



**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 <input type="text"/>   | 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 <a href="mailto:competitivegrants@tea.texas.gov">competitivegrants@tea.texas.gov</a>                                    |                                    |

**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  UEI

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
- General Provisions and Assurances
- Application-Specific Provisions and Assurances
- Debarment and Suspension Certification
- Lobbying Certification
- 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 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.

Students in Santa Rosa (SR), Santa Maria (SM), and San Perlita (SP) ISDs face sizable hurdles to success, lacking experiences from generational success, educated role models, and having few life experiences outside the poverty stricken and geographically isolated Rio Grande Valley. These rural districts have come together to create this Tri-Op ACE program to support 9 campus sites - 7 of which are targeted for improvement through ESEA and/or have an at-risk percentage (63.3% overall) significantly higher than the state. Nearly 91% of students targeted will attend schools either at risk and/or targeted for support (Meeting Statutory Priority 1). Students also are mostly of Hispanic descent (95%), fail to meet state standards in every grade in reading and math in 7 of the 9 sites, have high HB4545 need (26%), reside in ED rural communities (33% poverty level - more than twice the state), and according to a 2020 IT survey at the districts, 85% of students have either no computer nor Internet accessibility at home. These issues are inter-related and will be responded to through this ACE program's innovation and partnerships. These needs were analyzed by superintendents, discussed by leadership teams, and other community stakeholders, and taken into account for each district/campus during this cooperative ACE program application.

DATA/FEEDBACK USED - Analysis of the 2020-2021 TPRS statistics reveal 7 of these schools average between 12% and 19% lower than the state to meet or exceed grade level in reading and math across all grades. Significant percentages of SPED (16.4% at SRISD) and 4 campuses have at least 25% EL students, two with 38% and 45%, respectively, affect all areas of academic success. Student attendance, demographics, graduation, college SAT/ACT (5.1% of students in the 3 districts are at criterion for all - 35.7% statewide) and career readiness, and PEIMS data were analyzed to determine focuses and best partnerships.

NEED FOR PROGRAMMING - In addition to well-below average standardized test scores (21% meet grade level - 41% statewide), these communities have higher unemployment (8% - 4% statewide) and lower educational attainment (69% of those 25 and older are a high school graduate or higher - compared to 85% statewide) leading to parents/staff feedback revolving around providing high quality career and hands-on activities and access to technology in a safe environment when students of working families would normally be home alone.

ADDRESSING NEEDS - This reveals the need to create unique, appealing, and engrossing opportunities through individualized student intervention/activity plans. This ACE program offers time and community partnerships where innovative, hands-on, high impact individual academic support using HQIM, and college and career-minded activities complement regular school day learning. It expands the environment to grow for students and working parents through new experiences, unique programs, and expanded educational opportunities.

DETERMINING TARGETED PARTICIPATION - The targeted participation numbers of 835 in these 3 districts were developed to respond to the "most in need" students who are continually facing academic, attendance, and social-emotional issues. There are 1,099 at-risk students and 418 HB4545 students who will be the initial targeted students in this multi-phase recruitment process that will follow with targeting emergent bilingual students and SPED. Clearly, the demographics of these 3 districts show a need to support as many students as possible in programming, while still meeting 21st CCLC required assurances for high quality, safe, and caring programming.

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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.

Tracking of performance measures to ensure the ACE program is meeting its goals and objectives will be a high priority to determine progress and adjustments needed. While it is sometimes difficult to truly define student success in some phases, the goal is to see academic and engagement improvement for each regularly attending student.

**ACADEMICS** - The districts in this tri-op utilize robust and comprehensive assessment software DMAC, mCLASS, and IXL focused on individualized instruction and providing data reports and data analysis used to create specific learning plans for each ACE student that can be used for homework, tutoring, and assisting in determining involvement in hands-on enrichment. DMAC is used by regular school day teachers, and ACE program staff will also have access to this online assessment tool used throughout the school year to track progress, from initial and continued bench marking (BOY, MOY, and EOY) for various assessments, including STAAR, TELPAS, EOC, grades, local testing, and TEKScore (online/real time interim assessments). ACE staff will meet with regular school day teachers every Friday to disaggregate the customized report data collected through DMAC to monitor trends and assess individual student growth in reading and math. IXL in concert with ACE staff will be used to create a personalized action plan for each ACE student. IXL is a flexible tool that will be used for student assessment and provide precise and up-to-date insight data continuously for individuals and the ACE students as a group, which will provide data to determine whether SMART goals are being met to include, but are not limited to, % of ACE students increasing STAAR/EOC scores to meet grade level in reading and math and % of students graduating career ready.

**ATTENDANCE** - Collecting this data daily and analyzing it weekly, while comparing it to the student's previous year attendance will provide the benchmarks to see improved regular school day attendance. To make an impact, no less than 75% of enrolled ACE students attend programs daily, and 75% will meet 60-day targets by March).

**STUDENT ENGAGEMENT** - Students/teachers/ACE staff surveys and questionnaires will be taken at the start of the program to determine levels of student engagement. Followup surveys will occur each 6 weeks asking students/teachers/ACE staff questions to determine the impact of after school efforts related to engagement. ACE program attendance, behavioral referrals, grades, and test scores will be documented and staff will discuss student involvement/successes every 6 weeks to provide anecdotal data on student engagement, which is reflected in measures such as increased test scores, improved grades, improved behaviors, and increased daily attendance.

**IMPROVE FAMILY ENGAGEMENT** - ACE staff will collect data on previous parental involvement of those in the ACE program, including their attendance at open houses, parent-teacher conferences, meetings and other events. ACE parent attendance data and survey information will be collected and analyzed quarterly to track engagement as it relates to the % of parents involved in school. ACE staff also will survey parents regarding school and program satisfaction/connectivity to determine increases in involvement and what impacts those percentages and numbers.

**RECRUITING/RETAINING STUDENTS** - In addition to DMAC and IXL being used to identify/recruit students, school site administration, teachers, and counselors will focus on HB4545, economically disadvantaged, SPED students, and those who are struggling academically and at home. These at risk students will be invited to enroll in the program first and ACE staff will contact parents directly to discuss the program and benefits of ACE. Students of siblings also will be targeted for enrollment in the program. ACE staff will monitor through surveys and discuss with students activities they would like to see offered. Retention will be achieved through engaging, research-based practices, self-selected activities, community outreach events, field trips and other student incentives.

**OPERATIONAL STRATEGIES** - The recruitment and use of high quality, invested, skilled, grade level teachers and staff is integral to the success of this program. Having these staff (50% teachers) take the lead will build regular school day alignment, provide quality tutoring, and create hands-on complementary curriculum. ACE staff will meet Fridays with teachers, interventionists and curriculum personnel for full alignment. Coordination and collaboration between ACE staff and regular school day staff, including sharing lesson plans electronically with all having access.

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## 6. Project Evaluation and Modification

If the benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program. Include a description of how the state activities for continuous improvement will be utilized for project evaluation and modification.

The Tri-Op will place focus and importance on utilizing the state activities for continuous improvement suite of resources, especially data collection and implementation of local evaluation efforts to ensure ongoing progress and provide information to support program modifications. USING EVALUATION DATA - To obtain feedback along the way, the local evaluation team will on a 6-week basis meet as a team to analyze school site data (project director) from the Texas 21st CCLC student Tracking, individual ACE student achievement data, and feedback from DMAC, the ACE Quality Assurance Process (QAP) monitoring, standardized and local testing data, student grades, and weekly ACE lesson plan alignment with school day learning. In concert with the program's logic model and SMART goals, the evaluation team will determine what aspects of the program are not meeting intended objectives or may not be aligned with best-practices. The local evaluation team will meet to compare and discuss data and findings from the TEA's state and local evaluations to determine ideas/concepts that can be used to support local successes. The evaluation team will use all this data to create its action plan to address efforts for continuous improvement.

CONTINUOUS IMPROVEMENT - When areas of improvement/modifications are needed, a root cause analysis using the "5 Whys" activity published in the Texas Education Association's 2022-2023 Continuous Improvement Guide, will be implemented. The Capacity Development Process will be facilitated to result in quality improvement action plans through staff self assessments, site visit analysis, internal collaboration, teacher and staff training, and capacity development coaches supporting specific center/district improvement plans and modifications. The districts will use the "develop, assess, and review processes" as described in the Continuous Improvement Cycle of the local evaluation guide. If needed, the Tri-Op will use utilize the TEA's technical assistance educational specialists as well as the training and resources (online and in-person) provided by the state. In addition, the district will reference the My Texas ACE website, Texas ACE Blueprint, and the Texas ACE Resource Network for support.

## 7. Statutory/Program Assurances

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

Check each of the following boxes to indicate your compliance.

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

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**8. Statutory/Program Requirements**

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

After school programming provides an opportunity to mix various activities that provide hands-on integration of regular school day learning, traditional subjects, and unique and innovative enrichment that supports both student interest, and meets academic needs. These activities involve intentional alignment with regular school day learning, TEA initiatives, embedded student choices, evidence-based practices, and social emotional learning (SEL) strategies. Students targeted and enrolled will be in need of academic intervention, positive adult role models, and attendance/disciplinary assistance.

**TARGETED ACADEMIC SUPPORT** - The most important aspect of ACE is academic improvement, especially in these schools well below the state in reading and math (at SMISD, only 5% of 3rd - 8th graders meet grade level - 28% statewide) and with high at-risk, SPED and ED. Each center will prioritize its own efforts based on specific needs and the activity/topic choices of students. Homework assistance (highly supported by parents during the needs assessment feedback process), High Impact Tutoring and other interventions using HQIM, Credit Recovery, and TSI preparation (SRISD graduates score 15.6 on the ACT - 20.2 state average) will be led by subject and grade level school day teachers at all sites and for at least half of the running time of daily programs. The best way to make significant impacts is to have certified teachers lead and align all of these supports and use HQIM to work in tandem with the ACE Accelerated Learning Coach (ALC). This Program Specialist will assist all 3 districts in developing individualized plans for students that ACE staff will regularly analyze to assess their various academic improvements, and success, and also provide data that will be used to determine plan adjustments.

**STUDENT INTEREST-BASED ENRICHMENT** - These activities will vary slightly depending on the sites, school, student ages/ topic choices, and staff experience and knowledge. This ACE program intends to provide various innovative, unique, and interesting activities to complement the school day and reinforce/repeat learning through hands-on opportunities that do not happen during the school day, but are aligned with school day curriculum. Guided by student voice and choice gained through formal and informal surveys of students and their needs, certified teachers, instructional aids, part-time employees, and volunteers will lead activities such as - chess, music, STEM, robotics, photography, coding, folklorico dance, mariachi band, agriculture/gardening, culinary arts, cosmetology, Green Power USA (electric car building), 3D reality, eSports, SEL enrichment, college visits, Drone Aviation, digital music engineering, and driver's education. SEL enrichment with counselors from partner UTRGV aligned with TEKS in arts/reading/writing provide learning opportunities as activity themes are determined by students in various categories for mindfulness, success, and emotional safety. STEM (partners UTRGV and STEMS Alumni) follows school day curriculum to extend learning and meet TEKS for math and science with hands-on focus for alternative learning styles. High School SPED students will be involved in "selling" coffee to teachers in the morning/ have a store using "Warrior bucks" (No real \$) that incorporates financial literacy, business acumen, and service skills such as speaking with adults, taking orders, and providing change to assist in workforce development. In addition, experiences like cosmetology, Drone Aviation at the Brownsville Airport, and college visits are intended to change the culture related to higher education and obtaining various careers in areas they may have never considered or never knew existed.

**FAMILY ENGAGEMENT (FE)** - These 3 districts have a strong commitment to provide innovative, consistent, and regular events and activities for parents/families. An experienced full-time family engagement specialist (FES) with previous success will coordinate these opportunities in each district desperately in need due to the rural nature of the area. Twice weekly evening community workshops will provide a one-stop shop at each district location - providing the opportunity to engage in GED, ESL, job training, financial literacy, computer education certification, nutrition/cooking, SEL, and literacy. These locations also provide Internet access for parents so they can check their children's grades/activities through Ascender/ portals (with help from ACE staff) with the intent to create more highly educated, more confident and healthy parents who can better assist their child(ren) and become lifelong learning mentors and educational leaders themselves. Twice monthly family activities (including a special Saturday FE event every 6 weeks), will include cooking, family barbecue competitions (National High School Barbecue Association - integrating cooking skills with the agricultural welding program/Texas State Technical College), showcases, indoor/outdoor camping nights, talent shows, a Veterans Day event, seasonal festivals, an annual 5K for Autism Awareness, holiday events and activities, reading clubs, movie/reading nights, and the Camp Get FIT (funded through the Methodist Health Care Ministries) to provide active and meaningful engagement and specifically opportunities for literacy that bring families together to read and learn. These unique activities such as the Barbecue Association historically are known to increase participation and overall engagement from fathers/male role models.

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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.

To ensure the districts provide the highest quality activities, staff will focus on evidence-based practices that will lead to the most impact for students in all elements - academically, socially, emotionally, and physically. These best practices include several simple elements that require effort and planning, including scaffolding, clear and consistent communication and expectations, positive encouragement, and relationship building. These practices also include small student-adult ratios which will provide staff the flexibility and time for individualized support needed for at-risk and struggling students, but most importantly will be key for staff to be able to follow and then track the individualized student learning plans (created by ACE and regular school day teachers and interventionists and the ACE program Accelerated Learning Coach) and measures for improvement so SMART goals can be met.

REPETITION - Because regular school day grade level teachers will be leading academics and tutoring efforts in concert with the ACE Accelerated Learning Coach (ALC), the program will be an extension of school day learning utilizing hands-on curriculum-focused enrichment activities that build upon the academic concepts the students are working on during the school day. These interactive efforts and practice to reinforce school day learning each day is expected to lead to confidence, speed, improved skills, grades, and test scores. Eventually, the effort will lead to mastery as studies show spacing repetitions over time is a more effective strategy than back to back repetition.

STRATEGIC TARGETING - In addition to focusing on enrolling the most at-risk students, HB4545, and SPED students, ACE staff, teachers, and the ALC will analyze real-time student-level data to recruit students and develop academic activities and support focused on each student, campus, and district needs. The individualized learning plans using DMAC and other data sources will provide specific areas for ACE staff to focus on for specific students creating a truly targeted recruitment and support services for each individual. This strategic targeting also will be used when it comes to focusing on which students will be enrolled in the HIT efforts, which will be limited to the students who need additional help beyond the tutoring and interventions occurring 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.

The Tri-Op ACE centers in this program will be housed at the 9 school sites and transportation needs vary by district and in some cases by campus due to ages, numbers of targeted students, and school location. These needs will be assessed by each district/ACE staff regularly and adjusted to ensure transportation is not a barrier to program participation nor that it creates a safety concern for students and families in any site. Because all sites are located at the schools, no transportation is needed to each center at the start of after school programming. For the elementary and middle schools, participants gather after school in the cafeteria, where they sign in to rosters, collect their snack, and then are dispersed to their specific ACE activities. Instructors lead students to the location of their programming, be it classrooms, labs, recreation areas, or other locations/facilities on campus. High school students respond directly to their programming following the school day or their other extracurriculars. For before school programs, students who are dropped off by their parents early before the start of school report to the cafeteria where they are provided homework assistance by skilled staff and other ACE activities after signing in.

TRAVEL HOME - Parents and guardians are required to discern on the ACE enrollment forms which method of transportation their child will use on a regular basis - pickup by a designated adult, walk home, or utilize school buses. ACE students are signed out daily by the parent/guardian required to show ID (the person picking up must be listed on the ACE registration form. Students will be dismissed when the approved parent(s) arrive at the school at the designated time. Each site will follow all district guidelines regarding bus transportation, use, safety, and behavior. Bus drivers for after school and summer programs will be hired the same way as regular school drivers.

SUMMER TRANSPORTATION - The process will be similar to the travel home, but in this case, buses will be provided both in the mornings and afternoons to safely transport children to and from each center site as needed. If students are picked up by parents, forms will have to be filled out stating the method of pickup. During educational field trips, district buses will be used, parents will sign approval documentations understanding and all typical transportation guidelines for all districts will be utilized, including requirements for hiring/utilizing bus drivers.

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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.

Santa Rosa ISD and Santa Maria ISD are both experienced with after school programming and the words ACE (Afterschool Centers on Education) has a positive connotation of academic success and enrichment at both districts. However, while there is knowledge and understanding of the program among the community and within the schools, staff turnover and the addition of San Perlita ISD will require the development of a new and expanded communication plan for disseminating information and ensuring as many people understand the purpose and accessibility of the ACE program. Due to its positive history both more recently and years ago at Santa Rosa ISD and Santa Maria ISD, the efforts will be easier, but still requires commitment and a plan. Overall, for all three districts involved in this ACE program, the efforts will be focused on a cohesive strategy for community outreach and media efforts. All three districts have committed to informing the community on district websites of the intent to apply and to include an announcement if the grant is awarded. In addition to those elements, press releases will be sent out upon award and the stakeholders, including the program director/specialist will attend the school board meetings to announce the award, and describe the locations for the centers and how parents can enroll their children.

In late summer, staff will host an orientation for parents and the community as well as include information via fliers, websites, announcements, signage, traditional media, and social media, about the program and the enrollment procedures for students at each listed location. The districts will also utilize Texas ACE branding and disseminate all information in Spanish and English to ensure reaching all parents in these districts that are as much as 95% Hispanic. The program's Advisory Committee will involve parents and community members, business owners, and other stakeholders to ensure awareness of the program, its locations at each district, enrollment procedures, and to support buy-in of the programming to enhance overall involvement. Communication between the districts and program partners also will be imperative so those organizations can also provide public 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)

Santa Rosa ISD and its LEA partners Santa Maria ISD and San Perlita ISD are located in a region where volunteers are available and can be valuable (and cost effective) assets to the staff serving these centers providing mentorship opportunities, experiences, and also by increasing the number of adults as compared to students. Thousands of Midwesterners make these areas and the Rio Grande Valley their home as Winter Texans. According to the most recent University of Texas-Rio Grande Valley research, as many as 100,000 of these Winter Texans are here from November through March and they desire to volunteer in the community and make a difference as this is their second home. Many of these retirees are educated and oftentimes retired educators, who also have significant knowledge to support enrichment activities such as gardening, painting, arts and crafts, and more. The Tri-Op districts will seek out these types of volunteers as well as others, including college students, through continuous and consistent recruitment efforts via social and traditional media, community outreach, and word of mouth. In SRISD, the local fire department will be offering volunteer firefighters to provide fire/cooking/barbecue safety for students.

According to a 2020 article published in the Journal of Youth Development, volunteers "connect organizations to their communities and enable them to offer services that might otherwise not exist." The study also states volunteers "provide many intangibles that cannot be easily quantified" and their contributions "improved organizational outcomes and/or achieved broader community and social impacts." Volunteers interested will be required to fill out an application that includes information about the volunteer's background, knowledge, and experience in school settings. Those selected to assist with the program will be fingerprinted and undergo a criminal background check (following each of the districts' procedures for volunteer involvement). New volunteers will be required to attend a full day of training/education prior to starting. Training and onboarding of volunteers will be led by the site coordinators and include focuses on district policies, classroom management skills, and creating lessons.

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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.

While this 21st CCLC program funding will be used for academics and enrichment, the Tri-Op (Santa Rosa ISD/ Santa Maria ISD/San Perlita ISD) will ensure all funding will supplement and not supplant the districts' current local, state, and federally-funded programs and activities, while making the best use of all funds to complement and build capacity to provide high quality after school and unique and innovative summer "camp" programs.

**LOCAL PROGRAMS/FUNDING** - A number of district resources not funded from the grant monies will be used for ACE, including building maintenance/cleaning, security personnel, snacks (meals), coordination with school day personnel/administration, and support/collaboration with the other district and campus programs. School facilities such as the cafeterias, gyms, outdoor fields and areas, classrooms, computer labs, libraries, specialty rooms and equipment such as iPads, laptop computers, and printers will be utilized by program students and staff. In addition, curriculum/testing/intervention software purchased and in use in the districts/schools, will be made available to all staff and students in the ACE program. In Santa Rosa ISD, the district receives an annual grant from the Methodist Healthcare Ministries foundation for its Get FIT (Families in Training) - a preventative program aimed at averting Type II diabetes, obesity and sedentary lifestyles for school children and their families. This funding will continue to be used for family engagement activities and involve parents and families for this ACE program. Bus driver/staff costs for after school and summer programs will be funded by the districts through local funding already budgeted.

**STATE/FEDERAL PROGRAMS** - The campuses in this application receive Title I funds at 100%. All 3 districts also received significant ESSER II and ESSER III funds. Santa Rosa ISD hired multiple academic interventionists with this funding and those will be utilized during teacher in-services and Friday planning days to meet with the ACE team members to assist in creating individualized learning and improvement plans for each student that also aligns with the school day. In addition, STEM labs were created and equipped in the elementary and middle schools through ESSER funding and will be utilized for after school and summer programming for all ACE students.

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.

Sustainability efforts have already been discussed and plans are in the works with all three districts to show the commitment to providing after school activities beyond the grant funding. However, it is also understood that replacing all funding to replicate this project in scope, size, and capacity is an unreasonable undertaking and reductions in programming hours, number of days programs are offered, types of activities offered/available, and number of targeted students would be necessary to continue high quality programming. There are ways to proceed and sustain some activities and meet similar objectives and SMART goals of the program specifically for academics, but it will require a significant undertaking from all districts and schools and ensuring continued partnerships and resources in existence and other that could potentially be added. Due to previous experiences and understanding of the impact made by after school and summer programming, Santa Rosa and Santa Maria ISD boards are committed to providing high quality after school and summer opportunities for at-risk students and their parents, who lack resources and activities. San Perlita ISD also has committed to this effort as well through an MOU created with Santa Rosa ISD for this application and project now and beyond grant funding. Efforts to raise funds through special events/activities and determine needs and activity offerings will be a priority to continue programming.

Utilizing data that indicates the most pressing needs, the TEA Sustainability Starter Tool has already been created by the team of administrative leaders at these districts. Needs for math, reading and science tutorials and supports were determined as of greatest need for students, and would cost roughly \$368,000 to continue beyond grant funding. In addition, wants for the program, to include STEM, aviation and robotics, would cost another \$125,000. With this knowledge, district and campus-specific strategies will be further developed, to include, but is not limited to both no-cost and fee-based programming. The sustainability committee will take into account economically disadvantaged students and could create a mixed cost program that would involve providing opportunities to a specific number of students who are unable to pay. Existing no-cost partnerships with UTRGV, Su Clinica, IRS, TSC, and more will provide sustainability to continue some of the specific activities and opportunities.

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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

Through this Tri-Op ACE program and due to the geography of the area being supported by the 3 districts, a number of partners (community based organizations and IHEs) have been identified that are new or already in the works that will provide at risk students in these 9 schools unique opportunities to expand their knowledge and experiences, while helping them determine their future decisions and goals. For each of these partners, MOUs are being considered and discussed in advance to address the submission of this application all with the intent to (1) improve academic performance, (2) SEL by embedding best practices and academic pieces, (3) improve school day attendance by embedding student engagement aligned with Weikart's Youth Program Quality Standards, (4) increase parent and family access to information and support, and (5) increase career and college readiness.

**WILLACY COUNTY YOUTH COASTAL ADVENTURES** - This nonprofit floating classroom is focused on providing students the experiences of the unique ecosystem of the Laguna Madre and a positive introduction to boating, will provide opportunities for students in all districts (currently not occurring during or after school for students at SR or SM) to experience water quality, marine wildlife, microbiology, instruments, and scientific methods all while on a 37-foot research vessel. Students in the ACE program at all 3 districts will regularly visit this facility and it will be used extensively for the themed summer camp programs, one of which will be at San Perlita with a focus on the careers and activities related to marine life/sciences. These various hands-on lessons, real-time experiences advance science, math, and reading skills and knowledge while also being popular among all student ages. The ability to spend time outdoors is the perfect use of ACE programming for these at-risk and ED students.

**BROWNSVILLE AIRPORT/AMAZON** - The Tri-Op ACE program will be partners in this joint endeavor that involves Texas Southmost College (TSC) and the Brownsville/South Padre Island International Airport offering certified drone classes in advance of Amazon drone delivery positions available in the area. This opportunity will be provided for ACE high school students to work toward certification in Drone aviation during after school time, if they have met certain attendance levels and improved their test scores. This is truly a unique opportunity for off site life experiences, and career interaction, leading to improved student engagement at this level often difficult to reach

**COUNTRY VET** - This veterinarian facility provides services for small and farm animals. The vet, through a new MOU, will provide job shadowing opportunities and other work-based opportunities for ACE students, specifically middle and high school students after school and in summer. This opportunity is not currently accessible for any students in the 3 districts, but would provide valuable experiences for college and career choice/preparedness.

**ADDITIONAL PARTNERS - SU CLINICA** - High School students in CTE Medical Assistant programs will job shadow and potentially intern at the nearby clinic. **STEMS ALUMNI INC.** - This nonprofit organization provides students the opportunity to learn about higher education. **UNIVERSITY OF TEXAS - RIO GRANDE VALLEY** - Multiple educational and SEL opportunities will come through this partnership, including STEM through its Hispanic Engineering, Science and Technology (HESTEC) and Social workers will provide SEL to ACE students at all campuses. **IRS - Volunteer Income Tax Assistance (VITA)** program provides HS students multiple skills that would enhance academics (math), career opportunities, and also support the community by providing them free tax help.

**CONTRIBUTING TO MEETING OBJECTIVES** - The core partnerships provide hands on STEM activities that will contribute to academic test scores and grades, increase attendance, while the drone and veterinarian partnerships add to life experiences and career knowledge that will impact the area's college preparation/success culture.

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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.

Commitment, consistency, and communication are the keys to coordinating after school activities with the regular school-day learning and curriculum to ensure alignment that leads to academic improvement of the participating students. Each Friday morning in Santa Rosa (4-day schedule part of the year where teachers use Fridays for planning, preparing and PD while students are off) for the ACE staff (including the Accelerated Learning Coach) to meet with teachers, school interventionists and SPED staff to align programming, create and evaluate individual academic plans and review regular school day lesson plans for full alignment of academics and hands-on enrichment activities. For the other 6 sites, these same meetings will occur every other Thursday with curriculum personnel. Meetings will include discussions about school day curriculum and areas where students are in need of additional hands-on support based on teacher experiences, knowledge, and analysis of various performance measures. Based on that data, individual student improvement plans will be developed using DMAC and IXL.

PROGRAM PRIORITY 1 - Between these 3 small districts and schools, there are several TEA initiatives active and operational. The purpose will be to integrate/share and combine them between districts and after school/summer to provide opportunities to ACE students they currently don't have, impacting student success. Santa Rosa and San Perlita are ECHS campuses. Santa Maria is a P-TECH campus. ACE HS staff will integrate these programs by offering college classroom experiences virtually where dual credit professors meet with the ACE students from all 3 districts together to expose them to what could be achieved with the hope to increase after high school expectations that include the possibility of attending college or a trade school. Work-based learning opportunities (Drone Aviation, Vet Tech, and Welding) will be developed and expanded for ACE students to participate even if not in ECHS/PTECH) especially during HS career and college focused summer camps (school).

In Santa Maria, blended learning is a new school model through the School Action Fund. All after school program staff will be trained and expected to integrate blended learning into the activities using classroom technology, small group stations, and labs for individualized experiences. The ACE staff will utilize these approaches to stations and technology especially with STEAM and literacy programming through small group, collaborative, independent, and online efforts. This will be part of the curriculum and lesson planning for ACE staff who are regular school day teachers versed in blended learning. Monthly training will occur between the districts' ACE staff members so blended learning can be integrated into the other 2 districts to support academic and engagement SMART goals.

PROGRAM PRIORITY 2 - All sites during the school day already incorporate the use of various TEA approved HQIM and these same materials whether online or in traditional formats will be available to ACE staff and the Accelerated Learning Coach (ACL), who all will receive initial and quarterly PD built around the use of these materials and best practices. All 9 sites will integrate its use of TEA HQIM including Amplify, Zearn Math, and BookNook (high school). All sites will utilize a TCLAS Decision 11 pull out model (3:1 individualized help) and HIT products for its HIT program using the 3 main TEA approved elements. Tutoring students in all grades will be pulled out of ACE enrichment programming for 30 minutes in groups of 3 and will utilize small group learning as well as online HQIM resources for their tutoring interventions and following their DMAC-based individualized learning plan. Also, once homework is completed, students (those not in HIT) will be provided Chromebooks to log into the appropriate HQIM based on their individualized academic plans created by the ALC. The intent is for this to adapt and accelerate learning for these students struggling the most by using the best materials out there.

In addition, the schools also have various other tools that will be integrated in after school and summer ACE activities. Among those are TEA approved Stemfinity for STEM-based activities, the TEA approved Walking Classroom as an innovative way to combine exercise with instruction, especially geared for morning programming, STAAR and TEKS aligned De Alba for math, and HMH Into Reading literacy instruction. Everything will be accessible to ACE staff daily, and integrated into the individualized student progress plans created by the ALC.

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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 |  |

**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) |  |
| <b>Grantee's total required ESSA PNP equitable services reservation (line 7 times line 2)</b>       |  |

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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. | <input type="text" value="1 - Project Director (FTE) to manage and oversee program at all sites"/>                             | <input type="text" value="\$85,000"/>  |
| 2. | <input type="text" value="9 - Site Coordinators (FTEs) 1 - Family Engagement, 1 - Project Specialist - AL Coach"/>             | <input type="text" value="\$500,000"/> |
| 3. | <input type="text" value="1 - Secretary (FTE) to assist Project Director"/>  | <input type="text" value="\$35,000"/>  |
| 4. | <input type="text" value="Extra duty pay - certified teachers/instructional aides/bus drivers - and pay for part-time staff"/> | <input type="text" value="\$579,225"/> |
| 5. | <input type="text" value="Benefits - 20%"/>  | <input type="text" value="\$239,845"/> |

**Professional and Contracted Services**

|     |  |                                       |
|-----|--|---------------------------------------|
| 6.  | <input type="text" value="PD/training for staff - Classroom management, safety, use of HQIM, and blended learning"/> | <input type="text" value="\$15,000"/> |
| 7.  | <input type="text" value="Willacy County Youth Coastal Adventures - community based nonprofit organization"/>        | <input type="text" value="\$5,000"/>  |
| 8.  | <input type="text" value="U Can 2 Driving School - Drivers' education for high school students"/>                    | <input type="text" value="\$12,000"/> |
| 9.  | <input type="text" value="School of Beats - Digital music engineering - PD for enrichment activity curriculum"/>     | <input type="text" value="\$7,500"/>  |
| 10. | <input type="text"/>   | <input type="text"/>                  |

**Supplies and Materials**

|     |  |                                       |
|-----|--|---------------------------------------|
| 11. | <input type="text" value="Supplies and materials for student educational/enrichment activities"/>                | <input type="text" value="\$92,800"/> |
| 12. | <input type="text" value="Supplies and materials for Parental involvement/Family Engagement events/activities"/> | <input type="text" value="\$20,000"/> |
| 13. | <input type="text" value="Items for Site Coordinators, Project Director and program specialists"/>               | <input type="text" value="\$18,180"/> |
| 14. | <input type="text" value="Stemfinity - materials and equipment items for student STEM enrichment activities"/>   | <input type="text" value="\$30,000"/> |

**Other Operating Costs**

|     |   |                                       |
|-----|---|---------------------------------------|
| 15. | <input type="text" value="Transportation for students/family educational field trips and educational/enrichment activities"/> | <input type="text" value="\$49,800"/> |
| 16. | <input type="text" value="Transportation for students/staff and for staff to and from center sites as needed"/>               | <input type="text" value="\$75,000"/> |
| 17. | <input type="text" value="Nutritional snacks for Family Engagement activities/special events"/>                               | <input type="text" value="\$13,500"/> |

**Capital Outlay**

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

Direct and indirect administrative costs:

**TOTAL GRANT AWARD REQUESTED:**

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**Appendix I: Negotiation and Amendments**

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

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

*You may duplicate this page.*

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

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

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

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