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 **Palestine ISD**

Campus name **multiple**   CDN **001-907** Vendor ID **1756002185** ESC **7** UEI **JBRTVM1DC9L**

Address **1007 East Park Avenue**   City **Palestine** ZIP **75801** Phone **(903)731-8000**

Primary Contact **Shanna Marshall**   Email **smarshall@palestineschools.org** Phone **(903)731-8000**

Secondary Contact **Chris Kiser**   Email **ckiser@palestineschools.org** Phone **(903)731-8000**

2. Certification and Incorporation

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

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

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

Authorized Official Name **Jason Marshall** Title **Superintendent** Email **jmarshall@palestineschools.org**

Phone **(903)731-8000** Signature *Jason Marshall* Date **01/20/2023**

Grant Writer Name **Shanna Marshall** Signature *Shanna Marshall* Date **01/20/2023**

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

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3. Shared Services Arrangements

Shared services arrangements (SSAs) **are** permitted for this grant.
Check the box below if applying as fiscal agent.

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

4. Identify/Address Needs

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

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

Needs Evaluation: The community needs and available resources of Palestine ISD (PISD) and Palestine, Texas were evaluated in several different ways including reviewing data reports, holding forums and meetings, and conducting interviews and surveys. The established Advisory Commitee, consisting of PISD administrators, district-level directors, ACE grant staff, lead teachers, parents, and community members, disaggragated the data and used the results to inform decisions about the grant programming, goals, and budget. Discussions and feedback from the committee were catalysts to diving deeper into additional relevant data that would help establish and address the root cause of these needs. State reports, namely the 2020-21 Texas Academic Performance Report (TAPR), were reviewed along with other school day grade reports, discipline reports, campus-specific attendance records, and current PISD Cycle 10 21st CCLC data reports to inform decisions. Surveys were applied to PISD parents, students, and staff. Palestine ISD held two community forums as well as hosted a Regional School Safety Conference in July 2022 which addressed afterschool. Meetings with community entities including Palestine YMCA, Palestine Public Library, City of Palestine, Anderson County Extension Agency, and Trinity Valley Community College provided insight, feedback, and an opportunity to compare data, identify resoures and set common goals.

Results: Stakeholders and committee members agreed that there is an overwhelming need for afterschool and summer programs at Palestine ISD. Our school district is 80.2% economically disadvantaged with campuses being close to that number. Our At-Risk percentage is over the state average on all campuses except one which is only below that by .1%. We have a diverse demographic population(43% Hispanic, 26% African American, 26%White), but most with similar family needs. Our parents work, sometimes at two jobs, but according to the City of Palestine's Economic Development Report, over 41% of households make less than $30,000 per year. Our families have limited resources and students often times come to school hungry. Parent surveys show a need for safe,free after school care where their children can get help with homework and participate in activities that build confidence, self-esteem, and promote mental wellness.

Proposed Program: Academic needs will be addressed using HQIM and High Impact Tutoring along with homework help and school day aligned activities; Enrichment classes will be high-interest and engaging; Parent engagement activities will be intentionally planned to connect home and school. Targeted Participation Numbers: Academic data was cross-referenced with parent surveys, school community interviews, and budget tables to aide in the selection of targeted student and adult family numbers for the grant. The percentage of STAAR failures on each campus was compared to parent responses on afterschool student attendance consistency. Staffing and budget helped to drive final decisions for target numbers.

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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.

In order to have high-quality programs, we must have established, meaningful goals with ongoing benchmark measures to instill continuous improvement. The Summative Grant-Level SMART goals for Palestine ISD will be assessed not only at the end of the year, but also at quarterly progress checkpoints implemented for each goal to aide in its success. The information gathered from the checkpoints and summative data will allow us to find gaps, foster ideas for future planning, and provide data to make ongoing adjustments to help students succeed. The Texas ACE Blueprint and Quality Assurance Process provides a framework for goal setting and progress monitoring. The first two SMART goals are academic goals to improve performace in Reading and Math. Each campus will gather information from its specific benchmark assessments including Beginning of Year (BOY), MIddle of Year (MOY) and End of Year (EOY) assessments. We will also check the TX21st data tracking system for attendance trends as students progress to meet the 60-day goal. Lastly,we will track HIT tutoring attendance and completed lesson data. Goal 3 to improve school day attendance will have checkpoints each six weeks using campus school day attendance reports compared with ACE participant attendance reports in TX21st. 96% was set as the goal since the district budget is built using that percentage. Goal 4 for student engagement in learning will rely on teacher and student feedback. Interviews and surveys will be given to targeted students and staff at the end of each six weeks. Goal 5 to increase family engagement will use monthly ACE parent event attendance data which will be charted, analyzed, updated monthly, and shared with stakeholders.

Key Strategies in vital areas which will play a part in goal setting and progress are:1)Student recruitment begins with targeting students with the highest need. We begin using academic data as the driving element cross-referenced with family need as well as student social/emotional needs. Key strategies for retaining students are: giving them a voice and choice in enrichment classes, building strong connections, and providing age-appropriate incentives for attendance 2)Engaging with adult family members effectively can foster an impactful connection between parents and students and their education. We communicate with adult family members using the most effective method possible. This is determined by visible activity and responses. Parent Square is our district-wide communication platform which also allows us to set up ACE family groups and customize messages, links, and information. Most parents choose the text alert option which is extremely useful since most people have their phones with them at all times. Getting to know families is important to understand what activities and times work best for events. Focus groups and personal invitations are ways to connect on a deeper level in smaller settings. 3)Recruiting quality staff begins with marketing the program in a positive, exciting way. Holding informational sessions and attending teacher meetings can attract good teachers. Incentives such as extra duty pay and classroom supplies and materials are draws for interested staff. PISD ACE programs have become seamlessly embedded into our campuses with the site coordinators' offices being there and having daily interaction with teachers, students, and staff. 4)Ensuring strong programs has many key strategies including building strong relationships, securing a safe environment, academic alignment, student voice and choice in enrichment, and using a research-based assessment tool such as YPQA. 5)Aligning with the school day can be done by collaborating with school day teachers, attending staff meetings, holding planning sessions to target needed objectives and extend lessons using different innovative methods; sharing curriculum, notes, and student progress. 6)Monitoring fidelity of program implementation can be done with routine observations, regularly checking program reports for programs like HIT and providing feedback.

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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.

In the event that the a benchmark and/or summative SMART goal does not show progress, Palestine ISD ACE will use required state activities to incite positive change. ACE program management personnel will each have a TEAL account with access to the TX21st CCLC Student Tracking system. Site coordinators will keep center and activity information current ensuring that attendance is entered at least weekly, but preferably daily. This keeps the reports valid and usable for program evaluation and improvement. The Resources for Learning's Quality Assurance Process (QAP) is an invaluable tool that provides clear, real guidance and leveled expectations of program components. PISD ACE will collaborate on these quality indicators, submit on time, and use results to find and address gaps and/or be a catalyst for new ideas and best practices. A strategic plan will be written at the grantee level and will be thoroughly reviewed annually. It will be comprised of center-level program components and data and will serve as a living document being updated as necessary. PISD ACE will cooperate fully in completing the required local evaluation reports provided by TEA to be compiled for the statewide performance on federal GPRA measures. This data will be accurate and submitted in a timely manner. The project director, site coordinators, and program specialists will take advantage of the valuable training opportunites offered by TEA and will make all efforts to attend OSTICON and other ACE specific trainings. Technical assistance specialists will be consulted as needed We must be prepared to do the work required to succeed and adjust our processes if we fall short. TEA's Texas Accountability Intervention System(TAIS) brochure document states that "Success requires purposeful actions and thoughtful planning based on analyzing data, determining needs, developing targeted plans for improvement, and monitoring the implementation and impact of those plans to ensure a focused data-driven approach."

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.

Program activities at the five Palestine ISD Texas ACE Centers will be intentionally planned using quantitative data from academic reports and also using qualitative data from student interest surveys as well as parent surveys and interviews. A logic model for each campus will be developed as part of the PISD Texas ACE Strategic Plan and will show needs, assets, goals, inputs, and outputs in important grant component areas, such as academics, enrichment, and family engagement. The logic model along with stakeholder feedback and collaborative efforts at the center level will help to drive activity development and planning. Program activities may be academic or non-academic as long as they are addressing an established need or interest. ACE activities will provide extra time for academic assistance and tutoring and will strive to eliminate obstacles for students and families by offering equitable access to programs and opportunities that they would not be able to experience otherwise. PISD Texas ACE activities are designed to meet campus needs assessment goals and will be offered for at least 155 days until 6pm 5 days a week.

Targeted academic support: The academic needs of targeted students will be determined using data from STAAR/EOC tests, CBAs, and six-week progress reports. Many students suffered learning loss during the Covid pandemic and need additional supports in efforts to catch up. Palestine ISD will implement High Impact Tutoring (HIT) using TEA-approved High Quality Instructional Materials(HQIM) at four of the five centers. Tutors will be consistent and will be trained in the HQIM used. Targeted students will participate in HIT for at least 30 days for 30 minutes three times a week. The student to teacher ratio will be no greater than 1:3. Research shows that when implemented correctly and used with fidelity, the HQIM and HIT can help students make significant gains on state testing. Site coordinators will work with teachers, tutors, and administration to monitor and disseminate data on usage and program implementation. HIT will be scheduled to rotate with another academic support activity so that students complete an hour of academics each day. Other targeted academic supports will be data-driven and specific to the needs of targeted students. Hands-on, interactive activities will be used to expand on objectives taught during the regular school day and offer students a different modality of learning. Homework help will also be offered daily to ACE students. Academic objectives may also be taught through fun, engaging classes such as book clubs and math and science clubs. A part-time position for a program specialist for accelerated learning will be hired to oversee and manage the implementation of targeted academic supports to further ensure quality programming and student success.

Student interest-based enrichment: Student surveys will drive the development of campus enrichment activities. The top activities from the most recent student surveys per campus were: Northside Primary: Art, Physical Activity, Cooking; Southside Elementary: Sports and Dance, STEM, Cooking; Story intermediate: Sports, Archery, Cooking, Math Hoops; Palestine Junior High: Morning Coffee Talk/Current Events,Soccer and Tennis Club, Cooking, Gaming; Palestine High School: CTE classes (most specifically Welding), Tennis club, Math Assistance. Site Coordinators will work with staff members, partners, and community members to best fulfill the desires of the students for enrichment. 4H enrichment opportunities will be developed in coordination with Anderson County Extension Agency. This is an existing Cycle 10 partner, but the pathway of Food and Nutrition will be added to expand our current 4H offerings. We will specifically explore the Food Challenge curriculum. This could carry over into Family Engagement for a fun family event that would create opportunity to build parent/child connections. A new partnership with the Palestine Youth Sports Organization will explore ways to implement youth sports leagues at no cost to ACE families. Practices and games will occur during the afterschool program. When students are able to participate in an activity that they enjoy and look forward to, they don't want to miss school. Student interest-based enrichment can help improve school day attendance, behavior, and ultimately, overall academic achievement.

Family Engagement: Research suggests that regular, ongoing family activities can positively impact a child's school experience and improve his/her achievement. "Parent participation is the leading predictor that supports students' academic success, regardless of race, socioeconomic status, ethnicity, or cultural background" (Mapp, Harvard Graduate School of Education). Family Engagement will continue to be a focus in the PISD ACE community. The full time program specialist for family and community engagement will lead the initiative. Each ACE center will hold at least one parent event monthly along with quarterly whole-district ACE family events. These activities will be specifically designed to meet specified needs including Adult English classes, family wellness activities, and other activities that encourage parent/child connections.

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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.

Palestine ISD Texas ACE will use best practices and evidence-based strategies to positively impact students and will work to stay current on innovative, improvement research. The ACE team will use the best practices briefs on the MyTexas ACE website and TEA produced guidance to steer planning. A collaborative, data-driven approach to activity development will be utilized. Activities will be developed and implemented after stakeholder groups gather and analyze relevant data to ensure the intentional design of program elements which will lead to reaching established program goals. Curricula and focused materials decided upon for use in the ACE program will be reasearch-based which includes the TEA High Quality Instructional Materials. These materials, when used with fidelity, will close gaps for students in state testing and advance academic performance. We will use the most highly qualified teachers for academic interventions as well as for classes preparing students for college or career after high school. CTE classes with accredited teachers can help students obtain certifications and licenses before graduation at no cost to the student or family.   For tutoring and targeted supports, tutors will be well-trained in the HQIM that they are teaching. Low teacher to student ratios is a best practice that we will use in our ACE programs. Our HIT classes will be a maximum of 1:3 while other ACE classes will not exceed 1:15. Providing a safe, secure environment is one of the most important best practices that affects student performance. According to Scientific Learning, "...learning environment can have great effects on the emotional responses and an serve to either support or impair the learning process." (Walker, 2011). Existing safety plans and procedures including each center's ACE Safety Self-Assessment as well as the grantee-level safety plan will be reviewed updated at least once a year. Procedures to ensure optimal safety of students will be maintained, monitored and, adjusted when necessary. These include, but are not limited to, building safety, dismissal procedures, and effective attendance measures.

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.

Palestine ISD will provide transportation to each of its five centers daily after school at 6pm and in the summer during the 25 days of programming. There is a documented need within our school community for district busing. Most of our parents work each day and rely on the services of the school. We also have many parents and guardians who do not have the means to transport their children to and from school campuses and are lacking a reliable vehicle and/or a driver's license and insurance. PISD does not have neighborhood school campuses. Each of the five campuses named as centers in this grant application are on highways or major streets which poses potential safety concerns. In addition, Palestine ISD not only serves students inside our city limits, but also many students who live outside the city limits. Four different buses travel over 20 miles out of town in four different directions. All ACE students who choose to ride a bus will be allowed to do so after the Texas ACE program daily. A designated transportatoin dispatch in the PISD maintenance and operations department will be availabe during the afterschool program delivery times and will remain so until all ACE students have been delivered safely home and all ACE buses have returned back from their routes. Each site coordinator will have the direct phone line number to the dispatch to communicate any changes, needs, or concerns with daily student transport. Bus monitors will be placed on bus routes where needed espcially in cases of delivering our youngest students home from school. Effective transportation procedures are imperative to student safety, therefore, each campus will review its campus level procedures for afterschool program busing and will make any necessary adjustments to procedures in order to ensure students get on the correct bus and are safely delivered home. These procedures will vary from center to center, but will be age appropriate. PISD Texas ACE has a thorough Afterschool Transportation Plan that will be reviewed and updated annually and communicated to all stakeholders.

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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.

Palestine ISD and each of its five Texas ACE centers will disseminate information directly to the commmunity in a variety of ways. Information dissemination for action will be aimed at those individuals and groups who are directly associated with project goals and needs. This group will include targeted parents, students, teachers, grant staff, ACE advisory team, community partners, PISD administration, and school board members. Information about center ACE programs, locations, times, and activities will be organized within each site and distributed, first and foremost, through our district Parent Square network and social media page. These two outlets have proven to be the most effective ways to reach stakeholders. We will also provide orientation meetings, flyers for backpacks/Monday folders, emails, and one-to-one phone calls to targeted families. The district webpage has a visible Texas ACE tab and will be updated regularly. All literature will be provided in English and Spanish. ACE program details will be highlighted each week in the student-produced "Wildcat Weekly" district newsletter. Each center will have ACE information and brocures easily accesible to parents visiting the campus. Efforts will be made by the site coordinator, family engagement specialist, and/or campus principal to contact any targeted families who do not respond in a timely manner to make sure they understand the opportunities offered by the Texas ACE center. Additionally, information dissemination for awareness will be aimed at those people who do not require a detailed knowledge of the program, but it would be helpful for them to be aware of project activities and overall outcomes. This group includes members of the city and community who are not already partners, local civic clubs, the local newspaper and radio station, and churches. These individuals could pass along general program information to others and possibly become potential partners. ACE branding will be used on all communications.

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)

Palestine ISD will use volunteers in activities carried out through the community learning centers. During the 2021-22 school year, one of our ACE centers identified a need for mentors and we made it a priority. Several students were struggling post-Covid, needed connections. and inspirations to be their best. In coordination with the Palestine Ministerial Alliance, which consists of about 40 area pastors, youth directors, and church leaders, our intermediate school has developed a thriving mentor program. We held three initial vision and planning meetings that included ACE leadership, campus and district administration, parents, Minsterial Alliance members, and other community members. A plan was put in motion on our intermediate campus in January of 2022 and it has now doubled with having over 50 mentors volunteering during the 2022-23 school year. Each mentor has three to five students that he or she sees one to two hours per week. Efforts are made to match students and mentors based on interests, personalities, and opportunities. Volunteers fill out an application and go through a screening process which invloves an interview and criminal background checks. Once cleared and approved by the PISD Human Resources department, the site coordinator and mentor lead spend time matching volunteers and students. Each volunteer must also attend mentor orientation where they are instructed on school day regulations, dress code, ethics, and other relevant topics. Quality volunteers can directly affect sustainability and we plan to expand our successful mentor program to other ACE campuses this year.
In addition, disrict administration approved that Palestine High School students may volunteer in the afterschool program to reach any required volunteer or community service hours.

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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.

Palestine ISD is a Title I school and as of date receives federal funding through sources such as Title I Part A, Title II Part A, Title III, Part A, Title IV Part A, IDEA-B, an Carl Perkins. While these funding sources serve as invaluable assets to student learning, they are generally utilized during the course of the regular school day. However, when these resources are able to help in meeting the goals and objectives of the Texas ACE program, they are often shared. 94% of Palestine ISD Texas ACE teachers are also PISD regular school day employees so the materials purchased through other funding sources are readlily available. These shared teachers also receive trainings paid for with other local, state, or federal funds on relative topics including special education, health and safety, student confidentiality. That knowledge and skill is carried over into the afterschool program. Cost sharing opportunities are also used when necessary being careful to supplement, not supplant. Safe schools has been a recent focus and our district shares every component of our safety, maintenance and operations plan seamlessly within the afterschool program which includes our district police personnel. Our ACE programs are held in our current, regular school day buildings which are well-maintained and regularly checked for security, safety, and efficiency. Campus meetings are held regularly, that include ACE site coordinators, to analyze programs, resources, gaps, HQIM and HIT, and ways to extend learning opportunities. Food service personnel are shared, and our district is currently collaborating with ACE to bring the afterschool dinner program to our ACE campuses. Working together and coordinating resources is an important part of maximizing the benefits of programs and funding sources for optimal impact.

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

The district plan for sustaining grants is modeled after The Finance Project along with guidance from Texas ACE and TEA trainings. The timeline of sustainability for the community learning centers begins at the start of the grant cycle in year one. The planning and advisory team for the grant will meet quarterly and will develop a shared vision and strategies to gauge program activity effectiveness. As the grant progresses, stakeholders will use data, both qualitative and quantitative, to choose what is needed and/or wanted to be sustained, then a clear, comprehensive plan for short-term and long-term goals can be devised. Ongoing purchases of supplies and materials in the grant cycle can be strategic in aiding the most effective activities' sustainability. We will be able to seamlessly carry over many Cycle 10 grant materials leaving room for budgeted money to be used in other needed areas. Building capacity within our staff through training and professional development will help advance teachers and paraprofessionals. New and existing partnerships will work together with shared focus to find innovative, lasting ways to meet student needs. Palestine ISD is concluding the final year of the Cycle 10 21st CCLC grant. Through extensive planning efforts and cultivating key partnerships with community organizations, we will be able to continue at least one successful program or activity at each center; however, the current sustained programs cannot reach the scope of the needs of our many students and families who continue to rely on the school district for support. After school care and assistance plus the need for daily academic help and enrichment for many children remains a constant in our community. Without the program, too many PISD students will go home to an empty house or worse, with little to eat, and lacking the academic and social/emotional support that they need to reach their full potential. The Palestine ISD school board and administration ackowledges the impact of the Texas ACE program and has explored possible adjustments to campus and/or teacher schedules to allow for certain program activities.

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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

The Palestine ISD Texas ACE program has a planned partnership with three different community organizations. One of the partnerships is new while two others are existing, but looking to maintain and/or expand services. Each partnership is based on an established need and has common goals which helps in creating beneficial activities. Palestine Youth Sports Association(PYSO): The Palestine Youth Sports Organization is our city's youth sports league for boys and girls ages 5 - 15. The PYSO and Palestine ISD ACE share goals for positive youth development, teamwork, safety, sportsmanship/citizenship, learning a skill, and healthy lifestyle choices. Need: Students from low-income families do not have the money nor transportation to participate in city-organized youth sports leagues. Some children with siblings must take turns in participating each annual season. Student surveys show an overwhelming desire at all campuses to participate in various sports. Parent and family data indicate the need for free services that don't require extra transportation. Parents also reported a need for their children to have opportunities to build confidence, self-esteem, and promote mental wellness. Studies show that participating in sports can do just that. In fact, not only does sport participation build self-esteem, but research suggests that when sport participation begins during youth and adolescence, there is an improved physical and psychological well-being as they enter adulthood (Collins, 1998). A formal agreement has been made between Palestine ISD and Palestine Youth Sports Association to partner in collaboration to make a youth sports league or intramurals league available to targeted students free of charge during the ACE program and/or also offering them a significantly reduced rate for city-wide PYSO league participation. Palestine ISD ACE can purchase and inventory supplies and materials to be used in following years leading to possible sustainabilty. Another sustainable effort is for PYSO to train high school students and mentors to coach and referee. The district will permit the usage of school athletic facilities for this partnership. This program will originate for the first year at Story Intermediate which is the site that showed the greatest need. We plan to branch out to the other PISD ACE campuses following an evaluation of implementation at the Intermediate School. The activities proposed in this partnership are, as of the date of submission of the application, not accessible to students who would be served.

Palestine Public Library is an existing partner with shared goals of literacy for students and adults as well. This partnership is carried over from the Cycle 10 21st CCLC grant of which we are in the final year. We will continue sharing the Overdrive online library platform where students and families have access to both the school selections as well as the public library selections. There is a need for shared costs at this time for platform license renewal as well as expanding the available digital content. Efforts to partner on adult education classes will be explored. Anderson County Extension Agency (ACEA) is a current Cycle 10 partner with which we will broaden the scope of 4H activities offered that have been proven to build self-esteem and meet the student interest topic of cooking. An agreement will be updated to reflect the services expansion. 4H has proven to have many sustainable aspects so we are adding a larger scope of activities. A member of each of these organizations will be added to our ACE Advisory Council.

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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 Palestine ISD Texas ACE programs will use established, proven strategies to align afterschool activities with the regular school day to help students reach academic goals and student success markers. We will begin with aligning our grantee-level strategic plan with district and campus needs assessment data and improvement plans. We will continue with our monthly campus collaboration meetings which attendees include: campus site coordinator, campus principal, project director, program specialists for family/community engagement, mental wellness, and accelerated learning, lead teachers, and other relevant invitees. This is a regular opportunity to effectively monitor alignment, share data on targeted students, and plot progress checkpoints of shared goals. This ongoing monitoring ensures that 94% of our ACE teachers are also school day teachers so there is a seamless connection between components of the regular school day and the afterschool program. Site coordinators attend campus teacher meetings such as PLCs and grade level meetings where they can discuss student progress, identiify gaps, and develop ways to extend learning or teach a concept in a different way during afterschool.

For Program Priority 1, the Palestine ISD 21st CCLC grant program will integrate other TEA initiatives designed to accelerate learning and increase specific academic student outcomes. Members of the Steering Commitee held meetings to discuss the advantages of working together toward these common goals and researched possible options where program integration would be effective. Four main TEA initiatives were identified: Covid Recovery Instructional Materials Support (CRIMSI), Blended Learning Program (BLP), Pathways in Technology Early College High Schools (P-TECH), and TCLAS 11. 1)CRIMSI - Shared goals and coordinating high quality instructional materials - The district instructional materials used in our Kindergarten through 5th grade for Reading and Math are Amplify and Eureka (Great Minds). In the afterschool program, we are using mCLASS Intervention, an Amplify resource, and ZEARN, which is directly aligned to the Eureka curriculum resource. 2)BLP - The instructional materials used in the regular school day classroom and for intervention are delivered to students using both the face-to-face model of instruction and an adaptive technology-driven model. This model is integrated into the afterschool program design. mCLASS Intervention lessons are primarily face-to-face, but are based upon data from assessment. Data from the progress monitoring assessments yield lessons that are specific for student needs. ZEARN lessons are both available face-to-face and online, allowing for students to work in both ways. 3)PTECH - This high school initiative has several areas where integration with the 21st CCLC grant is appropriate and can help accelerate specific student outcomes. We will implement after school academic assistance sessions for students who are in P-TECH and need remediation to stay on target for success in the program: attendance, failing grades, TSI remediation, EOC success. Summer TSI Bootcamp will be offered out of school time for 8th grade students going to high school who have expressed an interest in the P-TECH Academy. This will be a two-week work session to prepare for the exam.

TCLAS 11 (Program Priority 1 and Program Priority 2) - 4 of our 5 ACE centers have implemented HQIM and HIT. This after school initiative works seamlessly in our current ACE program. We are using Amplify, Zearn, and Booknook with targeted students in a 1:3 ratio. Grant directors have monthly check-ins with TEA and each of the HQIM company representatives. Tutors are trained in the HQIM and implement with fidelity including progress monitoring. Participation data showed evidence of better student outcomes and more consistent attendance when the HIT was paired with a high-interest enrichment, like cooking or MathHoops, or incentives.

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)	
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

#	Activity	Amount
1.	Academic Tutors	72,000
2.	Program Management and Administration (PD, 5 SCs, Admin Asst)	425,000
3.	Program Specialists for HIT/HQIM; Family Engagement; Mental Health	130,000
4.	Extra Duty Pay (Professional and Support Staff) ; Benefits	525,600
5.		

Professional and Contracted Services

#	Activity	Amount
6.	Contracted Services for Activities unable to be fulfilled by center/staff - i.e. Swim lessons; safe	15,000
7.		
8.		
9.		
10.		

Supplies and Materials

#	Activity	Amount
11.	Supplies and Materials for Academic Activities and Student-Interest Enrichment	100,000
12.	Supplies and Materials for Family Engagement and Mental Wellness/ACE Counselor	15,000
13.		
14.		

Other Operating Costs

#	Activity	Amount
15.	Travel for employees - in state and out of state (OSTICON, approved conf, TEA trainings, etc	15,000
16.	Travel - Bus Transportation	60,000
17.		

Capital Outlay

#	Activity	Amount
18.	Library Books and Media - Overdrive online library (digital content); leveled library books	20,000
19.		
20.		

Direct and indirect administrative costs:	68,880
TOTAL GRANT AWARD REQUESTED:	1,377,600

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Appendix I: Negotiation and Amendments

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

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

You may duplicate this page.

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

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

Section Being Negotiated or Amended	Negotiated Change or Amendment

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