TEA — Texas Education Agency

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): **N/A**

1. Applicant Information

Name of organization: St. Mary's Academy Charter School

Campus name: St. Mary's Academy Charter   CDN: 013801   Vendor ID: 1742953853   ESC: 2   UEI: RMFTWGP6N7

Address: 507 N Filmore   City: Beeville   ZIP: 78102   Phone: 3613585601

Primary Contact: Jeanene Jones   Email: jjones@smacs.net   Phone: 3613585601

Secondary Contact: Stan Simonson   Email: ssimonson@smacs.net   Phone: 3613585601

2. Certification and Incorporation

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

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

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

Authorized Official Name: Merle S Simonson   Title: Superintendent   Email: ssimonson@smacs.net

Phone: 3613585601   Signature: *Merle S Simonson*   Date: 1-22-2023

Grant Writer Name: Becky Simonson   Signature: *Becky Simonson*   Date: 1/22/2023

○ 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.

The multiple data sources used include: performance data (TAPR 2021, M-CLASS 2022, Star Renaissance 2022), Existing academic, cultural & social community resources available, Stakeholder surveys/Student Engagement Inventory, and TCLAS Decision 11 High Quality After School (D11 HQAS) staff and day staff.

QUANTIFIABLE NEEDS IDENTIFIED Performance data shows that 71% of students are performing below grade level in Reading and/or Math. In 2021 the school dropped below the state in Meets or Above in every category: Math (Campus 23%|State 48%) Reading (Campus 42%|State 45%); Science (Campus 9%|State 44%); and All (Campus 29% | State 41.) M-CLASS and Star Renaissance data demonstrates significant gaps and learning loss issues in Kindergarten − Third grade. Students who require Tier 2 / 3 interventions in Math and/or Reading Kindergarten (66%) First (31%), Second (36 %), Third (60%.)

Existing academic, cultural, and social community resources available include D11 HQAS, the Coffee Barrel, The Boys & Girls Club, and Joe Barnhart Library. Most students would benefit from D11 HQAS programming, but funding limits availability to the 115 most in need in 4th − 6th graders. Students lack significant access to the community partner resources because 67% of parents work during program hours.

The stakeholder feedback survey had 60 parents respond of whom 80% use afterschool programming. Sixty percent (60%) require after-school supervision. 85% of the parents surveyed would apply for their children to ACE.

The NEED FOR PROGRAMMING is demonstrated by the percentage of students who are at-risk (68%); students requiring service through HB4545 (33%); students performing below grade level in Core subjects (77%); the number of students not being served by D11 HQAS (280); Parents surveyed (60%) requiring afterschool programming; and the lack of students access to the available community resources.

STRATEGIES TO ADDRESS THOSE NEEDS. The proposed program will address the identified needs including the needs of working families by offering a comprehensive program based on best practices which research demonstrates will increase student success. The program will include: Targeted Academic Support (HIT, Project Based Learning, High Quality Instructional Materials, Highly qualified staff), Student Interest Based Enrichment (Fine and Performing Arts, Service Learning, Project Based Activities, Access to partner based programming), and Family Community Engagement.

The needs assessment informed the targeted participants: students who are designated 'at risk', students performing below grade level, students who have parent(s) who work late, students who have behavioral intervention (attendance, office referral or counseling); students who are performing below grade level in one or more areas. It is estimated that 300 students fit one or more of these needs.

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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.

Texas Afterschool Centers on Education (ACE) program will use the following SMART goal benchmarks:

IMPROVE ACADEMIC PERFORMANCE IN READING: In grades kinder through sixth grade, 70% of regularly attending students participating in HIT Reading will achieve proficiency (grade level) or gain 1.25 grade levels in reading based on MCLASS/Star Ren pre/post benchmarks by the End of the Academic Year Post Test (May). Students identified for HIT will be benchmarked quarterly using Star Ren/ M-CLASS. STAAR Interim and STAAR results in grades 3rd - 6th will be used to ensure FIDELITY of other measurement instruments.

IMPROVE ACADEMIC PERFORMANCE IN MATH: In grades kinder through sixth grade, 50% of regularly attending students participating in HIT will achieve math proficiency (grade level) or gain 1.25 grade levels by the End of Academic Year Post Test (May). Benchmarks to monitor student progress and allow for timely modification include Star Ren, Grades and ZEARN. STAAR Interim & STAAR results in grades 3rd -6th will be used to ensure FIDELITY of other measurement instruments.

IMPROVE SCHOOL DAY ATTENDANCE: Each year 80% of regular attendees identified for high absenteeism in previous year will meet the school goal of 98% or improve attendance by 20% at the end of the Academic Year (May). Attendance will be monitored at the 9 week reporting period to identify students who have high absenteeism via report card; staff may identify attendance issues at any time for intervention/recruitment.

IMPROVE STUDENT ENGAGEMENT IN LEARNING: In grades Kinder through sixth grade, 50% of regular attendees will reach highly engaged status or increase their level of engagement by 25% or on the Student Engagement Instrument by the End of the Academic Year (May). Benchmarks will use both qualitative and quantitative data. Benchmarks will include process measures: How many attend, participation rates, and formative outcome measures: activities satisfaction surveys, observation, teacher/parent surveys.

IMPROVE FAMILY ENGAGEMENT: By the end of the program year 50% of regular attendees of the ACE program will have one or more family members attend 2 or more of the family engagement events offered during the course of the year as measured by event sign in sheets.(July) Each event will have a sign in sheet, attendance will be tabulated and reported to the Evaluation and Planning Team. STRATEGIES FOR ENGAGING WITH ADULT FAMILY MEMBERS Additional satisfaction surveys will be used to improve offerings, parent voice and choice will allow for qualitative data to be obtained to allow for continuous improvement. Adult family members will be engaged with by providing high interest programming at convenient times; newsletters that showcase students, and the use of social media.

RECRUITING AND RETAINING STUDENTS adjustment to programming will be made for ACE students who are not meeting their goals. Students identified for recruitment will be personally invited and given a recruitment package by program staff, and their parents will be contacted by the staff as a follow-up. Student satisfaction and input through voice and choice activities will assist the program staff in keeping the program strong and engaging. Program offerings will be monitored and adjusted based on student input.

RECRUITING AND RETAINING STAFF School day staff will be encouraged to work in the ACE program to ensure strong program operations, aligning with the school-day, and monitoring fidelity of program implementation. Common planning days and shared staff development will be scheduled to ensure fidelity and alignment with the school-day. Alignment will be served by joint staff development and common planning times.

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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.

St. Mary's has created an internal Evaluation and Planning Team (Team) based on the Texas Continuous Improvement Framework. The Team will consist of Administrators, Data Analyst, Subject Area Specialist, After-School & Regular Day Staff, Partner Organization Representatives, and Program Constituents. The Team will meet quarterly to review data from the benchmarks, grades, surveys, voice and choice and other outcome measures. The Continuous Improvement Framework uses a multi-level, data-sharing model to inform improvement. Data is reported from the program level and aggregated and analyzed by the Team to inform the program providers and day staff. HOW EVALUATION DATA WILL INFORM PROGRAM MODIFICATION If the benchmarks indicate that the SMART goals are not progressing the Team will form an Action Plan for improvement. The data will be disaggregated by student, subject, grade level and afterschool provider (HIT tutor, Strategic Tutors, Enrichment staff, Parent Engagement Staff, and Partner organization (as appropriate)). The Program Director, Curriculum Specialist, Data Analyst or other appropriate staff will implement the Action Plan by providing individual staff training, subject or group staff development, and/or guide the joint planning sessions of the regular day and ACE staff to modify program offerings. The progress monitoring data will be used to inform, train and assist in planning by the ACE and regular day staff. The process then flows back with feedback from the staff in an iterative process. According to research, applying the Texas Continuous Improvement Framework to ensure all Critical Success Factors (CSFs) are effectively addressed will produce the outcomes of accelerated achievement, sustainability, and system transformation. Fidelity to the Framework process will be monitored and improved using a Logic Model.

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.

The proposed program activities are expected to improve student academic achievement and overall student success because they are designed following the best practice guidelines for after-school programs: 1) Intentional programming that promotes Active Learning utilizing High Quality Instructional Materials 2) Hiring high-quality staff; 3) Creating and maintaining effective partnerships; 4) Using evidence-based strategies; and 5) Utilizing a formative program evaluation.

TARGETED ACADEMIC SUPPORT Targeted Academic Support will be multi-tiered based on student need. Project Based Learning (PBL), Homework Help, Strategic Tutoring, and High Intensity Tutorials (HIT) will be the basis for the Targeted Academic Support. Students identified as significantly below grade level will receive service in the HIT program (limited to 3 students per teacher) others will be served by Strategic Tutors. HIT will focus on specific gaps in learning and utilize the recommended tools to serve the students (Zern, BookNook,& Amplify) Strategic Tutoring focuses on the strategy to tackle areas of need identified in the regular day program using HQIM resources. The Strategic Tutors will assist the students with the immediate activity while teaching strategies required to complete similar tasks independently.

STUDENT INTEREST-BASED ENRICHMENT Student engagement is a key factor to increasing student success. Active learning opportunities are those most identified by students and their parents for inclusion in after school programming. Identifying and providing interest-based enrichment is a major component of the ACE program. From surveys, listening sessions and student participation levels the program has identified several student based enrichment programs: ARTS (Fine Arts, Performing Arts, Musing, Readers Theater); Clubs (Science, Garden, Games, Book); Crafts/Career (Robotics, Sewing. Cooking, Arts and Crafts) Wellness (sports, games, recreation) Field Based Learning and Service Learning (Field trips, partner site activities.) The program will monitor popular activities by student participation, surveys and voice and choice to improve program offerings. All students will benefit from Project Based Learning (PBL) which provides hands on active learning opportunities, requiring students to use evaluation, application and synthesis level thinking skills.

FAMILY ENGAGEMENT Grade level meetings, student performances and Family fun nights are the most frequently attended activities that generated significant parent engagement at St. Mary's. Building on these known quantities the ACE program will provide parents monthly family fun nights provided by the school, the Boys and Girls Club, the Coffee Barrel and/or the Joe Barnhart Library. Additional programming may include programs to facilitate input and involvement in program planning; programs to foster the overall academic success of their students; Coordinating events, group activities, classes, and presentation for parents, and programming which connects family, community and school needs.

HIRING HIGH QUALITY STAFF The program will recruit high quality staff by paying a competitive wage, recruiting internally,and recruiting retired faculty and college students.

CREATING AND MAINTAINING EFFECTIVE PARTNERSHIPS The Team is designed to keep partners actively engaged by identifying shared goals and objectives. The ACE program assists partners in meeting their program goals while the partners enhance and improve the program offering. Partner organization's are given a leadership role and voice in the ACE program modification and design, to ensure that the common mission is achieved. The ACE Evaluation and Planning Team will have membership from each partner organization.

EVALUATION AND PROGRESS MONITORING Monitoring will be formative on an ongoing basis in order to provide guidance for program modification, staff development and planning.

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8. Statutory/Program Requirements (Cont.)

2. Demonstrate how the program will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students.

The ACE program is designed based on the best practice model designed by the After School Alliance and aligned to TEA recommendations found in the ACE PRIME Blueprint: 1) Intentional programming promoting Active Learning 2) Hiring high-quality staff; 3) Creating and maintaining effective partnerships; 4) Using evidence-based strategies; and 5) Utilizing a formative program evaluation.

Intentional programming using HQIM resources following a continuous, sequenced, and integrated curriculum is a best practice and will be employed. Active learning, Project Based Learning (PBL) and Service Learning targets higher order thinking skills and are Active Learning methods. Student based enrichment provided by the staff and partner organizations will use PBL and Service Learning Activities.

Intentional programming builds TEKS into enrichment activities. The ACE Staff will incorporate specific TEKS from the regular day into the Student Selected Enrichment and Engagement activities. INTERNAL QUALITY MONITORING FOR CONTINUOUS IMPROVEMENT Benchmarks and student engagement will be used to evaluate the effectiveness of these lessons as a part of continuous quality improvement. The center will offer a variety of activities that data show will boost student learning and academic achievement. RTI data from the regular day will be used to ensure alignment and fidelity.

High quality staff will be recruited from the regular school day, retired teacher pool and college students. They will be compensated competitively and receive ONGOING STAFF DEVELOPMENT AND COACHING. Partnerships will be maintained through the use of shared goals, joint planning and evaluation. HIT, Strategic Tutoring, HQIM, PBL, Service learning, Family Engagement and other evidenced based programs will be integrated as part of a comprehensive ACE program design. Ongoing formative evaluation and feedback will be embedded.

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.

St. Mary's students do not require transportation to or from school. Parents bring and retrieve their child from the campus. St. Mary's contracts with one of the local school districts for any required transportation to adjunct sites, field trips or any program related requirements. Parents or Guardians pick their child up at the end of the day and supervision is provided until the last child is gone for the 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.

Initial Program Dissemination: Once NOGA is announced: a news release that will be submitted to local area newspapers, television and radio stations. Information will be posted on the school website, Facebook page and through Remind. The school will promote the job opportunities available to provide high quality activities. The school will provide general program information and registration information to students and parents when the parent is registering their children for school. Prior to the start of the academic year, the school has grade level meetings where the program information and registration packet will be disseminated again. Recruiting and Retaining of Quality program staff will be accomplished initially through recruiting from D11 HQAS, regular day staff and retired teacher pool. A job fair will be held showcasing ACE programming and providing outreach to the broader community. Recruiting and Retaining of students in need of the program and engaging with adult family members in an ongoing and meaningful way will be accomplished by an Open House showcasing the ACE program. Ongoing and Social Dissemination: Following the TEXAS ACE Blueprint an FAQ will be published and disseminated, addressing "who", "what", "when", "where" "why" and the "how" the ACE program works. This information will be on the school web site, Facebook and the ACE Registration Packet. This information will include the dates and hours and physical location of the ACE Center. In addition to traditional communications, the ACE staff will also utilize Facebook, and Remind to further provide accurate, reliable, and nearly instant communication with stakeholders. The dissemination plan will use various media to showcase and engage the community in the excellent program and activities ongoing at the ACE center and partner locations. Retaining quality staff, students and keeping parents engaged will be enhanced by high interest social media and other communication outlets

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)

St. Mary's does not intend to use volunteers due to heightened safety and security at the school.

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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.

The ACE program will coordinate federal, state and local programs and make the most effective use of public resources at the campus served and ensure an appropriate, safe and equipped facility. To ensure close coordination, joint staff development and planning time will be provided to the day staff and the afterschool staff. This includes coordination with, but not limited to, food services, security, health services, and special education. The ACE program will coordinate Federal Funds: Title 1, State Comp Ed, IDEA B, USDA School lunch, Summer lunch and School snack.

Beeville ISD is the local Agency who provides the National School Lunch Program in the summer. St. Mary's will coordinate with them to provide summer lunch. The school currently provides Afterschool Care Program (USDA Snacks). The school will continue to utilize this program.

St. Mary's utilizes a comprehensive security plan that includes after school, remote locations, off campus (field based) and summer programming time. Any time or anywhere students are involved, the security resources/protocols are in place. All staff day and afterschool attend a required Safety Procedures and Protocols Training. Health and wellness services including: School Nurse; Counseling; Play Therapy will be integrated into the ACE program. Special Education services and resources are utilized as appropriate for the ACE program.

D11 HQAS Project Manager is slated to become the ACE Program Director. All D11 HQAS programming will be incorporated in the overall ACE program. Other state, local materials, equipment and resources will be available for use during the ACE Program.

TEA offers a robust annual calendar of in-person and online training including training which will be incorporated.

Ongoing collaboration through joint planning and joint staff development with program and regular day staff.

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.

St. Mary's has sustained an after-school program during the intervening years that it was not a 21st Century CCLC Grant recipient. While the afterschool program remained active, the loss of program funding forced the school to make difficult choices and to prioritize program services. Part of the evaluation process and the Evaluation and Planning Team's (Team) responsibility is to rank and prioritize the most effective and vital parts of the program to support the students most in need. Realistically after a 21st Century grant ends, it is not likely the entire program can continue in full form. We have learned to make program sustainability an ongoing process involving: Setting Sustainability Goals; Financial Planning, Capacity Building, Long-Range Strategic Planning. The Team formed as part of the grant will assist in development of long range strategies for sustainability. Maintaining and increasing our strategic partners will be a vital component of our sustainability plan. The partners will provide valuable programming, resources and services. The ACE students and families served are critical to the partners various missions. Strengthening ties to the community partners will improve sustainability for all organizations. The community partnerships formed during the ACE grant, (The Boys and Girls Club, The Joe Barnhart Library and the Coffee Barrel) will assist the local sustainability efforts by providing services in support of our shared mission to youth and community development. Seeking additional funding and asset mapping will be the foundation for sustainability. Each year the Team will compile a sustainability plan.

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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

St. Mary's has three strategic partners who will partner with the 21st Century ACE program: The Coffee Barrel, The Boys and Girls Club, and The Joe Barnhart Library. The strategic partners will contribute to achieving stated objectives and sustaining the program over time. The partners are, as of the date of the submission of the application, not widely accessible to students who would be served because their parents are working during the programming hours and not able to take them to the service locations. The partnerships would expand access to high-quality services available in the community as follow:

The Coffee Barrel is a 501 C 3 nonprofit community partner who runs 11 different initiatives (Service Learning) to serve the community of Beeville. Service learning initiatives include a community garden where the children help plant and maintain the garden. Students learn about food insecurity in the community. Another major initiative of the Coffee Barrel is addressing the Human Trafficking Crisis in the community. The Coffee Barrel provides training and programming for youth and adults and will serve our student enrichment needs and increase family engagement. Currently only a handful of children from St. Mary's may participate in these meaningful Service Learning Programs because their parents must take them to the programming.

The Boys and Girls Club will help contribute to academic objectives, health and wellness, and leadership development. Most students do not have access to the programming available, The Boys and Girls club will provide: high-yield activities: interactive experiences that help young people develop critical thinking or other skills. Research shows that kids who spend their free time engaged in learning activities achieve more in school. Club programming incorporates high-yield activities in all the Centers programming areas: Academic Success, Good Character & Citizenship, and Healthy Lifestyles, thus expanding access to high-quality, high-yield activities.

The Boys and Girls Club will act as an adjunct site and provide regularly scheduled time for the St. Mary's students to participate in activities and programs in the following areas: Academic Success, Good Character & Citizenship, and Healthy Lifestyles. Monthly the Boys and Girls Club will provide a Family Fun Night for parents and students to foster community engagement.

The Bee County Joe Barnhart Library is 1/2 mile from the planned center and will act as an adjunct site. The Library provides a large collection of physical books, comprehensive online journals, and a wealth of research applications. The programming available is engaging and geared to a variety of ages. The youth programming includes Story time, Bead projects, Music, Anime, Genre based book clubs; Crafts, Painting, Knitting group, Computer maintenance and repair, 3d printing, Classes, Clubs and Technical programs.

The Library creates new programming based on community interests and will work with St. Mary's to develop programming and a schedule of activities based on student voice and choice. The library will schedule some family engagement activities as part of the partnership.

The partnerships are based on shared goals and shared mission. By working cooperatively, the ACE program and the partner organizations will increase organizational sustainability.

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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.

PROGRAM PRIORITY 1 - 21ST CCLC PROGRAM (ACE) INTEGRATION Program Priority 1 will be achieved by integration of the D11 HQAS into the ACE program. By integrating D11 HQAS into the ACE program, the ACE program will be able to serve more children with Accelerated Learning and activities designed to achieve specific outcomes. The current D11 HQAS project manager has led the development of a comprehensive D11 HQAS program which serves 115 fourth through sixth grade students. The integration of the D11 HQAS program into the ACE program will increase the number of students served to 250 and expand the grade levels served to students from kindergarten to sixth grade. The D11 program provides HIT, Academic, Enrichment, and Wellness. The integration of D11 HQAS into the ACE program will produce a more robust comprehensive program which will also target adult family members' engagement. Integration of the D11 HQAS into the ACE program will increase the number of school year program days and expand the program into the summer. The D11 HQAS manager will become the Texas Afterschool Centers on Education (ACE) Project Director.

PROGRAM PRIORITY 2 - ACCELERATED LEARNING The current Decision 11 HQAS staff (both afterschool and regular day) have been trained and are successfully utilizing Zearn for Math HIT and BookNook for Reading HIT. As part of integration with ACE more high-quality staff will be hired and trained to provide additional Math and Reading HIT to our kindergarten to third grade students utilizing Zearn for Math HIT and BookNook for Reading HIT. The ACE program will incorporate Amplify which is currently used in the K-3rd grades regular day programming. ACE will integrate HQIM in the Targeted Academic Support to supplement, complement, enrich, and extend the support in areas of academic need as identified by the school day staff.

TEA offers a robust annual calendar of in-person and online training opportunities which will be utilized by the ACE program to train the ACE staff. The OSTI-CON will be attended by project director, specialist, selected staff and select program providers.

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9. Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

(●) The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.

( ) Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

10. PNP Equitable Services

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

(●) Yes ( ) No

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

Are any private nonprofit schools participating in the grant?

( ) Yes (●) No

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

Assurances

[ ] The applicant assures that it discussed all consultation requirements as listed in Section 1117(b)(1), and/or Section 8501(c)(1), as applicable with all eligible private nonprofit schools.

[ ] The applicant assures the appropriate Affirmations of Consultation will be provided to the TEA Private Schools Ombudsman in the manner and timeline to be requested.

[ ] The applicant assures that the total grant award requested includes any funding necessary to serve eligible students from private nonprofit schools within the attendance area of the public schools to be served by the grant.

Equitable Services Calculation

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

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

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11. Request for Grant Funds

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

Payroll Costs

1.	Project Director and Coordinator (one site program) Total cost	86,500
2.	Program Specialist, 1/2 time, Family and Community Engagement Total cost	38,100
3.	Program Staff (Certified teachers and support staff) Total cost	273,400
4.	Additional Program Specialists for specific projects Total Cost	15,000
5.		

Professional and Contracted Services

6.	Nonemployee programing	40,000
7.	Software	2,500
8.		
9.		
10.		

Supplies and Materials

11.	Program Supplies and materials	139,141
12.		
13.		
14.		

Other Operating Costs

15.	Student transportation to Adjunct Sites	4,000
16.	Field Trips	8,000
17.	Conference and required training	7,100

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs:	66,259
TOTAL GRANT AWARD REQUESTED:	680,000

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

Appendix I: Negotiation and Amendments

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

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

You may duplicate this page.

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

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

Section Being Negotiated or Amended	Negotiated Change or Amendment

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