will be issued to be worn by the volunteer during their scheduled time. All volunteers will be supervised at all times by LWISD or ACE staff.

Volunteers will need to sign-in and out for each volunteer session. ACE staff will maintain time logs to track and report volunteer hours at the end of the program period. Program Director will make onsite visits to check on the progress of volunteers and provide support and guidance as needed.

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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.

LWISD center locations are also Title I School-wide campuses. ESSA and Title I funds will be coordinated with the ACE program to maximize the use of grant funds. Title II funds will be used for teacher recruitment and professional development. Title III funds will be used to provide resources and services for English learners/Emergent bilingual students. Title IV funds will be used to provide well-rounded education opportunities and enriched. Title IV funds will be used to provide social emotional learning resources and services, literacy education, health and wellness activities, nutritional education, cultural programs, additional library hours, financial and environmental literacy, suicide prevention, and physical fitness activities. Special education funds will be used to provide support for special education students attending the ACE program.

STATE: State Compensatory Education and state allotment funds will be used for supplies, services, and staff to support the academic program and homework assistance. Communities In Schools is funded with state funds that aligns with the goals of the ACE program.

LOCAL: The ACE program will have access to locally-funded services and resources to include food services, School Resource Officers to provide security during the ACE program, LWISD health services with access to nurse and a campus-based health clinic at each center location, and certified special education teachers and qualified service providers.

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.

LWISD's sustainability plan will include three parts 1) Capacity building, 2) Partnerships, and 3) Budget planning. CAPACITY BUILDING: LWISD's ACE program will be designed for sustainability beyond the program period.

LWISD will utilize current staff at each participating campus to implement programs in the afterschool and summer hours. Staff will be trained on the Texas ACE best practices along with effective afterschool and summer program planning, management, implementation, and monitoring to continue the progress of the program after the grant period. After working in the program, ACE teachers and staff will have gained valuable experience that will be able to continue the success of the program for in future years.

PARNTERSHIPS: These organizations have provided financial support to the school district to continue successful and innovative education programs previously.

Many of the partnerships for afterschool clubs will be facilitated by community members and volunteers with little or no cost to the school districts: YMCA, Communities in Schools, City of Lake Worth, Lake Worth Police Department, local churches, and local businesses.

BUDGET PLANNING: Another part of the sustainability plan will include budget planning. Title I and State Compensatory Education funds will continue the academic support programs for students at-risk of falling behind either during or after school hours. At the end of the program, a survey will be administered to parents to identify the need and interest for a low-cost, fee-based afterschool program. Program evaluation data and information will be shared with school board members to provide evidence of the success of the ACE program. The program's success will provide the impetus for school board members to vote on allocating district funds and resources to continue the program in future years. LWISD will secure the support of the LWISD Education Foundation to begin fundraising efforts each year to help sustain the program.

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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

LWISD has developed meaningful partnerships with the local churches in the area, the Lake Worth Police Department, City of Lake Worth, Communities In Schools (CIS), REV, Recovery Resource Council and Have Faith organizations. Each partner provides support in a variety of ways to include volunteers, supplies, resources, and access to services to support the needs of LWISD students and families.

At the beginning of the school year, partners will be asked to serve on the ACE Advisory team and attend a meeting to learn about the ACE program and opportunities to support the program. During this meeting, the Program Director will ask for volunteers and commitment from each partner for the implementation and sustainability of the ACE program. SMART goals and objectives will be reviewed and discussed and partners will provide input on what services and resources they will provide for the ACE program. The LWISD ACE logic model will be updated to include contributions from partners and their commitment towards meeting sustainability during and after the program period. Partners will sign a letter of commitment to provide support for the ACE program that will include information about resources and services that will be used to sustain the program after the grant ends.

A proposed partnership with the YMCA of Fort Worth will provide academic and enrichment programs and services to support LWISD to achieve the stated performance objectives and SMART goals. YMCA program services will include: Reach & Rise® is a national YMCA program designed to build a better future for youth by helping them reach their full potential through the support of caring adults. Reach & Rise is a free, one-to-one youth mentoring program that was established to provide young people in our community with positive adult relationships. Each adult is matched with a young person who they meet with once a week. Each match lasts a minimum of one year. Mentors serve as role models, friends, and confidants. They're a source of support for at risk children. Mentors are not meant to take the role of a parent, babysitter, or financier. Mentors try to introduce their mentees to new activities to help them grow and learn about themselves and their community.

Youth and Government is a nation-wide YMCA program, active in nearly 40 states. Nationwide, nearly 25,000 students attend state Youth and Government conferences each year, with 3,300 adult volunteers and YMCA staff serving as adult advisors. The Metropolitan Fort Worth YMCA Youth and Government is a youth-led, experiential learning opportunity which involves many Texas students each year. The Metropolitan Fort Worth YMCA Youth and Government programs are organized throughout Tarrant and Hood counties to serve high school students. There are several components that make up Texas YMCA Youth and Gover

PRIORITY POINTS: LWISD does not currently offer an afterschool program to students and one similar is not available within the Lake Worth area.

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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.

Program Priority 1-LWISD's assessment framework utilizes ongoing formative and summative assessment data in the form of District Checkpoints, NWEA MAP data, Benchmarks, and unit assessments to provide timely feedback on student progress. This data is used to support Tier II/III interventions for all tested subjects and our early literacy program. It will also help to focus our efforts on the lowest performing subpopulations at each participating campus which includes Emergent Bilingual, Special Education, and our At-Risk students. Extended day and summer programming will facilitate and extension of learning for students that targets their individual needs. Enrichment activities will be aligned to student interests and help to reinforce the engagement of our students and families across the district. ExactPath and APEX tutorials will be utilized to connect the school-day and the ACE afterschool/summer programs together to reinforce learning and progress monitor.

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9. Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

- The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>

10. PNP Equitable Services

Are any private nonprofit schools located in the public school attendance zones of the campuses and feeders proposed to be served by the centers in the application?

- Yes No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

Are any private nonprofit schools participating in the grant?

- Yes No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

Assurances

- The applicant assures that it discussed all consultation requirements as listed in Section 1117(b)(1), and/or Section 8501(c)(1), as applicable with all eligible private nonprofit schools.
- The applicant assures the appropriate Affirmations of Consultation will be provided to the TEA Private Schools Ombudsman in the manner and timeline to be requested.
- The applicant assures that the total grant award requested includes any funding necessary to serve eligible students from private nonprofit schools within the attendance area of the public schools to be served by the grant.

Equitable Services Calculation

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

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11. Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

Payroll Costs

1.	Program Director-1.0 FTE	\$90,000
2.	Program Specialist 1.0 FTE	\$70,000
3.	Site Coordinator 5.0 FTE positions-one for each center	\$350,000
4.	Teacher extra-duty pay for six ACE sites	\$950,000
5.	Secretary positions (1.0 PTE)	\$20,000

Professional and Contracted Services

6.	Contracted services for enrichment, SEL, and field trip experiences	\$70,000
7.	Professional development costs for ACE staff	\$5,000
8.	Program evaluator for six campuses \$3,000/campus	\$18,000
9.		
10.		

Supplies and Materials

11.	Program supplies, materials, curriculum	\$180,000
12.		
13.		
14.		

Other Operating Costs

15.	Field trip experiences-entrance fees and transportation, snacks/meals	\$25,000
16.	Afterschool and summer transportation for students in need	\$20,000
17.	Travel costs for ACE staff to attend professional development	\$5,000

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. 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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