2021-2022 Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 11, Year 1

Competitive Grant Application: Due 11:59 p.m. CT, January 21, 2021

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 **07/01/2021** to **07/31/2022**   **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: Lipan Independent School District

Campus name: | CDN 111902 | Vendor ID 75-6001960 | ESC 11 | DUNS 025428384

Address: 211 Kickapoo | City: Lipan | ZIP: 76462 | Phone: 254-646-2266

Primary Contact: Suzanne Taylor | Email: suzannet@lipanindians.net | Phone: 254-646-2266

Secondary Contact: Trina Wartes | Email: twartes@lipanindians.net | Phone: 254-646-2266

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: Dr. Ralph Carter | Title: Superintenden | Email: rcarter@lipanindians.net

Phone: 2546462266 | Signature: Ralph Carter — Digitally signed by Ralph Carter Date: 2021.01.21 08:21:13 -06'00' | Date: 01/20/2021

Grant Writer Name: Phyllis Williams | Signature: Phyllis Williams — Digitally signed by Phyllis Williams Date: 2021.01.21 09:07:29 -06'00' | Date: 01/20/2021

○ 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 80% reserve on the NOGA is lifted.

4. Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Our campuses need to provide our students opportunities for academic enrichment, including providing tutorial services, to meet state and local student academic achievement standards in core academic subjects; reading, math, science, social study	Funding for our ACE program will assist our campuses in addressing this need: Increase in academic success of the participating students in core subjects; Reading, mathematics, science, and social studies.
Our campuses need to provide our students a broad array of additional services, programs, activities that are designed to reinforce and complement the regular academic program of our participating students.	Funding for our ACE program will assist our campuses in addressing this need: Provide students programs such as youth development activities, drug and violence prevention programs, counseling programs, art, music, physical education and fitness programs, and technology education programs.
Our campuses need to provide the families of students (including working families) served by our after school community learning program opportunities for literacy and related educational development.	Funding for our ACE program will assist our campuses in addressing this need:• Increase in number of families (including working families) of participating students that show gains in literacy and educational development as well as involvement in school-related education activities relevant to their children.

5. SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

The SMART goal for our ACE program is to increase student academic achievement in all content areas reading, math, science and social studies for all participating students by 3% by the end of Year 1 of our program in 2022.

The district will offer extended programs for a minimum of 34 weeks per year, 15 hours a week. During the summer we will offer 5 weeks of programming for 4 days per week, 6 hours per day. These services will be offered to both students and their parents. The activities are based on 4 components in accordance with program requirements: 1) Academic assistance; 2) Enrichment; 3) Family and parental support services; and 4) College and workforce readiness.

6. Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

Objective: Increase Academic Achievement in all content areas.

Milestone: Plan and develop after school academic activities which will determine:

Percentage of ACE participants that will exceed the state averages on the STAAR/EOC in 2022.
Increased ACE participants' daily school attendance.
Increased ACE participants' on-time grade level promotion.
Increased ACE participants' core course grades.

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6. Measurable Progress (Cont.)

Second-Quarter Benchmark

Objective: Increase participation in Enrichment activities.

Milestone: Develop after school enrichment activities which will determine:

Percentage of ACE participants that will exceed the state averages on the STAAR/EOC in 2022.
Improvement in character education as measured by attendance in school and ACE program days, decrease in office referrals, increase in activities that demonstrate student responsibility and service learning opportunities.
Percentage of students participating in STEM, ECHS and college readiness enrichment activities.

Third-Quarter Benchmark

Objective: Increase participation in Family Engagement activities.

Milestone: Develop family engagement activities which will determine:

Percentage of ACE participants' parents that participate in family activities including literacy, technology, social services.
Percentage of ACE participants' parents that participate in activities regarding their students' education.
Percentage of ACE participants' parents that participate in enrichment activities such as movie nights, games nights

7. Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

The district's ACE program, budget, program activities and objectives were based on a needs assessment conducted by the district. The district conducts needs assessments on a regular basis to determine changes that need to be made to support our students' success. All needs are based on our students who are most at-risk of academic failure and their parents. We have developed a program management plan, an evaluation plan and we have answered all statutory and TEA requirements. The district has committed local resources to this project and we will work in the future with our stakeholders to develop a long-term sustainability plan.

Our management team will consist of our superintendent, campus principals, teacher leaders, business manager, program director, site coordinators and the family engagement specialist. The district will ensure that our management team will provide consistent, high-quality project evaluation and monitoring plans that will provide the team with the data and progress of our goals and objectives. The district will continuously monitor and modify our program for success and sustainability.

Quality Assurance Process (QAP)
The district agrees to comply with any evaluation and monitoring requirements established by TEA and we agree to submit required data,evidence or reports as requested. The district will use scoring data and feedback from the process to develop action plans to address areas of improvement and to modify our program for sustainability.

Lipan is a small rural community with limited resources with a population of about 488, median income $53,958, students at risk 27.8%, 48.7% economically disadvantaged, 84.1% White, 67% Internet homes. Our community has little to offer our students in educational after school programs.

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8. 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 program will take place in a safe facility that is properly equipped and easily accessible.

☒ 2. 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.

☒ 3. The program will target students who primarily attend schools eligible for schoolwide programs under ESEA as amended, Section 1114 and the families of such students.

☒ 4. Applicants that receive priority points for serving: 1) students in schools implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA as amended, Section 1111(d) and other schools determined by the local education agency to be in need of intervention and support and 2) students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities or who lack strong positive role models assure that they will target these students.

☒ 5. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy. Funds will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case, supplant federal, state, local, or non-federal funds.

☒ 6. 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.

☒ 7. 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.

☒ 8. The applicant provides assurance to adhere to all Statutory Requirements, TEA Program Requirements, and Performance Measures, as noted in the 2021-2022 Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 11, 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.

☒ 9. The applicant agrees to all applicable program-specific assurances as described in the 2021-2022 Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 11, Year 1 Program Guidelines.

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9. Statutory/Program Requirements

1. Applicants are required to evaluate community needs and resources and describe the results, including the resources available in the community, and how the program strategies and activities proposed to be carried out in the center(s) will address the identified needs of students and their families. In alignment with the information provided in the application, *Part I: Identify Address Needs*, please provide the following information related to needs assessment.

a. Describe the needs assessment process, center-level needs assessment process, multiple sources of data used, and stakeholder feedback that occurred for this grant application.

b. Describe the results including the student population deemed "most in need" for each campus proposed to be served and provide the estimated number of students that meet the need-based criteria, including the percent of eligible students at the campus that the program plans to serve.

c. Describe the plan for how the center will continually assess and recruit the students most in need and how the plan addresses the needs of working families.

Lipan ISD is applying for the 21st Century Community Learning Grant due to the fact that there are NO comprehensive after school programs located in Lipan, Texas, population 488 with 10.6% living in poverty. Our Afterschool Centers on Education (ACE) Program will consist of 2 Centers and serve 174 students and 20 parents. Our district serves a student population that is 13.6% Hispanic, 84.1% White, and .02% African American. Currently, 48.7% of our students are economically disadvantaged and 27.8% are classified as at-risk. Our students and their families are living in an economically challenged community; a limited number of our students have access to quality, affordable after-school programs. According to the U.S. General Accounting Office, only one-third of the schools in the United States, in low-income areas offer extended-day and enrichment programs, as opposed to more than half of schools in more affluent areas.

Our students have limited places to go after school as do at least 7 million, possibly as many as 15 million across the country. Our children are significantly at-risk of achieving poor grades, abusing drugs or alcohol, engaging in sexual activity, and dropping out of school. They are also missing out on much needed extended learning opportunities and positive relationships with caring adults in a safe environment. Mirroring their children's needs are the parents of our students. Educational attainment in Lipan is also poor. The median household income for Lipan is $53,958. Currently 10.6% of our population live below the poverty line. Only 67% of our population has Internet access.

Our community needs assessment was conducted by a focus group composed of administrators, teachers, students, parents, local organizations and businesses. The needs assessment was conducted at both the district and campus levels. We have identified the students most in need of academic assistance as follows: Elementary school - 115 students; High school - 59 students. Information sources reviewed included:
• district and campus improvement plans and goals;
• school performance reports which include graduation rates, promotion rates, discipline data, attendance rates and student test results;
• student and family surveys;
• interviews with school staff including counselors, Title I liaisons, teachers, principal, etc.;
• current campus partners (i.e. PTOs, PTAs, Booster Clubs, Parent Volunteer Groups, etc…);
• current services already offered for students and families on the campus; and
• curriculum maps/scope and sequence plans used during the school day.

Our management team and campus staff will continually identify and encourage students in need of academic assistance to join the program. Working families will be contacted by our family liaison as well as teachers and campus staff to notify them of program activities. Our ACE Program will balance academic support with a variety of engaging, fun, and structured extracurricular or co-curricular activities that promote youth development in a variety of real-world contexts. ACE Program activities will be based upon the needs of the campus and in conjunction with the Four-Component Activity Guide.

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9. Statutory/Program Requirements (Cont.)

2. Programs must help students meet academic standards as defined by the measures of effectiveness (i.e., growth in state assessment, improved GPA, increased school day attendance, improved school day behavior, and increased student engagement in learning) listed in the Purpose of Program section of this RFA. (See Program Guidelines) Describe how the proposed program design will positively impact this set of measures at the grant and center levels. Provide data and SMART goals describing the expected estimated impact over time on one or more measure.

Our ACE Program is designed based on our campus needs assessments, our campus improvement plans and in a collaborative, comprehensive, and coordinated approach. The district's program activities have been designed to be innovative and interactive. Program activities will be best-practice hands-on methods of instruction that assist students and adult participants in their learning and ability to make connections.

The SMART goal for our ACE program is to increase student academic achievement in all content areas reading, math, science and social studies for all participating students by 3% by the end of Year 1 of our program in 2022 on STAAR/EOC.

The district will offer extended programs for a minimum of 34 weeks per year, 15 hours a week. During the summer we will offer 5 weeks of programming for 4 days per week, 6 hours per day. These services will be offered to both students and their parents. The activities are based on 4 components in accordance with program requirements: 1) Academic assistance; 2) Enrichment; 3) Family and parental support services; and 4) College and workforce readiness.

Proposed Program Design:
Academic Assistance: STAAR/EOC prep. Academic skills, Accelerated and remedial education activities, Credit Recovery, Educational field trips, Homework check/completion, Extended Library services, Language (ESL/LEP)

Enrichment: Arts and crafts activities, Community service, Creative arts, Dance/drama, Fitness, Goal setting, Nutrition, Problem solving skills, Safety awareness, Self-esteem awareness, Social skills, sports activities.

Family and Parental Support Services: Adult education, College financial aid, Families as partners in education planning sessions, Parent conferences, Parent volunteers, Parent/Family events, School improvement planning, Technology literacy

College and Workforce Readiness: Career days, Career development activities, Career field trips, College admission assistance, College awareness/preparation, College entrance exams, College test prep, College tours, Concurrent enrollment, Scholarship applications, Dual credit, Vocational training.

These activities are based on findings from the Harvard Family Research Project's (HFRP) Issues and Opportunities in Out-of-School Time Evaluation, academic outcomes associated with participation in after school programs include: Better attitudes toward school and higher educational aspirations; Higher school attendance rates and less tardiness; Less disciplinary action; Lower dropout rates; Better performance in school, as measured by achievement test scores and grades; Greater on-time promotion; Improved homework completion; and Engagement in learning.

Regular attendance produces greater gains. A study of approximately 3,000 low-income, ethnically diverse elementary and middle school students found that those who regularly attended high-quality programs for more than two years gained up to 20 percentiles in standardized math test scores compared with unsupervised peers.

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9. Statutory/Program Requirements (Cont.)

3. Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. Include a plan for how the center-level programs will coordinate with the regular school day to address student needs and integrate program activities with the curricular program of the campus. Address activity oversight and how the program will ensure that activities are engaging for students.

The focus of our ACE program will be to improve academic achievement and overall student success as well as impact student performance, attendance, discipline referrals, advancement, high school graduation and career competencies. Additionally, the ACE program will establish activities that target the following areas:
• performance on required state assessments (impact student academic achievement)
• core course grades (impact student academic achievement, promotion, and graduation rates)
• on-time grade level advancement (promotion)
• school day attendance (attendance)
• discipline referrals (discipline)
• high school graduation rates (gradation rates);
• high school student career competencies (college and career competencies)

All program activities will align with the regular school day curriculum, will expose our students to meaningful academic content that supports TEKS and will provide opportunities for our students to participate through engaging and interactive activities. We will also use local data to meet our students needs in order to achieve our desired student and parent outcomes. All activities will be evidence based on best practices.

Activity Planning Requirements
1. All activities will be intentionally developed utilizing the findings from at least the following three data sets and be based on identified student needs:
• Campus Level Data (STAAR scores, Discipline Reports, Attendance Reports, Promotion Reports)
• Student Level Deficiency Data (why students are not mastering certain skills, why students are getting disciplinary referrals, etc.)
• Student Voice & Choice (surveys, focus groups, etc.)
2. All activities provided during our ACE program will be based on identified student needs to bolster the possibility of achieving positive student outcomes.
3. Our ACE activities will be supervised by qualified staff at all times and our management team (Project Director and Site Coordinators) will ensure the appropriate supervising adult to student ratios (15 to 1) are met. Adapting instruction to individual and/ or small-group instruction will also be a best practice offered at all Centers for students at risk of academic failure.
4. All activities will occur at the designated and approved center on a daily/on-going basis and will be a minimum of 45 minutes in length.
5. All activities will be intentionally developed using a comprehensive and coordinated planning tool - the Texas ACE Activity/Unit and Lesson Plan Worksheets.
6. Our ACE activities will align to the school day curriculum and academic-related activities will align with TEKS and where possible align with the specific Readiness/Supporting Standards identified as needing improvement in our Campus Needs Assessment. Enrichment activities will enhance the academic-related activities and/or be aligned with a documented campus/student need.

Students who regularly participate in Community Learning Centers improved their school attendance, class participation and behavior, homework completion, and reading and math achievement scores and grades. (Wisconsin Department of Instruction. (2014). 21st Century Community Learning Centers-Executive Summary 2012-2013.) Regular participation in afterschool programs helped narrow the achievement gap between high- and low-income students in math, improved academic and behavioral outcomes, and reduced school absences.

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9. Statutory/Program Requirements (Cont.)

4. Describe the planned partnership between the applicant and the proposed eligible partner organization. Include how the partnership will contribute to achieving stated objectives and sustaining the program over time. Check the box if applying for priority points for such a partnership. 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

Lipan ISD is a small rural Texas school district with few if any community-based organizations in reasonable geographic proximity and of sufficient quality to partner with to meet the requirements of this grant. The population of Lipan is about 488 and student population is 392. We are located in Hood County in central Texas.

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9. Statutory/Program Requirements (Cont.)

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

The district is committed to using best practices and research and evidence-based practices to provide educational and related activities that will enhance academic performance, college readiness, and positive youth development activities.

The Texas 21st CCLC program, referred to as the Texas Afterschool Centers on Education, or Texas ACE, has developed the Texas ACE Blueprint that the district will use to develop the Lipan ACE program. The updated Texas ACE Blueprint consists of four components: School Community Engagement; Vision, Mission, Goals; Continuous Quality Improvement; and Operations. Each component is supported by program design elements as well as statutory and program requirements. The elements include items such as center-level logic models, student activities, staffing, alignment, student and family participation targets, community advisory councils, needs assessment, sustainability, continuous improvement, local evaluation, program monitoring, data collection, and budgeting. TEA's state activities provide grantees with the resources and tools to fully support each component of the blueprint.

TEA will also provide training, resources, monitoring, and technical assistance for each grantee throughout the life of the grant. Through training and workshops the district will provide educational and related activities that will complement and enhance academic performance, achievement, positive youth development of the students, and college readiness activities. The services provided by TEA include: Training, Technical Assistance Coaching, ACE Help Desk, Promotional Materials and Outreach, Data Collection and Reporting Systems, Program Implementation Monitoring, State and Local Program Evaluation, Resource Networks.

6. 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.

Lipan ISD is a rural district that utilizes school buses to transport students to and from school.

Recognizing that there is a challenge in transportation to and from school for students, this has often become a barrier to school-related participation.

The district will plan and budget for district buses to transport participants safely to and from the center and home.

The District will revise the current District's Transportation Handbook to include a section for the ACE students Additionally, the District will designate additional bus routes to ensure the safety of the students to and from ACE activities. Communication about the transportation will be clearly communicated to the students and parents including working parents.

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9. Statutory/Program Requirements (Cont.)

7. 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. Please describe the applicant's plan to inform the community about the center and participating in the program.

The district will roll out a plan to ensure that the ACE program has maximum impact on student performance and family strengthening by keeping students, families, and communities informed of program opportunities as well as the location of community learning centers, planned activities and dates, after school program calendars, times the centers are open and other pertinent information. The district will utilize multiple school-community relations pathways to disseminate this information. These pathways include:
• The Lipan ISD Web Site – will be used to disseminate information to all community stakeholders.
• School district Facebook accounts – Each site will use the District's Facebook accounts to highlight program activities and continuously communicate information to all stakeholders.
• The district will incorporate the ACE activities with a monthly calendar of activities and links to resources and policies as part of their existing website.
• Quarterly monthly showcases – program activities will be highlighted across the community.
• Parent-Community member Feedback opportunities – will be implemented to disseminate adult education experiences to all stakeholders.

Additionally, the program director, center coordinators, family engagement specialist and staff will review information on a daily, weekly, and monthly basis and make modifications to the ACE Communication Plan, as needed.

The district will also utilize the ACE marketing materials that are available from TEA such as brochures for community members and families (in both English and Spanish), posters, newsletters and press releases.

8. 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. If applying for Program Priority 1- Program Integration, include a description of how the grant program will integrate with other TEA or local initiatives designed to increase specific academic student outcomes. Use data to explain how the program will realistically impact short- and long-term goals for student academic achievement.

Funding for this program will be used to supplement and not supplant funds from non-federal sources. Our purpose is to increase the levels of service already offered to meet the needs of our students and parents. Any program activities required by state law, State Board of Education rules or local board policies will not be paid with these funds; nor will state or local funds be decreased or diverted for any other uses because of the availability of these funds. The district will maintain documentation which will demonstrate the supplementary nature of these funds.

Funding for this program will also be enhanced with funding from in-kind contributions, community contributions, Title funding, and local funding. We will also utilize and coordinate eligible funding from other state and federal funded competitive and non-competitive programs.

The intended use of the additional in-kind funding will be used for costs including salaries for educational aides, electric bills, use of campuses, transportation, snacks, technology and other eligible grant costs.

If funded the district will coordinate federal, state, and local programs and make the most effective use of public resources. The program director, center coordinators, superintendent, and business manager will work together to ensure there are no duplication of services at any of the centers.

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9. Statutory/Program Requirements (Cont.)

9. 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.

Our community is invested heavily in collaborative interaction, resource sharing, and coordination of services for students and families served by the district. Our district plans and works directly with other community agencies and organizations involved in the provisions of literacy and educational services. Representatives of Texas ACE Program populations, business and industry, local government, public libraries, postsecondary education service providers, and other local agencies and organizations are actively involved in planning for and implementing school reform initiatives. This includes those which address the academic achievement of our students.

We will expand existing resources and activities that currently include local, state and federal funding efforts to strengthen performance and readiness of at-risk students.

By hosting the ACE program, current resources such as utilities, maintenance, district personnel, technology and other purchased resources will be available to enhance and extend the program. Grant funding will not be used to supplant funding for any service or programs currently in place at the proposed sites.

The District is committed to meeting the needs of our diverse student population. Through state and local funding, we will continue to offer after school instruction and other needed services for our students. We will sustain the project for at least two years by aggressively seeking sources of external funding through partnerships with business and community as well as grant initiatives in order to evaluate the longitudinal effectiveness of the program.

10. 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)

Volunteers can be an invaluable asset to programs, especially if these are people from the community that students look up to and admire. All volunteers will go through a screening process which includes submitting a criminal history and background check. All volunteers will be required to sign in and out at each campus and work closely with administration regarding volunteer assignments.

Volunteers will be recruited by ACE staff, family engagement specialist, and campus administration. Calls for volunteers will be advertised in campus newsletters, at community and District events, and through flyers to disseminate accordingly. Volunteers will be provided with best practices on how to provide effective instruction after school. The volunteers will have a handbook to help guide them in the school culture, and to be successful and enjoy their experiences with students as much as they themselves will be enjoyed. The volunteers will be supervised by and communicate regularly with the site coordinator, family engagement specialist, ACE certified teachers and campus administration to track student's educational gains, and participate in campus activity development and modification. Volunteers will receive individual support from the site coordinator through bi-weekly observation and feedback reviews. ACE program staff and family engagement specialist will add partners to assist in enrichment activities to help increase community buy-in within the school district.

Volunteers will act as student advocates, mentors, and provide one-on-one tutoring to struggling at-risk students from all demographics. Qualified volunteers will be recruited to provide one-on-one English as a Second Language tutoring activities and cultural awareness. Research shows that students will likely master a second language when they are given conversational opportunities in ordinary social and formal setting.

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9. Statutory/Program Requirements (Cont.)

11. The level of attendance in the program (i.e., dosage) is correlated with certain positive student outcomes. Describe the program's strategies for recruiting and retaining students in the program over time. Provide SMART goals specifically related to student attendance targets and dosage for a typical school year (fall, spring) and separately for summer.

Our ACE Program will balance academic support with a variety of engaging, fun, and structured extracurricular or co-curricular activities that promote youth development in a variety of real-world contexts. ACE Program activities will be based upon the needs of the campus and in conjunction with the Four-Component Activity Guide and will be balanced, the program will offer at a minimum one activity from each category and will be offered each term. Activities identified in the Four-Component Activity Guide will be offered in all four areas: Academic Assistance, Enrichment, Family and Parental Support Service, and College and Workforce Readiness. Due to the amount of classroom time missed during Covid, the district will identify students in the most need of academic improvement and promote the ACE program to these students. Explaining that the Enrichment activities will be included daily as well as the other 3 components. The district will offer some fun educational enrichment activities at all centers.

The district has projected a total of 174 participating students: Elementary school- 115 students; High school - 59 students.

Students who regularly participate in Community Learning Centers improved their school attendance, class participation and behavior, homework completion, and reading and math achievement scores and grades. (Wisconsin Department of Instruction. (2014). 21st Century Community Learning Centers-Executive Summary 2012-2013.)

12. Describe how the center-level needs assessments informed the proposed center operations schedule and corresponding staffing and budget plans. Describe how the plan will help meet the measures of effectiveness and student service targets while maintaining center-level quality.

The district's ACE Program will have a strong management plan to assure that center level goals and objectives are met on time and within budget. The plan has been designed to seek input from and represent all community stakeholders. The district's After school Task Force will be made up of representatives from the district and community partners. Input was sought from parents, students, teachers and members of the community in the design of the ACE Program, including individual center operations. The Task Force will be charged with oversight, monitoring the operations of the project, evaluating progress in the achievement of program goals, objectives and strategies for recommending continuous improvement and for reporting to the district's board of trustees.

The Project Director with assistance from the Family Engagement Specialist will monitor day-to-day activities to ensure successful implementation. The Project Director, Site Coordinators, and Family Engagement Specialist will identify and enroll students and parents, recruit and hire teachers, identify contractors for enrichment courses, and identify and obtain appropriate curricula, programs, and topics for family literacy and enrichment offerings. Site Coordinators will also be responsible for collecting and reporting required evaluation data.

The Project Director, Site Coordinators, and staff of the community-based organizations will work together to develop student and adult surveys to solicit feed back on an ongoing basis. In addition, the Project Director and Site Coordinators will analyze evaluation data to ensure continuous improvement in the operation of the program. The Project Director and Site Coordinators will attend the required orientations, trainings, and conferences required by the grant. The Project Director and Site Coordinators will also be responsible for the timely and accurate data entry into TX21st database.

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

10. 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	

11. 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)	

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

12. 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	$60,000
2.	Site Coordinators @ 2	$90,000
3.	Family Engagement Specialist	$30,000
4.	Extra duty pay - 10 staff - 555 hours @$25 hr	$138,750
5.	Benefits @ 15%	$47,813

Professional and Contracted Services

6.		
7.		
8.		
9.		
10.		

Supplies and Materials

11.	Technology, Software	$160,000
12.	Food/snacks	$6,437
13.	Academic Activities, Enrichment Activities	$20,000
14.	Family Engagement and College/Career Activities	$10,000

Other Operating Costs

15.	Training	$2,000
16.	Transportation costs to and from program	$10,000
17.		

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs: 0

TOTAL GRANT AWARD REQUESTED: $575,000

For TEA Use Only:
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 mailed OR faxed (not both). **To fax:** one copy of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to either (512) 463-9811 or (512) 463-9564. **To mail:** three copies of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to the address on page 1. 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

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

Center Operations Schedule

County-district number or vendor ID: 082-902

Part 2: Center Overview Table

In the chart below, applicants must enter information on each of the proposed centers. Applicants must ensure that the center number entered in the chart below is the same as that used in the Center Operation charts that follows (Part 3).

Center #	9 Digit campus ID #	Name of Center/Host Site, Physical Address, City, ZIP, Program Contact Phone	# of Feeder Schools	Grade Levels Served (PK to 12)	Proposed "Regular" Student target to be served 30 or 45 days or more annually	Proposed Parent/Legal Guardian Target
1	1119020 03	Lipan High School 211 N Kickapoo Lipan, Texas 76462-2429	0	7-12	59	10
2	1119021 02	Lipan Elementary School 211 N Kickapoo Lipan, Texas 76462-2429	0	K-6	115	10
3						
4						
5						
6						
7						
8						
9						
10						

Texas ACE Center Operations Schedule (one per center)		Program Year 2021-2022

(Part 3) Applicant will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.

Center 1	9 Digit campus ID	Name of Center/Feeder School, Physical Address, City, ZIP	*Grade Levels Served*	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target
Center	111902003	Lipan High School 211 N Kickapoo Lipan, Texas 76462-2429	7-12	59	10
Feeder					
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start *(Must be approved in NOGA)*	N/A		
Fall Term	08/23/21	12/22/21	16
Spring Term	01/10/22	05/27/22	13
Summer Term	06/01/22	07/05/22	5
Total number of weeks:			34

Center Schedule

Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	-	-	3:30	6:30	-	-	3:30	6:30	8:00	-	-	2:00
Tuesday	-	-	3:30	6:30	-	-	3:30	6:30	8:00	-	-	2:00
Wednesday	-	-	3:30	6:30	-	-	3:30	6:30	8:00	-	-	2:00
Thursday	-	-	3:30	6:30	-	-	3:30	6:30	8:00	-	-	2:00
Friday	-	-	3:30	6:30	-	-	3:30	6:30	8:00	-	-	2:00
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			

Adjunct Sites, If applicable (site name and full address)	N/A
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	N/A
Parent/Legal Guardian Activities	Parent enrichment and learning activities will be provided during center hours listed above.

Texas ACE Center Operations Schedule (one per center)		Program Year 2021-2022

(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.

Center 2	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP	*Grade Levels Served*	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target
Center	111902102	Lipan Elementary School 211 N Kickapoo Lipan, Texas 76462-2429	K-6	115	10
Feeder					
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start *(Must be approved in NOGA)*	N/A		
Fall Term	08/23/21	12/22/21	16
Spring Term	01/10/22	05/27/22	13
Summer Term	06/01/22	07/05/22	5
Total number of weeks:			34

Center Schedule

Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	-	-	3:30	6:30	-	-	3:30	6:30	8:00	-	-	2:00
Tuesday	-	-	3:30	6:30	-	-	3:30	6:30	8:00	-	-	2:00
Wednesday	-	-	3:30	6:30	-	-	3:30	6:30	8:00	-	-	2:00
Thursday	-	-	3:30	6:30	-	-	3:30	6:30	8:00	-	-	2:00
Friday	-	-	3:30	6:30	-	-	3:30	6:30	8:00	-	-	2:00
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			

Adjunct Sites, If applicable (site name and full address)	N/A
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	N/A
Parent/Legal Guardian Activities	Parent enrichment and learning activities will be provided during center hours listed above.

Texas ACE Center Operations Schedule (one per center)		Program Year 2021-2022

(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.

Center 3	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP	*Grade Levels Served*	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target
Center					
Feeder					
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start *(Must be approved in NOGA)*			
Fall Term			
Spring Term			
Summer Term			
Total number of weeks:			

Center Schedule

Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												
Total Hours Per Week:												

Adjunct Sites, If applicable (site name and full address)	
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	
Parent/Legal Guardian Activities	

| Texas ACE Center Operations Schedule (one per center) | | | Program Year 2021-2022 | |

(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.

Center 4	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP	*Grade Levels Served*	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target
Center					
Feeder					
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start *(Must be approved in NOGA)*			
Fall Term			
Spring Term			
Summer Term			
Total number of weeks:			

Center Schedule

Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												
Total Hours Per Week:												

Adjunct Sites, If applicable (site name and full address)	
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	
Parent/Legal Guardian Activities	

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022	

(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.

Center 5	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP				*Grade Levels Served*	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target
Center								
Feeder								
Feeder								

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start *(Must be approved in NOGA)*			
Fall Term			
Spring Term			
Summer Term			
Total number of weeks:			

Center Schedule

Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												
Total Hours Per Week:												

Adjunct Sites, If applicable (site name and full address)	
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	
Parent/Legal Guardian Activities	

Texas ACE **Center Operations Schedule (one per center)**		**Program Year** **2021-2022**

(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.

Center 6	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP	*Grade Levels Served*	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target
Center					
Feeder					
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start *(Must be approved in NOGA)*			
Fall Term			
Spring Term			
Summer Term			
Total number of weeks:			

Center Schedule

Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												
Total Hours Per Week:												

Adjunct Sites, If applicable (site name and full address)	
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	
Parent/Legal Guardian Activities	

Texas ACE Center Operations Schedule (one per center)		Program Year 2021-2022	
(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.			

Center 7	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP	*Grade Levels Served*	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target
Center					
Feeder					
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start *(Must be approved in NOGA)*			
Fall Term			
Spring Term			
Summer Term			
Total number of weeks:			

Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												
Total Hours Per Week:												

Adjunct Sites, If applicable (site name and full address)	
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	
Parent/Legal Guardian Activities	

Texas ACE Center Operations Schedule (one per center)	Program Year 2021-2022

(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.

Center 8	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP	*Grade Levels Served*	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target
Center					
Feeder					
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start *(Must be approved in NOGA)*			
Fall Term			
Spring Term			
Summer Term			
Total number of weeks:			

Center Schedule

Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												
Total Hours Per Week:												

Adjunct Sites, If applicable (site name and full address)	
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	
Parent/Legal Guardian Activities	

Texas ACE Center Operations Schedule (one per center)				Program Year 2021-2022		

(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.

Center 9	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP	*Grade Levels Served*	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target
Center					
Feeder					
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start *(Must be approved in NOGA)*			
Fall Term			
Spring Term			
Summer Term			
Total number of weeks:			

Center Schedule

Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												
Total Hours Per Week:												

Adjunct Sites, If applicable (site name and full address)	
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	
Parent/Legal Guardian Activities	

Texas ACE Center Operations Schedule (one per center)		Program Year 2021-2022

(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.

Center 10	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP	*Grade Levels Served*	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target
Center					
Feeder					
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start *(Must be approved in NOGA)*			
Fall Term			
Spring Term			
Summer Term			
Total number of weeks:			

Center Schedule

Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	**AM End**	**PM Start**	**PM End**	**AM Start**	**AM End**	**PM Start**	**PM End**	**AM Start**	**AM End**	**PM Start**	**PM End**
Monday												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												
Total Hours Per Week:												

Adjunct Sites, If applicable (site name and full address)	
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	
Parent/Legal Guardian Activities	