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

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

NOGA ID [ ]

Application stamp-in date and time

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

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

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

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

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

Amendment Number

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

1. Applicant Information

Name of organization Marble Falls ISD

Campus name [ ]   **CDN** 027904 Vendor ID 746001682 ESC 13 UEI 057882714

Address 1800 Colt Circle   City Marble Falls   ZIP 78654   Phone 830-693-4357

Primary Contact Shana Bunch-Fancher   Email sbunchfancher@mfisd.txed.net   Phone 830-798-3601

Secondary Contact Yarda Leflet   Email yleflet@mfisd.txed.net   Phone 830-693-4357

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 Shana Fancher   Title Exec. Dir/SS   Email sbunchfancher@mfisd.txed.net

Phone 830-798-3601   Signature [signature]   Date 01/19/2023

Grant Writer Name Shana Fancher   Signature [signature]   Date 01/19/2023

◉ 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.

Marble Falls is currently growing at a rate of 1.33% annually and its population has increased by 4.09% since the most recent census, which recorded a population of 7,037 in 2020. Marble Falls ISD covers over 250 square miles. Marble Falls has a population density of 505 people per square mile. According to the 2021-2022 TAPR, the student population in MFISD includes an At-Risk Student population of 61.3%, well above the state rate of 53.5%. In addition, the district economically disadvantaged population is 67.6%, also above the state rate. Currently the district's STAAR Performance Rates are at or below the state rates in the majority of tested areas, with the EB and SPED populations scoring much lower than their peers. MFISD is currently DL 2 on Results Driven Accountability Data for both SPED and OSP indicating a need for intervention in multiple areas for these populations of students. In 2021-2022 school year MFISD saw the lowest attendance rates in five years, while the Title I Part A Program Enrollment continues to increase. SPED students and bilingual students are not performing satisfactorily on STAAR. Data shows a continual decrease in student performance from year to year. Curriculum Based Assessment data and Universal Screening Data indicates a need for increases academic support that will develop higher levels of cognition in all populations of students. In addition, the district continues to struggle with participation in family engagement activities. Prior to the application a steering committee that met on several occasions to talk about how to best serve these populations of student that would address academic, social and family needs through a quality after-school and summer programming. During the root cause analysis, it was determined that additional support of Tier 1 instruction, K-12 grade across all populations, that utilized system structures in curriculum, instruction, and assessment practices that would result in increased closure of gaps in performance for students but especially for at-risk subpopulations of students. In addition, the committee recognized the increased need for social emotional learning to mitigate the increases in behavioral and mental health concerns that continue to rise due to limited resources in the city and county. The district has developed a plan aligned with grant goals to provide quality educational and enrichment programming for students and their families. Programming will include targeted academic support activities, family engagement activities, student interest-based enrichment, strong program operations, will be aligned to the school day and will involve the district community partners. A coordinated approach based on the result of a comprehensive needs assessment aligned with the purpose and goals helped in designing the Mustang ACE program. Baseline data was collected utilizing the most current CBA and US data to determine targeted students and their needs including academic, behavioral, attendance and economic challenges. Through communication with community partners the committee determined a need for ongoing family support including classes that include literacy, GED, ESL, behavior supports, mental health, parenting, job preparation, and connecting school to home activities. The area offers very few low cost options for after school care, leaving many families to resort to leaving the students at home so they can work. This has resulted in high child abuse and sexual assault cases in Burnet County. This program would provide a safe, secure, enriching program to these targeted students to grow and learn, and provide peace of mind for families while they work.

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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.

Improve Academic Performance in Reading and Math:
Baseline data will be collected utilizing the most current Curriculum Based Assessment aligned with the TEKS and Universal Screening data to determine targeted academic needs for each student. The program will offer a registration process and will select students based on need (At-risk, Low SES, STAAR, etc.). The district will engage in a robust marketing program highlighting the exciting activities each quarter to recruit and retain students. Increases in academic success will be measured though the analysis of student report cards during each nine-week grading period and benchmark results gathered three times per year. Value-added analysis comparisons will be made between academic years to determine whether or not program activities have increased each student's academic success. Moreover, an analysis of academic data will be compared to non-attendees, detailing gains in reading and mathematics.
Improve School Day Attendance:
Baseline data will also be collected from historical data from the student information system on attendance rates and disciplinary actions, then monitored each nine weeks. Centers will utilize positive behavior support initiatives including awards, recognitions, etc. to increase student attendance in activities. Site coordinators will work with individual teachers to support in class engagement of specific students as needed.
Improve Engagement in Learning:
School Day teachers and staff will be surveyed every four weeks to determine student engagement. Site coordinators will work with individual teachers to support in class engagement of specific students through the development of point sheets and other PBIS, as needed.
 Improve Family Engagement:
Each nine weeks families will be surveyed to determine current needs. The family engagement specialist will then design curriculum, coordinate educational opportunities and connect families to resources. Additionally, Centers will actively recruit parent volunteers to support center initiatives and provide student/parent learning opportunities through targeted programming.
Benchmarks to Measure Progress:
All students will be individually assessed each nine weeks to determine academic, attendance, engagement and behavioral growth. Three times per year Site Coordinators will evaluate school day progress of each student by reviewing CBA/MTSS/US/Attendance/Discipline data. In addition, to the data requirements of the ACE grant. This progress will then be reported to the Project Director.
Ensure Strong Program Operations:
An instruction team made up of the Project Director and Site Coordinators with input from campus principals, school day teachers/specialists and the Family Engagement Specialist (FES) will meet monthly to assess the implementation of the curriculum, share information on practices, receive updates on the progress of students and the program, determine the appropriateness of program services, effectiveness of and student engagement in lesson plans and make necessary changes. Each center will be developed with a specific framework that establishes a foundation for best practices, effective implementation and high-quality programs for the attainment of grant objectives. Centers will have a project plan, guided by logic models that will describe strategies, actions and timelines to meet individual center goals that are aligned with grant objectives.
Aligning with School-Day: The Program Director will meet with the District Curriculum and Instruction Team each nine weeks to engage in a continuous improvement cycle to ensure alignment practices between the ACE Program and the regular school day and to monitor program effectiveness. Recruitment: The program will give priority to teachers and staff from the district to provide services to students in the after-school program.

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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 <u>state activities for continuous improvement</u> will be utilized for project evaluation and modification.

During the development stage the Program Director and All Site Coordinators will meet once a month to review the key relationships between needs, inputs, activities, and predicted outcomes. Through this evaluation of the plans teams will determine barriers to improved outcomes and make decisions accordingly.

During the assessment stage the teams will review data, logic model, project plan and determine the effectiveness of each center. Through a process of looking at student outcomes, engagement in activities, attendance and behavior data centers may choose to make changes to programming, activities, etc. to improve student outcomes. If that is the case, a root cause analysis will be conducted, a problem statement created and a strategic plan developed to improve outcomes.

During the review state, teams will reassess change and compare previous data to determine if the changes were successful in improving outcomes. Additional data may be collected during this stage to determine effectiveness such as surveys, anecdotal data, and other qualitative methods. Campus/District Education Improvement Committees, consisting of administrators, teachers, parents and members of the community develop Campus and District Improvement Plans (CIP/DIP) to support student achievement. The purpose of the CIP/DIP is to guide district and campus staff in the improvement of student performance for all student groups. They are developed, evaluated and revised annually and will include the ACE program. The ACE Project Director will present annual progress reports to these committees as well as the Marble Falls School Boards. He/she will request summary reports and hold monthly meetings with the instruction team in addition to visiting sites on a regular basis to ensure that all program activities are carried out according to grant guidelines.

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 <u>Every Student Succeeds Act Provisions and Assurances</u> 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.

Targeted Academic Support
All centers will be open five days per week for 160 days during the school year until 6:00 pm and will begin with homework assistance and targeted tutoring utilizing high quality instructional materials provided by the state in core academic areas based on students individual needs. The summer program will meet for 30 days in the summer for a minimum of six hours/ day, to provide students intensive, targeted instruction, opportunities to ensure continuous learning to lessen summer learning loss and to better master required core content, improve behavior and self-efficacy.

Student Interest-based Enrichment
Students will be given voice through interest surveys conducted and will be given choice through open registration in preferred activities. Prior to the beginning of the semester each center will conduct interest surveys to develop course offerings. Students will then be allowed to register for course offerings. Each enrichment class will consist of a project-based element to increase participation, team collaboration, and higher levels of thinking. By including this model of learning the centers will increase engagement while improving social emotional skills like self-efficacy, perseverance, self awareness, cooperation, and self regulation.

Family Engagement
The Mustang ACE will offer adult education classes to parents and immediate family members of students participating in the Texas ACE grant program. Services for adults may include family literacy, English as a Second Language, parenting, behavior intervention and parental involvement. Parents will be surveyed to identify classes that would be the most helpful. The district will work closely with the Community Resource Center and the Highland Lakes Crisis Network to provide support to families in need in the area. Each nine weeks families will be surveyed to determine current needs. The family engagement specialist (FES) will then design curriculum, coordinate educational opportunities and connect families to resources. FES will also serve as a liaison for the family to improve collaboration between the family, regular school day faculty, staff and community services providers.

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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.

Utilizing Principles of Effectiveness, the ACE will ensure that program activities will be based upon: 1.) An assessment of objective data regarding the needs for after school programs, 2.) An established set of performance measures aimed at ensuring the availability of high quality academic enrichment opportunities, and 3.) Scientifically-based research that provides evidence that the program or activity will help students meet the State and local student academic achievement standards. The program will be supervised by qualified individuals and appropriate supervising adult to student ratio will be maintained. Small-group instruction will be designed to provide intervention and high impact tutoring for students at risk of academic failure. Strategies and activities will be modified and adapted to accommodate individual instruction when it is deemed as best practice based on the activity type. Brain research has revealed that children are most able to learn at early ages from years three through thirteen. If their learning experiences are enhanced during this period, the probability for future academic success is increased significantly. Reading and math have been identified as high-need areas where extended learning opportunities will need to concentrate and will utilize specialized science and social studies project based learning instruction to enhance the student experience as well as improve cognitive development. MFISD will be utilizing high quality instructional materials as well as district supplemental materials to provide increased support. MFISD is currently a one to one device district, therefore every student has a computer or iPad they can use during the ACE program. The math component will focus on engaging activities that build not only basic skills, but involve students in problem-solving and real-life applications. Through the use of technology students will have the opportunity to strengthen their individual skills. They will use a variety of educational software applications that evaluate each child's skill level and creates a specially designed program. The ACE program will be integrated with the regular school program and will consist of TEKS- based instruction. Integrated units will be taught through non-traditional methods that are fun, engaging and focused on real-world applications.

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.

The steering committee identified transportation as a necessity for the ACE Program because of the rural nature of the district. Because over 67% of the district is considered economically disadvantaged and the Centers will be located in three different cities (Marble Falls, Spicewood, and Granite Shoals), the need for transportation to ensure participation in the program was identified as a high priority. The district transportation department will utilize school buses and qualified school day bus drivers to transport students from each center to localized bus stops near the students homes. All school day safety protocols will be utilized in the ACE Program.

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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.

ACE will use six effective methods of reaching families to disseminate information in English and Spanish: 1) prior to the beginning of the school year a flier will be placed in each student's welcome letter notifying them of the expanded learning opportunities available through the funded ACE grant, 2) the automated phone tree will call each family to inform them of the ACE expanded learning opportunities, 3) ACE brochure will be distributed to grant community partners so they can help disseminate information, 4) district web sites will have an ACE page with program information, and 5) the local newspaper will have a series of articles discussing the center 6) social media blasts will include fliers and ongoing communication. A booth will also be set up at the beginning of the school year Open House to offer ACE information. After the beginning of the school year a video presentation will be available for presentations at community organizational meetings, Parent Teacher Organization functions and Family Together nights. The ACE community partners will partner with the district in disseminating information. One function of the FES will be to promote participation and coordinate family engagement helping to bridge the gap between school and home.
Additionally, ACE will work with the district to incorporate a registration form in the student information system during back to school enrollment to assist with dissemination of information.

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)

The ACE Project Director will work with the community partners and district mentor programs to provide opportunities for volunteers to provide assistance and reduce the cost of programming. All volunteers, will be offered training to better serve the students in areas where volunteers feel comfortable or have some expertise. The MFISD and mentor programs are growing programs with volunteers who are always looking for additional ways to help our students. With the assistance of the FES, expanding the mentor programs will be one of the objectives of the ACE program to offer more support for our students. The ACE program will publicly acknowledge the mentor program during the initial year and acknowledge their growing number of volunteers.
The utilization of volunteers contributes to a more cost-effective program that aide's sustainability. As the FES and Site Coordinators make connections and develop relationships in the community individuals will become aware of how they can contribute their skills to the ACE program. ACE will ensure that all volunteers participating in the program undergo a criminal background check in order to ensure the safety of all children. ACE will also provide necessary and appropriate training to volunteers.

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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.

MFISD have received numerous federal, state, and private grants which have been administered in full compliance and regularity including but not limited to Title Grants, ESSA, ESSER, etc. The ACE project will be managed with the same integrity and be designed to complement and enhance the academic performance, achievement and positive youth development of the students. With a specific focus on supplementing federal, state and local programs to increase student learning and engagement. Plans for each center were developed with a specific framework that establishes a foundation for effective implementation and high quality programs for the attainment of ACE grant objectives. The project staff is experienced and holds high standards for fiscal integrity and effective grant management. The district coordinates multiple federally funded programs, which include Title I, Title II, Title III, ESL and Bilingual and Special Education. Professional staff expertise, curriculum and program resources from Texas Education Agency, Region Service Center XIII, Texas Tech University and Central Texas College will be combined for or coordinated with the proposed program as appropriate to make the most effective use of public resources and avoid duplication. District staff, ACE staff, Boys and Girls Club, Marble Falls Police Department, Highland Lakes Crisis Network and the Rotary Club will assemble professional staff expertise, curriculum and program resources to meet the needs of students. The ACE will utilize and coordinate its vast network of current partners, grant funded projects and other programs to maximize utilization of State, Federal and community resources. The ACE Project Director will attend monthly meetings with directors of curriculum & instruction, food service, transportation, finance, technology, special services, maintenance, athletics, federal programs, assessment, bilingual/ESL to coordinate and ensure effective responsible use of resources, facilities, equipment, nutrition and special services in order to meet the needs of ALL students in the program.

7. Describe a preliminary plan for how the community learning center will continue after funding under this grant ends. Include how the resources provided by this grant will assist the program in local sustainability efforts.

The goal of the ACE steering committee is to build a large base of members with leadership development and strategic planning experience who will take collective action in supporting the ACE program. During the first year of the funded ACE program an ACE Task Force will be formed and charged to develop a community outreach program and a process for sustainability. The Task Force will draw on key program advocates to develop strategies to support a sustainability plan and actualize the process. To ensure that the program would continue after the grant period, the Task Force and district administrators will actively begin to look for funding sources to sustain the program over the long term, make better use of existing resources and partnerships and maximize federal, state, and local revenue. A plan for a capital campaign will be developed to actualize goals and strategies to acquire necessary program resources. As the Task Force progresses in their sustainability program district administration will look at creative options for supplementing the after-school program by leveraging funds to maximize their potential. After planning and refining the sustainability plan, goals and strategies will be reviewed and revised as needs and opportunities change. Proposed Timeline: Year 1: build a solid base to boost the academic achievements of the students participating in the ACE. A Plan/Do/Study/Act Cycle (PDSA) will be used to convert data to knowledge that, in turn, guides the after-school program in refining processes for continuous improvement that will be displayed in improved STAAR scores, academic performance in core subjects, reduction in risky behaviors, and an increase in basic skills of parents. Year 2: the PDSA cycle (which includes surveys of all stakeholders) will improve program activities. Year 3: The Task Force will involve community partners in a process of researching best-practice methods to sustain the ACE BCC program. Fund raising strategies involving Marble Falls Education Foundation and community partners to establish an annual giving campaign and special events will be used to generate funds. Grant funds will not be spent on any fundraising activities. Year 4: The Task Force will present a vision statement for sustainability plans and establish an annual giving campaign. Year 5: ACE and community partners will convert the vision into an operational plan for the self sustainability of 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

In rural communities the school serve the nucleus of the community where these relationships are vital to the success of the district. The Marble Falls ISD leadership and school board help to bridge the gap between the school and community by actively participating in community-based organizations.

The ACE will run a comprehensive program that will be enhanced because of the collaboration with its community partners. The Boys and Girls Club of Highland Lakes serves youth in Marble Falls and has proven to be a consistently supportive community-based organization interested in the academic success of students. The Boys and Girls Club will serve as a key partner with the ACE . The district has also partnered with the Highland Lake Crisis Network (expanding wrap around services to families in crisis), Juvenile Probation Department (expanding community service and course work in the area of drug/alcohol counseling), Bluebonnet Trails Mental Health (expanding available hours to meet with students and families at school), Burnet County Sheriff's Office, Granite Shoals Police Department, Marble Falls Police Department (expanding Junior Explorer Program) and The Community Resource Center (expanding parenting training and support), Texas Workforce Commission (providing training to students that lead to certification in job readiness), Master Gardeners (expanding student knowledge and skill), Rotary (expanding mentor-ship opportunities for students) and County Extension Agency (expanding access to agricultural knowledge and skill of the community). Each community-based organization brings specific contributions to the ACE and will provide a variety of scientifically-based academic activities and services.

A Memorandum of Understanding (MOU) will be developed with each community-partner and will be kept in the district administration office detailing the services they will bring to the ACE.

Our community partners will connect ACE schools with community resources to better meet individual student needs. ACE goals, objectives and strategies will provide the structure to establish programs as evidenced in the daily Menu of Events that support the well being of enrolled students as well as members of their family. The grant evaluator, Project Director, Site Coordinator, Task Force, and district administrators are responsible for insuring that ACE objectives and coordinating strategies are implemented in an accurate and timely manner.

The utilization of volunteers contributes to a more cost-effective program that aide's sustainability. As the FES and Site Coordinators make connections and develop relationships in the community individuals will become aware of how they can contribute their skills to the ACE BCC program. ACE will ensure that all volunteers participating in the program undergo a criminal background check in order to ensure the safety of all children. ACE will also provide necessary and appropriate training to volunteers.

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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.

a. MFISD has applied for the Early College High School Planning and Implementation Grant. If awarded both grants ACE Leadership along with District Leadership will work together to expand opportunities for students to complete both a high school diploma and an associate degree while still allowing the student to be able to attend extracurricular activities and clubs. the ECHS/ACE collaboration would provide at-risk or economically disadvantaged students the opportunity to attend dual credit coursework at no cost to the families. In addition, the ECHS/ACE program will provide social services support through the Family Engagement Specialist and the district's current College and Career Counselor. The ECHS/ACE collaboration will develop a mentoring program for EB Newcomers and for Special Education/504 Students. The program will assist these populations of students with navigating the post-secondary challenges.

b. The ACE program will utilize Just-in-Time (JIT) intervention to identify lesson prerequisites, diagnose unfinished learning then deploy immediate intervention response, ensure daily and weekly schedules allow for prerequisites to be taught and follow up with planned lessons and independent study activities with the idea to not simply attempt to remediate learning but to accelerate learning and close gaps more quickly.

The ACE Program will adopt HQIM from the list of approved materials (the district is currently using Amplify) and will train and support all homework coaches, HIT tutors, and teachers. The Site Coordinators at each Center through ongoing analysis of student data will create schedules, target students and ensure ample time to support provide Tier 2& 3 intervention blocks to students in need of additional student support (HIT). In addition, the Site Coordinator will make observations in classrooms and provide ongoing professional development as needed in the JIT model, differentiated instruction, and universal design. Each student in the ACE program will utilize HQIM in addition to traditional homework help.

Because students will be attending the ACE Program until 6:00, many will ride a bus home. Therefore the steering committee identified a need for students to spend a small amount of time at the beginning of programming time dedicated to completing any homework prior to enrichment activities. After the homework coaching sessions, students will spend dedicated time with teachers utilizing adopted HQIM.

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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		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

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

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

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11. Request for Grant Funds

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

Payroll Costs

1.	Project Director	$80,000
2.	Center Site Coordinators (6)	$360,000
3.	Family Engagement Coordinator	$60,000
4.	Instructional Staff	$750,000
5.	Clerical Staff (7: One District level and six campus level)	$110,000

Professional and Contracted Services

6.	Additional Contracted Services for Specific Enrichment Activities for Targeted Students	$100,000
7.		
8.		
9.		
10.		

Supplies and Materials

11.	Administrative Supplies including technology and software	$60,000
12.	Center Supplies and materials including technology and software	$150,000
13.		
14.		

Other Operating Costs

15.	Transportation	$100,000
16.	Nutritional Snacks/Meals	$50,000
17.	Professional Development and Training for Teachers and staff	$88,000

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs:	$20,000
TOTAL GRANT AWARD REQUESTED:	$1,938,000

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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

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