



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

RFA/SAS #

2023-2024 Nita M. Lowey 21st CCLC Cycle 12, Year 1

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.

To determine and assess district and campus needs in relation to after-school programming, a district wide needs assessment was conducted using the following data sources: community, staff, student, and parent surveys, Parent Advisory Council feedback, Campus Administration input, District Improvement Plan, Campus Improvement Plans, and student academic achievement data including TAPR reports, STAAR scores, campus demographics, retention rates, and the percentages of special populations (ELL, At-Risk, Special Education, Migrant, Homeless, Foster). The needs assessment team included the Director of Student Support Services and Federal Programs, Assistant Superintendent of Curriculum and Instruction, Family & Community Engagement Coordinator, Extended Day Program Coordinator and Facilitator, District Data Coordinator and Extended Day Program staff. Stakeholder survey data supported the following statements in more than 60% of the responses: 1) The needs of the local community have grown significantly over the past two years. 2) The student population with the greatest need for academic support is 3rd-5th grade. 3) The skills that after school programming will positively impact are character building, responsibility, leadership, problem solving, confidence and friendship building. 4) If given the opportunity to participate in an after school program, I would get the chance to try and experience new things. 5) Afterschool programming would help children achieve in school and provide a safe space to go after school. Stakeholder survey participant data indicated that 93.3% were English speaking Households, 35.9% of students have 4 Year College plans for after high school, 67.8% were from two-parent households, 80% are working families, and 53% found inadequate availability of afterschool programming in their local community. Based on the results of the needs assessment, Harlandale ISD proposes to implement the ACE program at the following campuses in the detailed capacity below. Using the number of at-risk students as our variable, we propose to serve 5% - 30% of at-risk students per campus and of those students served by the ACE program, 20% - 30% of adult family members will be served throughout the program year.

Campus	Gillette ES	Morrill ES	Schulze ES	Vestal ES	Wright ES	Harlandale MS	Kingsborough MS	Harlandale HS	McCollum HS
# At-Risk	432	311	395	375	305	691	475	1160	1085
Proposed %	30%	30%	30%	30%	30%	10%	10%	5%	5%
# of Students	130	93	119	113	92	69	48	58	54
Proposed %	30%	30%	30%	30%	30%	30%	30%	20%	20%
# of Adults	39	28	36	34	28	21	15	12	11

Program will operate from school day dismissal until 6:30pm, Monday through Friday, and will adhere to the district approved academic calendar. Snacks and meals will be provided along with access to technology and necessary resources to support student academic success. Students who meet the needs-based criteria will be given registration and enrollment priority. As funding and program space allows, additional students will be added.

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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.

Harlandale ISD ACE Grantee-Level SMART Goals:

1. Improve Academic Performance in Reading: 70% of 1st- 8th grade ACE students will receive a score of 75% or better in Reading/English by June 2024 as measured by end of year report card grades. 75% of 9th through 12th grade ACE students will earn a score of 75% or better in Language Arts by June 2024 as measured by end of year report card grades.
2. Improve Academic Performance in Math: 70% of 3rd-8th grade ACE students will achieve "Meets" or better on the 2023-2024 STAAR Math test as measured by the STAAR test results. 75% of high school ACE students will achieve "Meets" or better on the 2023-2024 STAAR Algebra exam as measured by the STAAR test results.
3. Improve School Day Attendance: 80% of elementary students and 70% of secondary students who are identified as in need of service will meet or exceed the minimum regular student standard of 60 days, 120 minutes per day, of active program participation by May 2024 as measured by daily attendance data.
4. Improve Student Engagement in Learning: 90% of ACE students in grades 1st - 5th, who have 10 or more days of participation, will show an increase in teacher-reported engagement in learning by June 2024 as measured by collected Government Performance & Results Act (GPRA) survey data.
5. Improve Family Engagement: 80% of participating ACE parents/guardians will show an increase of 10% in participation in ACE offered family engagement events by June 2024 as measured by parent sign in and attendance sheets for monthly events.

To ensure the fidelity of program implementation, Harlandale ISD will use beginning of the year benchmark data as the baseline for measuring growth. Each center will use district benchmarks and state assessments to regularly monitor areas of growth in each SMART goal where applicable. Ongoing assessment data, such as student report cards, will be used to determine academic growth, increases in attendance, and positive behavior. All ACE supported enrichment activities will align with the TEKs, state standards, and school day curriculum. Student academic intervention needs will be addressed through the implementation of High Intensity Tutoring (HIT) and small group instruction. Harlandale ACE program will collaborate with district core content coordinators, facilitators, and instructional coaches to identify student achievement gaps and continually develop aligned enrichment curriculum. Each ACE Site Coordinator will use innovative, engaging enrichment activities to recruit, retain, and reflect student interest. Activity development will promote skill building, peer to peer relationships, character building, and student leadership. Monthly family engagement events will provide various opportunities for students to engage with adult family members and for adult family members to actively participate in their child's learning. Family engagement efforts will increase growth and development within the family unit by encouraging parenting classes, workshops, ESL/GED courses, and computer classes. To maintain program quality, all Harlandale ACE program staff will be background checked, fingerprinted, and continuously trained on district procedures and program expectations. The ACE Project Director will provide on-going training opportunities for each ACE Site Coordinator. Each Site Coordinator will provide on-going differentiated training opportunities for all levels of program staff and use data to align with the school day curriculum. Formal and informal stakeholder survey data will influence future staff training, activity development, and recruitment criteria.

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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.

Program evaluation data will include both formative and summative assessments to determine if progress was made towards the program SMART goals. Data samples will consist of student report cards, attendance reports, behavioral reports, student and family surveys, STAAR results and other district wide assessment data. Evaluation data will be used to examine individual student progress and make program improvements throughout the program year.

Internal program evaluation will be conducted by the ACE Project Director in conjunction with the ACE Site Coordinator with consideration of input from the campus administrative team. The evaluation process will include informal program walk-throughs, quarterly staff observations and usage of the ACE Quality Assurance Process data to monitor the quality of program offerings, youth-centered practices and high expectations of program staff. The TEA approved ACE Blueprint, MyTexasACE website, and Westat Educational Specialists will also provide guidance that will leverage the implementation of additional assessments that will influence staff training, activity development, and student recruitment efforts.

TEA statewide evaluation initiatives will be incorporated into the program evaluation model to provide continuous improvement. If evaluations do not show the desired progress, a root cause analysis on programs, materials, and partnerships used will be performed. The findings from the data analysis will guide program adjustments to ensure progress towards ACE program goals.

7. Statutory/Program Assurances

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

Check each of the following boxes to indicate your compliance.

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

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8. Statutory/Program Requirements

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

Harlandale ISD ACE program proposes to offer the following daily activities to improve student achievement and overall student success by coordinating with regular school day staff to address student needs and align program activities with campus curriculum. Our comprehensive plan is designed to incorporate and address all required components including increasing student academic achievement, improving attendance, behavior, and overall student engagement in learning. HISD ACE daily program operations are designed to impact all targeted grade levels. Daily program operational components are outlined below.

Welcome & Wellness	Academic Enrichment	Engaging Enrichment	College & Career Exploration
Student Attendance, Snacks/Meals, Mindfulness, SEL	Homework Assistance, Tutoring, HIT, HQIM, Interventions	Enrichment Clubs, Contracted Services, STEM, Recreation, Fine Arts, Service Learning	Guest Speakers, Goal Setting, Field trips, Leadership Development

Each ACE center will be staffed by a fulltime, highly qualified Site Coordinator who will manage the design and implementation of all center-level activities. The campus ACE Site Coordinator will oversee student recruitment, collaborate with school day staff, train frontline staff, ensure program compliance and contribute to the collection, coordination, and entry of all required program data. The ACE Site Coordinator will be responsible for implementing program activities that support overall student success, provide an emotionally safe learning environment, and emphasizes an open-door policy for families. ACE staff are expected to surround students with a community of support and provide intentional activities with an emphasis on targeted academic support, student interest-based enrichment, and robust family engagement.

Targeted Academic Support: Activities offered during academic enrichment will provide students with opportunities to participate in campus tutoring provided by certified teachers as identified by the campus, homework assistance from frontline program staff, High Intensity Tutoring (HIT) from certified master teachers, access to High Quality Instructional Materials (HQIM), and ELAR and Math interventions that incorporate engaging hands-on, TEKS based instruction. Academic Enrichment opportunities will also include providing games, activities, and projects that require students to practice grade-level appropriate skills in Reading, Math, Science, and Social Studies. Specific to secondary level students, targeted academic support efforts will include college, career, and military exploration opportunities, credit recovery, and academic interventions in addition to tutoring and homework assistance. Students will be provided with extended hours to meet with campus counselors for post graduation planning including two and four year universities, trade schools, certificate programs, and job placement. Students in all grade levels who receive special education services will have access to tutoring support, life skills, and peer to peer mentoring as detailed in their IEPs and additional service plans.

Student Interest-Based Enrichment: Enrichment activities offered will be created based on the results of the needs assessment and student survey data. Clubs and activities will also be offered based on the level of access to available resources and vendors. These activities will be TEKS aligned and provide access to STEM, Robotics, Fine Arts, and Recreational activities. Active participants in the ACE program will be surveyed on a quarterly basis to ensure that program offerings are reflective of student interests and ongoing campus needs. Students will also be provided with access to Social and Emotional Learning activities that assist students in developing supportive relationships, manage emotions, achieve personal goals, and make responsible decisions. Secondary level students will also be provided with volunteer opportunities within the district and local community.

Family Engagement: Families will be encouraged to participate in district wide initiatives such as Raising Highly Capable Kids workshop sessions, Parent Speaker Series and the annual Parent Symposium. To best serve working families, the Harlandale ACE program will mirror district wide initiatives during out of school time and supplement opportunities for families to be active participants in their child's learning through monthly family events, student showcases, STAAR preparatory workshops, College fairs, and the PASEO (Parent Academy for Student Education Opportunity) Scholarship program through Texas A&M University San Antonio.

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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.

The district will utilize readily available resources such as the Texas ACE Blueprint, MyTexas ACE website, TEA website and USDE website to support after-school activities that are research and evidenced based.

Academic Achievement: The district reviewed and studied the in-depth research practices and determined that a combination of the practices would best provide an educational and enrichment program that relates to the district's needs. "Common Practices in High Functioning Afterschool Programs" produced for the U.S. Department of Education helped the district to determine what practices best fit the needs of our students and how to implement those practices. "Afterschool Programs That Follow Evidence-Based Practices to Promote Social and Emotional Development are Effective", by Joseph A Durlak and Roger P. Weissberg, guided the district to understand four evidence based components that will be included in our programming. The four practices that will be evident in the district's program include staff training, active forms of learning, focused time allowed for skill development and explicitly defining learning objectives and outcomes.

Post-Secondary/Workforce: The district will partner with Alamo Community College District, Texas A & M San Antonio, UTSA and the district CTE department to provide evidence-based practices for students in relationship to Career and Workforce preparation. Activities, guest speakers and lessons will center around College and Career choices.

Positive Youth Development: To help participants develop positive character traits, the program will implement evidence based curriculum such as 40 Developmental Assets, character/team building activities promoting positive mindfulness and behavior traits. Social Workers will provide social/emotional support and activities.

Using a combination of these evidence based research presentations to create a well-rounded afterschool and summer program will help disadvantaged and at-risk students succeed in school academically, promote regular attendance and improve behaviors that are crucial to student success.

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.

Transportation needs of students participating in the ACE program will vary by campus, from being picked up by an authorized adult, using the ACE provided bus transportation or walking home. Upon registration for the ACE program, families will decide on their preferred method of transportation for their students. For the safety of all ACE participants, it is the students responsibility to leave the classroom at school dismissal and check-in with the ACE Program staff at the designated location on campus. Check-in procedures will be reviewed with all participants and their guardians upon acceptance into the program. Authorized adults are allowed to check out a student from ACE programming by showing a valid picture ID or their ACE issued dismissal tag to the ACE staff member.

Participants in the ACE program will be provided the opportunity to use the district bus transportation system free of charge. Each center will be provided a bus route specific to the students registered for the bus. During bus dismissal, bus students will be escorted to the bus by an ACE staff member and verified by the bus driver that they are on the correct bus. Bus drivers will be provided with parent contact information in the case of an emergency. All regular transportation rules will be in place for students and staff when riding the bus. Buses will depart on a regular schedule and will drop students off at or near their homes. Students needing special transportation such as wheelchair access will be accommodated in coordination with the Special Education & Transportation departments.

For Summer programming, bus transportation will be provided both before and after the program operation.

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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.

Efforts to disseminate information to the local community regarding the ACE grant award will begin immediately following notice to the district school board and cabinet members. These efforts will include multi-media postings on the Extended Day Programs district website, district social media platforms (Facebook, Instagram, & Twitter), each campus website, and the district website homepage.

ACE program postings will provide families with information on program benefits, operational schedules, registration details, and departmental contact information. In addition to district level communication efforts, campus social media and communication apps such as Remind and Class Dojo will be used to disseminate information. All communication will be promoted in English and Spanish. Once awarded, campus open house events, community advisory meetings, and district wide family engagement events will also be used as opportunities to promote awareness of the program.

Additional methods of communication will consist of promoting the program on the campus marquees, providing paper brochures to each campus, and sending mass text messages, automated phone calls and emails through the district communications department. Regular, ongoing communication efforts will continue on a monthly basis by the ACE Site Coordinators via newsletters, text messages, flyers, and face to face conversations.

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)

Harlandale ISD Superintendent and School Board members encourage the utilization of volunteers in our educational system. Volunteers promote school and community partnerships, enhance enrichment curriculum, and help supplement district educational programs. Information for anyone desiring to volunteer within the ACE program will be available via the district website, social media postings, and outreach events. The ACE program will use qualified volunteers to work within the designated academic and enrichment rotations at each campus. Volunteers are encouraged to work within one of the following four rotations, academic enrichment, engaging enrichment, family engagement, and college, career, military exploration, that best fits their qualifications and interests. Volunteers are required to fill out the designated volunteer forms provided by the district Human Resources department and must be cleared by the human resources department before any services can begin. The volunteer may not perform any volunteer duties until the volunteer has provided the district a driver's license or other form of identification containing the person's photograph issued by an entity of the United States government and the district has obtained from the Texas Department of Public Safety all criminal history record information of the prospective school volunteer.

Once cleared, the volunteer is able to work under the supervision of the campus ACE Site Coordinator. Upon arriving to volunteer, the volunteer will follow the established guidelines set forth by the ACE Site Coordinator and district safety guidelines. The ACE Site Coordinator will be responsible for assessing the qualifications of each volunteer and assigning the volunteer to the rotation activity that matches their area of interest and expertise. The district and Extended Day Program Leadership will seek and train volunteers for specific areas of need and interest to promote a well-rounded program. Types of volunteers would include college students, grandparent groups, community social organizations, local fraternity and sorority organizations, parents and local businesses.

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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.

Harlandale ISD will coordinate the use of federal, state, and local programs at each of the ACE centers throughout the life of the ACE grant by providing the following: coordination and collaboration of staff, parent and staff trainings/workshops, campus and community resources, monitoring and program evaluation; recruitment and retention of high quality staff, technical assistance, and creating safety plans for all centers that include training staff, students and parents on school safety protocols. Harlandale ISD will work closely with other district programs and personnel to ensure that all students are equally served. Harlandale ISD envisions these cross-collaborative partnerships with Title I, Title II, Title IV, and IDEA-B departments to provide: staff development; extra duty pay; supplies and materials; family and community engagement; enrichment opportunities; transportation; and food service. Harlandale ISD will partner with locally funded, in-kind district resources such as the School Safety & Emergency Management Committee, School Health Advisory Council (SHAC), Maintenance & Operations, CCMR, Counseling, and Social Work Coordinators, Food Services, Transportation, CTE and GT, and the HISD Curriculum and Instruction staff to provide safety planning & awareness, SEL and self-regulation, transportation and facilities access, supper program, and curriculum building for our 21st CCLC grant programs. Harlandale ISD will expand its Mental Health grant resources to extend SEL and trauma informed care practices to our HISD after-school programs by offering group or one-on-one therapy sessions for those students in need or experiencing a crisis. Harlandale ISD will also utilize our partnering community organizations including Family Services, Texas A&M San Antonio, HISD Care Center, Meadows Foundation, SAMSAT, and Earn-a-Bike to provide community engagement and training opportunities for the whole family unit. Collaborating with these departments and community partners, will positively impact the ACE program objectives and goals of improving at-risk students' academic achievement, attendance, behavior, and future college, career and/or military goals.

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.

Harlandale ISD has developed mutual and long-lasting community and district-wide partnerships to ensure the sustainability efforts of our after-school community learning centers. Because the ACE 21st CCLC grant will be housed and supervised by the Federal and State Department, the District will co-mingle federal Title I, Title III, Title IV, THECY funds and local City of San Antonio funds.

Harlandale ISD understands the importance of sustaining this grant and what it provides for our students, our families and community. Harlandale ISD Board of Trustees and Cabinet stand behind our ACE 21st CCLC program initiatives and goals. They are prepared to support our programs by partnering with new community agencies to offer in-kind financial support and/or services.

For sustainability purposes, the ACE Project Director will create an ongoing asset and resource gap analysis prior to the grant award ending. This data review will guide Harlandale ISD in developing its sustainability plan by focusing on existing community and district partnerships and developing new partnerships that can help sustain the ACE 21st CCLC capacity for continued sustainability and growth.

The grant gap analysis report that will help to develop the sustainability plan will include: Cost analysis to sustain the program staffing, supplies, materials, professional development, and transportation; continuous improvement of program goals and objectives; short- and long-term needs; strategies for coordinating federal, state, and local funds; recruitment, retention, and capacity building of community volunteers; research of in-kind donations; federal and local grants to help offset the cost of operations; and fiscal and non-fiscal resources that will be available towards the end of the grant cycle to provide program sustainability.

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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

Harlandale ISD has successfully gathered a diverse selection of partners who are committed to the design of a well-rounded program and partnership. These partners will provide students with engaging enrichment, academic support, and college, career, and military readiness opportunities. The partnerships detailed below will be implemented and sustained throughout the life of the grant with plans for sustainability at the completion of the grant cycle.

Boys & Girls Clubs of San Antonio (BGCSA): The BGCSA partnership will provide in-kind staff, programs, tutors and resources that support program development, enrichment activities, and the closing of student academic gaps specifically in the areas of Reading and Math. BGCSA is committed to supporting the Harlandale ISD ACE program through community outreach to its organizational partners, donations, and providing access to the BGCSA local clubhouses for student interested based enrichment extension opportunities.

Earn-A-Bike (EAB): EAB is non-profit youth development program that works with schools and parents to incentivize student engagement in positive behavior, reducing absenteeism, increasing academic performance, and adopting healthy living habits. Students participating in the EAB program will complete a series of lessons centered around health and wellness activities such as journaling, mindfulness, and bike safety. At the completion of the series, students and their families will build a bike, complete a bike safety course, and partake in a family bike ride. EAB is committed to supporting the Harlandale ISD ACE program by providing volunteers, supplies & materials, bikes and biking curriculum at minimal costs.

Family Services: Family Services works to address the social determinants of health that affect individuals and families served through a trauma informed care lens. Under the education pillar, Family Services addressed early childhood education and development, enrollment in higher education, high school graduation, and language and literacy. Family services is committed to supporting the Harlandale ISD ACE program by providing STEAM projects, social emotional learning and college/career pathways.

SAMSAT: The San Antonio Museum of Science and Technology seeks to expand San Antonio as a global technology leader and unlock the potential of all students, families, and traditionally underrepresented communities in STEM. SAMSAT is committed to supporting the Harlandale IS ACE program by facilitating the Esports curriculum and additional STEM based enrichment opportunities to participants at minimal costs.

Additional partners who are committed to partnering for services and activities include Texas A&M Agrilife, Alamo Community Colleges, United Methodist Health Systems, SMASH Dance Company, San Antonio Sound Garden, Diversified Youth Services and Black Stallion Boxing. Each additional partnership is committed to providing in-kind contributions, participating in community-outreach activities, supporting program sustainability, and when possible offering activities to students and families for free or at a reduced cost.

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8. Statutory/Program Requirements (Cont.)

9. Describe how the program will coordinate with school-day to ensure that measures of student success align with the regular academic program of the school and the academic needs of participating students.

- a. If applying for Program Priority 1- Program Integration, include a description of how the grant program will integrate with other TEA initiatives designed to accelerate learning and increase specific academic student outcomes.
- b. If applying for Program Priority 2 - Accelerated Learning, include a description of how the grant program will integrate supplemental HQIM and HIT product use.

The Harlandale ISD ACE program will collaborate with district-wide initiatives and align program offerings with school-day academic learning to ensure that measures of student achievement are supporting the needs of participating ACE students. ACE Site Coordinators will have access to district-wide data reporting and assessment systems such as Eduphoria, Lead4ward, Freckle, Circle (PreK & Kinder), TPRI/Tejas LEE, and RenSTAAR (Renaissance). ACE Site Coordinators will also have access to Ascender where student demographic, grade, household, and PEIMS data is stored. ACE program activities will follow the TEKs and align with the district pacing calendars per grade level and subject area. Contracted service vendors will be provided with the yearly pacing calendars in an effort to align their curriculum and enrichment offerings to relevant student learning. Program activity and lesson plans will be submitted and vetted through the ACE Project Director with guidance from the Curriculum and Instruction department content coordinators. Activity and lesson plans will be checked for grade level appropriate TEKs alignment, reasonable and necessary use of grant funds, targeted academic support, and reflections of student interest.

ACE Site Coordinators will be required to regularly meet with campus administrators, attend campus Professional Learning Communities, join the campus attendance committee, and participate in all Trauma Informed Care/Mental Health training. Serving as an integral part of the campus community and collaborating with the campus administration will strengthen the flow of communication and support for program initiatives.

Program Priority 2 - Accelerated Learning:

Harlandale ISD ACE program will implement High Intensity Tutoring (HIT) with an emphasis in Reading and Math for a intentionally targeted number of students per ACE center. Each HIT group will be led by a district identified, Master Teacher at a ratio of 3 students to 1 instructor. Based on academic assessment and survey data, the Harlandale ISD ACE will offer HIT in the following capacities:

Grade Level to be Served	Targeted Subject Area	# of Target HIT Students	# of HIT Master Teachers
2nd - 3rd	Reading	18 per campus	2
6th - 7th	Math	9 per campus	1
10th - 11th	Math (Algebra)	9 per campus	1

HIT Master Teachers will be responsible for assisting in the identification and recruitment of students most in need of interventions. HIT will occur three (3) times per week for 30 minutes per session. HIT Master Teachers will incorporate High Quality Instructional Materials (HQIM) such as mClass, Zearn, Amplify, and BookNook into their tutoring sessions. HIT students will be provided with access to technology (ipads and laptops), headphones, and additional manipulatives as necessary. ACE Site Coordinators will meet with HIT Master teachers on a six-week basis to examine student progress data and make recommendations and adjustments as necessary. HIT data collection will include student report cards, classroom teacher survey data, and participation data from used HQIM.

HIT SMART Goal: Adhering to the HIT model, students receiving HIT will show an increase of 2% in Reading and/or Math per grading period over the course of the academic school year as measured by each six-week report card grades.

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

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

Table with 2 columns: Description and Input field. Rows include: 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), and Grantee's total required ESSA PNP equitable services reservation (line 7 times line 2).

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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.	Salaries/benefits for required grant positions (Project Director & Program Specialist)	\$155,000
2.	Salaries/benefits for required grant positions (9 Site Coordinators)	\$555,025
3.	Professional Staff - Extra Duty Pay/Benefits	\$260,000
4.	Support Staff - Extra Duty Pay/Benefits	\$130,000
5.	Administrative Assistant (Split-Funded)	\$19,000

Professional and Contracted Services

6.	Contracted Services for Academic & Enrichment Activities	\$210,050
7.	Contracted Services for Student & Family Engagement Activities	\$71,950
8.	Staff Development & Training	\$25,600
9.		
10.		

Supplies and Materials

11.	Grantee Level Supplies & Materials (Project Director & Program Specialist)	\$22,000
12.	Site Coordinator Supplies & Materials (9 Site Coordinators)	\$50,000
13.	Student Supplies & Materials	\$174,575
14.	Family Engagement Supplies & Materials	\$40,000

Other Operating Costs

15.	Student Transportation	\$21,250
16.	Travel Costs for Professional Development (All Program Staff)	\$28,000
17.		

Capital Outlay

18.	N/A	
19.		
20.		

Direct and indirect administrative costs:
TOTAL GRANT AWARD REQUESTED:

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

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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