



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

Submitted 1/23/2023



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1. Applicant Information

Name of organization: Hays CISD
Campus name: [] CDN: 105906 Vendor ID: 1741587518 ESC: 13 UEI: jg1mqIng5zw6
Address: 21003 IH 35 City: Kyle ZIP: 78640 Phone: 512-268-2141
Primary Contact: Stephanie Norris Email: stephanie.norris@hayscisd.net Phone: 512-268-2141
Secondary Contact: Randall Rau Email: randy.rau@hayscisd.net Phone: 512-268-2141

2. Certification and Incorporation

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[x] General Provisions and Assurances [x] Lobbying Certification
[x] Application-Specific Provisions and Assurances [x] ESSA Provisions and Assurances requirements

Authorized Official Name: Stephanie Norris Title: Director of Fed Email: stephanie.norris@hayscisd.net

Phone: 512-268-2141 Signature: Stephanie Norris Digitally signed by Stephanie Norris Date: 2023.01.23 12:15:36 -06'00'

Grant Writer Name: Stephanie Norris Signature: Stephanie Norris Digitally signed by Stephanie Norris Date: 2023.01.23 12:15:54 -06'00'

[x] 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.

Data sources reviewed included both the District and Campus Annual TAPR reports which includes STAAR assessment results, CCNAs and CIPs/DIP, CCMR data, student demographic data, staff data, and graduation rates. TELPAS assessment data was also reviewed as this group of students represents nearly 20% of the total district population. District and campus level discipline and attendance data, both current and prior years, was also reviewed to examine post-pandemic trends. District and campus level staff feedback was an essential component of the needs assessment process. Campus level staff reported few enrichment opportunities for students with families on limited incomes and few affordable afterschool care options for families, leaving many students at home alone or with limited access to homework help and enrichment activities during the afterschool hours.

The needs assessment indicates that student absenteeism remains high across the district, pointing to a post-pandemic disconnect between the schools and students as well as between the schools/district and families. Prior to the pandemic, the district boasted high attendance rates (at or above 96%), but, following the pandemic, the district has struggled to maintain attendance rates near 93%. Per the 2021-2022 TAPR report, Hays CISD's Chronic Absenteeism rate increased from 6.5% in 2019-2020 to 23.9% in 2020-2021. Accompanying this decreased attendance rate has been a decrease in student engagement as measured by lower than average numbers of students participating in extra-curricular clubs and activities. While students have been less engaged, so have parents as a majority of schools, especially Title 1 Campuses, have seen a decrease in parent participation in parent organizations as well as a decrease in parent attendance at afterschool meetings and activities. Hays CISD understands the connection between student and parent engagement and school attendance and academic achievement. While teachers are working hard during the day to engage students in the classroom, there is additional work that must be done to engage students and parents. Based on campus input, the optimal time to engage in supplemental small group accelerated instruction and to provide additional enrichment opportunities to engage students is before and after school and during the summer with the provision of student transportation. While students are engaged afterschool and during the summer, the district has also concluded that this is the time to begin to re-engage parents through parent learning and networking opportunities.

The proposed program will meet the needs of working families by providing a safe and supervised space for students to be afterschool with the additional opportunities for learning and enrichment. The proposed program will offer parent learning and networking opportunities, in-person and virtually, during the school day and in the evening hours to give parents multiple opportunities for involvement. All programming will be provided at no cost to families.

Campuses reviewed STAAR, TELPAS, and Benchmark data to inform targeted participation numbers for students, and they reviewed prior year parent attendance rates at afterschool meetings and events.

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5. Measurable Goals and Progress

Establish a set of performance measures aimed at ensuring the availability and effectiveness of high-quality academic, enrichment, and family engagement opportunities by completing the Grant-Level Summative SMART goals on the *Grant-Level Strategic Plan (Pre-Award)*. Then provide a narrative response describing the benchmarks that will be used to measure progress toward meeting the SMART goals. Include key strategies for recruiting and retaining students, engaging with adult family members, recruiting staff, ensuring strong program operations, aligning with the school-day, and monitoring fidelity of program implementation.

Q1: Hays CISD will fully staff ACE/21st Century Community Learning Centers at 10 campus sites within the LEA. The goal of the learning centers will be to increase student attendance and engagement while also increasing family engagement in student learning and development. Campus and program staff will contact families individually via email and phone to share program information and answer questions, knowing that connectedness to the program and staff is essential in both enrollment and retention. Family engagement activities will begin at all 10 sites. Strategies for engaging families is intertwined with Hays CISDs plan for recruiting and retaining staff: 1) hiring highly skilled staff whose cultural and linguistic experiences mirror the community, and 2) providing quality professional development for staff not only on instructional practices and content for working with students but also on the value of parents as partners in the educational setting. Program staff will engage families on a regular basis to understand their knowledge and needs related to their student's school life. Based on the identified program SMART goals, staff will collect baseline data at each site. In order to align with the school day, the Site Coordinator will meet weekly with the campus Instructional Coach and other key campus staff to review grade level/course scope and sequence. Research shows that tutoring is most impactful when its learning objectives align to those introduced during the school day, either reteaching or extending learning. ACE program tutoring will offered in small groups, with blended learning models using software such as Amplify, NWEA Map, Reading Plus, Dreambox, and IXL. Data will be reviewed at the end of the 1st benchmark to inform the improvement process for site implementation.

Q2: School attendance, academic performance and engagement data will be gathered and compared to SMART goals. Program staff will closely monitor program attendance on a weekly basis to ensure participants are on track to meet attendance requirements; contact with parents and students will be made regarding attendance. Programs may offer attendance incentives to students as a retention strategy. At the secondary level, programs will involve students in decisions about enrichment opportunities, knowing that research has shown "student voice" to be essential in student attendance and engagement. Recruitment will be ongoing. A site calendar of family engagement activities will be created and shared with families. Family activities will center around the needs of families as well as offer just in time trainings and presentations throughout the year including topics such as learning how to access their students grades, report cards, and attendance; supporting their students through the STAAR assessment season, guiding their students through the college application and financial aid process; communicating effectively with their students; and accessing community resources to support clothing, food, mental and medical health, special needs, and housing. Hays CISD will ensure strong program operations by coordinating from the outset with all internal as well as external stakeholders on program goals and the logistics necessary to meet those goals. Knowing that the needs of the program and individual sites may shift, especially during the initial program launch, this stakeholder advisory group will meet on a quarterly basis as a part of the continuous improvement process of reviewing data and feedback to update its implementation plan. Monitoring to ensure the fidelity of the program implementation will be ongoing and part of the Hays CISD ACE program continuous improvement process.

Q3: ACE staff will review student school attendance data and academic performance to determine progress towards SMART goals. Staff will gather stakeholder input to determine if programming or operational changes need to be made as part of the improvement process. Staff will monitor student ACE attendance data to ensure goals will be met. Staff will communicate directly with students and families who are not on track for targeted attendance. All SMART goals should be on track for being met in July 2024. ACE staff will use counseling progress and family support session data to determine the effectiveness of the project and whether the program should be continued or expanded.

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6. Project Evaluation and Modification

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

The ACE Blueprint will serve as the model for the Hays CISD ACE program. The Hays ACE program will implement the continuous monitoring, evaluation, and improvement cycle based on the program's SMART goals and benchmarks developed by the district. The Hays CISD ACE Team will be regularly reviewing both School Day and ACE program data. Data to be reviewed will include attendance (School day and ACE Program), student and parent feedback on the ACE program offerings, Benchmark data, and students report card data. This data will be compared on a quarterly basis to the program SMART Goals. Progress monitoring data will be shared with district ACE staff, site coordinators HCISD Administration, and the ACE Advisory team. This advisory group will identify areas for growth and develop action plans to ensure improvement.

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 will all be centered around targeted student academic needs, student identified enrichment interests, and family/community identified areas of interest. The Hays CISD program will also be created in a way to create a community based support center for school families. To this end, the ACE programs will offer mental health and substance abuse intervention, a parent support center, and a community based resource coordination program.

Targeted Academic Support Activities: Each campus will engage on both homework/daily lesson reteach tutoring as well as more targeted HB4545 STAAR remediation. Tutoring sessions will be offered in a blended learning format with rotating sessions of small group face to face instruction, computer based remediation using High Quality Tutoring Programs, and silent reading time. All tutors will either be certified teachers, highly qualified instructional aides, or other trained tutors. All tutors will be trained using the TEA HIT model. All tutoring will be aligned to school day learning or to targeted needs identified by student performance on state assessments. At the high school level, students may also engage in credit recovery activities, increasing student opportunity to meet graduation requirements.

Student Interest-based Enrichment: All students will participate in health and wellness as well as social emotional learning activities. SEL activities will be aligned to school day SEL programs and will serve as extended SEL learning opportunities. Students will have the opportunity to meet with counselors during this time, with bilingual counselors being made available to students who prefer their native language. Targeted students will be surveyed to determine interest areas for additional enrichment activities. Based on the results, the ACE team will identify district staff as well as community partners who can lead these activities. Possible enrichment activities may include ballet folklorico and early mariachi preparation, connecting many students to their rich cultural heritage. Additional activities may include run club, STEM club, chess club, dance, cheerleading, sport introduction, basic cooking, and sports leagues. At the secondary level, clubs may include an EA Sports group, guitar, and journalism/newspaper. Activities may be continued throughout the year or they may be offered on a limited, rotating basis depending upon the activity and the availability of the instructor. All activities will be geared towards the district improvement plan goal to increase student participation in extra-curricular activities to 100%. 100% Hays is the district motto and reflects the goal that all students, families, and staff will be 100% engaged in the Hays CISD community. Substance use and mental health have been a growing community and district issue in the last 2 years with HCISD experiencing 5 known student deaths due to illegal drugs. Further, the district anticipates losing 5 mental health professionals due to the loss of ESSER funds. Hays CISD will use both its own mental health staff as well as a contracted mental health firm to provide counseling as well as parent learning opportunities. Counseling will be provided in English or Spanish to targeted students with parent and school follow ups occurring in person during afterschool time or by phone depending upon parent availability. When necessary, brief counseling sessions may be provided in a family format to support individual student counseling. Hays CISD will also seek to partner with the local substance abuse intervention program to provide student and family information sessions as well as student substance abuse counseling.

Family Engagement: Participating families will be surveyed at the beginning of the program year to determine their perceived areas of need and interest. Parents will be surveyed again in December and in June to determine additional needs as well as their perceived level of connection to their student's school. Parent survey data will be used to guide topics for family engagement activities. Activities may be offered in-person, virtually, and in a hybrid format. This format will allow parents to ask anonymous questions about the topics presented (mental health, building strong relationships, substance use, and communication). Each site will offer at least 1 parent engagement activity each month in the language of the parents. Parents will be invited to the events through a variety of methods including printed flyers, social media posts, and school newsletters. The ACE program will also utilize an electronic communication tool that allows 2 way communication. On a regular basis, Hays CISD will invite partner agencies in to the ACE sites so that families in need can be connected with community based resources. These community organizations may include Hays CISD's own Clothes Closet and Hays Hope 2 Go, St. Vincent de Paul, the local housing authority, Community Action, and medicaid representatives. The ACE site coordinator and district level ACE family engagement specialist will be available to families in the site Parent Center on a regular basis. By having ACE staff who can communicate with and are accessible to parents, the district and participating ACE sites expect to see an increase in parent involvement in school based activities, parent groups, and advisory committees.

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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.

Research has shown that qualified staff and a high performance culture are critical to successful afterschool programs. According to Toledo in the journal, Afterschool Matters, "We need to shift perspective to realize that we are hiring not just employees but a generation of leaders and creators who will influence children and youth into the future." To this end, Hays CISD ACES program will focus on hiring qualified staff and following M.J. Wilson's model for building a high performance culture that includes creating a collaborative climate, building a culture of accountability, focusing on outcomes, and having robust outcomes.

Tutoring: HCISD ACE will use the TEA High Impact Tutoring Toolkit to guide its tutoring practice from initial set up and staff training to focusing on outcome based results and continuous improvement of the implementation plan. While HCISD cannot commit to the 3:1 ratio, it has committed to a 5:1 (student:tutor) ratio for face to face objective based tutoring.

Postsecondary and workforce preparation will be key components of the Middle and High School programs. Both of those programs will extend the use of School Links and interest/skill exploration. At the Middle and High School levels, community leaders from different sectors of the workforce will be brought in to share information about their career fields. Classes will also incorporate job search, application preparation, resume building, job interviewing skills and practice, and workplace soft skills such as communication with peers and supervisors. HCISD currently partners with Texas Workforce Commission on the TRPN grant and will also partner with them on ACE.

Positive youth development will be central to the enrichment opportunities offered to students at all levels. The ACE staff will survey parents and students about their enrichment interests and will seek to offer as many programs as possible to students and families. SEL opportunities will be central to the operations of the ACE programs. For schools already offering SEL programs, the ACE will work with the campus to extend this learning into its programming.

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.

Hays CISD anticipates the majority of students participating in the program will require transportation to and from the centers each day. This anticipated need is based on current daily transportation ridership numbers which show the majority of students from each participating campus require daily transportation to and from school. Knowing that many of the participating campuses with homes within the 2-mile walk radius do not have well-lit walking paths to homes, Hays CISD anticipates that many of these students staying late during the fall will also require transportation home.

Hays CISD Transportation staff is prepared to add these evening routes to ensure that all students participating in the ACE program arrive home safely each day.

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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.

Hays CISD will develop program flyers and brochures to share with families via student backpacks, campus and district social media, and campus newsletters. All program flyers, brochures, and related announcements will be made in English, Spanish, and any other languages that may be needed based on the home languages of families on participating campuses. ACE program information will also be posted to the district website as well as on the websites of participating campuses.

Prior to the program launch, families of students selected for the program will also receive individual phone calls and emails from program staff. We know that making meaningful connections with families is the first step in parent engagement, and we want families to know that both families and students are valued members of our school community.

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)

Hays CISD has an active volunteer recruiting and retention program - VIPS (Volunteers in Public Schools). The ACE program will be offered as an additional volunteer opportunity for those who have completed the vetting process to work directly with students. This process includes a face-to-face screening and a background check.

Volunteers who express an interest in working with the ACE program will be referred to the District level ACE program staff. The district level staff will meet with the volunteer to determine the volunteer's areas of skill and interest to match them with an ACE program. The ACE program would hope to find community volunteers with specific skills and interests to enhance its enrichment offerings. The Hays Community has a strong arts community as well as many individuals and groups who are sports and wellness experts. Local artists and musicians will be invited to teach enrichment classes in their areas of expertise. Community members with an interest in dance or cheer may be asked to lead classes in these areas. Additionally, sports experts may be asked to teach participants the fundamentals of a particular sport or to lead a general fitness course. Wellness experts may be asked to lead parents in learning more about ways that they can bring healthy eating and an active family-based lifestyle into their homes. The ACE program plans to leverage the strengths and skills of the local Hays County community to enhance the afterschool program offered to its students and families.

Volunteers with the ACE program will be required to attend all relevant ACE trainings and meetings.

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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.

Program oversight for this program will be provided by the Director of State and Federal Programs. This staff person coordinates on a regular basis with all Hays CISD program Directors who oversee the various grant and state allotment programs - English Learners (EBs), Special Education, Security, Child Nutrition, CTE, Health Services, and Transportation. The ACE program will provide an additional opportunity for these programs to coordinate services and staff to support our HCISD participating in the ACE program.

Prior to launching the ACE program, the directors of these programs will meet to discuss their role in supporting the students who attend the ACE program. We recognize that each program has a role to play in the success of the ACE program. To this end, all program directors will provide input to the set-up and on-going progress of the program. This coordination will continue throughout the life of this program, with representatives meeting on a regular basis as part of the continuous improvement cycle to review student progress and program needs with ACE program staff.

The district seeks to ensure that ACE services are provided in a coordinated manner, leveraging grant and local funds and program staff, to meet the academic and social/emotional needs of all targeted participants.

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.

Throughout the life of the grant, Hays CISD hopes to build and extend community partnerships with agencies and groups that can provide in-kind volunteer and program support. Further, the district will seek additional grant opportunities to support the expansion and sustainability of the program. During the life of the grant, Hays CISD will also be gathering outcome based data to share with the Board of Trustees and Hays CISD Community on the value of afterschool programs in increasing student achievement as well as both parent and student engagement in the school community.

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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

Hays CISD recognizes the power of partnerships with community based organizations and other public and private entities. Prior to the pandemic, Hays CISD had formed partnerships with organizations such as the YMCA, Girl Scouts of Central Texas, Boys Scouts, and Impact Education. Since the pandemic, both the district and the organizations have struggled with returning to pre-pandemic interest and engagement levels. While these programs have returned on some campuses, the district has seen a slower return to our Title 1 campuses. Hays CISD has reached out to the community partners to confirm their willingness to launch or expand programs at the proposed center locations. If awarded the ACE grant, Hays CISD plans to reach out to local Arts and Sports focused community organizations to create partnerships to launch new initiatives at our Center Sites in an effort to support long-term student engagement in the arts and athletics from Kindergarten through graduation. Hays CISD has seen the power of these programs to keep students engaged and successful through graduation and beyond. Hays CISD envisions our ACE centers as one-stop community centers that can offer supports to both students and their families. To that end, Hays CISD plans to offer regular on-site opportunities for ACE Program center families to connect with local community organizations that can offer additional resources such as access to Medicaid, food and clothing assistance, and low/no cost mental health and medical care. Hays CISD will also work with both internal and contracted counseling/mental health providers to offer afterschool mental health support to students and their families. These mental health providers will also be essential to the family engagement initiative, inviting parents to learn more about supporting the emotional well-being and special needs of their students. By providing wrap-around services, the LEA hopes to see families join as invested partners in their students education as well as their community.

YMCA: The YMCA is a current partner with Hays CISD, providing swimming lessons at no-cost to our youngest students at the Buda YMCA. The YMCA also offers Extend a care at various elementary school sites throughout the district. At this time, this is one of the only affordable child care options for parents, but this option is either very limited at our Title 1 locations or is still cost prohibitive for our neediest families. The district has spoken with the YMCA about additional opportunities to expand sports and enrichment opportunities at our community-based ACE sites to give more students the opportunity to participate in these activities at no cost and nearby to their homes.

Girl Scouts: The Girls Scouts will partner to offer their curriculum and support at all ACE sites. Currently, only 1 of the proposed ACE sites has a girl scout program. These programs will run during the school year and summer.

Hays County FoodBank: Prior to the pandemic, the FoodBank offered cooking and nutrition support at 2 of our Title 1 campuses. This partnership would resume monthly cooking and nutrition classes for families at our ACE sites. The FoodBank along with HaysHope2Go would provide the ingredients as well as take home food boxes for participants.

Impact Education: Impact Education provides volunteer mentoring support and tutoring help from trained college and community leaders at 1 campus. Impact would expand its offerings to additional ACE sites.

Community Action: ESL program is currently at one campus. Community Action and HCISD would expand this to multiple locations. Community Action would also offer on-site referral and case management support to families in need of the additional resources offered by Community Action.

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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.

District level staff as well as site based staff will develop a plan for monthly meetings with district level content specialists and the campus based Instructional Coach. After reviewing school day scope and sequence for each grade level/course, the campus based Instructional Coach, Site Coordinator, and tutoring team will meet weekly to develop a set of instructional objectives for the tutoring sessions. The tutoring team at each site will be largely staffed by classroom teachers and paraprofessionals who are familiar with the learning objectives focused on during the school day classroom instruction. These instructional planning sessions will also include a review of targeted student STAAR assessment data so that these core concepts can be woven into the small group tutoring sessions.

Tutoring sessions will be provided in a blended learning format. While the group in the tutoring session may be as large as 15 students, students will rotate through stations during the session. One group will work on computer based remediation programs (Amplify Reading, Dreambox math, Reading Plus, IXL) while another group works in a small group face-to-face format with 5 or fewer students with the tutor. Depending upon the size of the group and access to devices, an additional group may be added to offer homework completion or silent reading time. Students requiring more intensive remediation on prior year learning concepts may receive additional targeted instruction to bring their knowledge base up to grade level.

Tutoring sessions will be completed with outcomes in mind. Tutors will maintain records of student learning progress. Tutors along with the Site based coordinator and campus Instructional Coach will review the tutor records along with the High Quality Tutoring Material Tool data to determine if any additional changes should be made to the lesson delivery or lesson content in order to more positively impact student learning outcomes. Student progress achieved during tutoring will be shared with classroom teachers so that all instructional personnel supporting the student are included in the growth process.

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

10. PNP Equitable Services

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

- Yes No

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

Are any private nonprofit schools participating in the grant?

- Yes No

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

Assurances

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

Equitable Services Calculation

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

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11. Request for Grant Funds

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

Payroll Costs

1.	Professional Salaries	\$880,000
2.	Extra duty payroll (teachers and paraprofessionals)	\$201,500
3.	Support Personnel salaries	\$60,000
4.		
5.		

Professional and Contracted Services

6.	Mental Health and Family Engagement Support	\$60,000
7.	YMCA	\$10,000
8.	Site enrichment activities	\$60,000
9.		
10.		

Supplies and Materials

11.	Technology equipment (Staff technology, EA sports equipment, student chromebooks)	\$17,500
12.	Instructional Materials and Supplies	\$10,000
13.	Enrichment Supplies and materials	\$70,000
14.		

Other Operating Costs

15.	Student Transportation	\$107,000
16.	Student Fieldtrips (Pre-approved by TEA)	\$12,000
17.	Nutritional Snacks	\$30,000

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

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Appendix I: Negotiation and Amendments

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

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

You may duplicate this page.

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

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

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

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