



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 <a href="mailto:competitivegrants@tea.texas.gov">competitivegrants@tea.texas.gov</a>	

Authorizing legislation: Public Law 114-95, Elementary and Secondary Education Act of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)

Grant period: From 08/01/2023 to 07/31/2024 Pre-award costs: ARE NOT permitted for this grant

Required attachments: Refer to the program guidelines for a description of any required attachments.

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

1. Applicant Information

Name of organization	Corpus Christi ISD						
Campus name	CDN	178904	Vendor ID	17460058	ESC	2	UEI
Address	801 Leopard	City	Corpus Christi	ZIP	78401	Phone	361-695-7563
Primary Contact	Candi Callas	Email	Candi.callas@ccisd.us	Phone			
Secondary Contact	Amanda Cameron	Email	amanda.cameron@ccisd.us	Phone	361-695-7563		

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	Roland Hernandez	Title	Superintenden	Email	roland.hernandez@ccisd.us
Phone	361-695-7405	Signature		Date	1-4-23
Grant Writer Name	Dr. Candi Callas	Signature		Date	1-10-23

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 CCISD facilitated focus groups to examine relevant data and identify schools with the greatest need for a high-quality after-school program. District administrators and the District Advisory Team analyzed essential data. Feedback was collected from campus leadership teams to ensure all stakeholders had input. Campus-wide surveys of parents and students indicate a significant need for an after-school program to enhance students' academic and enrichment experiences. Multiple elementary schools within the CCISD have significantly higher rates of at-risk students than the state average. District-wide, 73% of students are economically disadvantaged compared to the state average of 60.61%. Sites with the highest populations include Travis(98.8%), Zavala(97.4%), Oak Park (96.5%), Gibson(96.5%), Shaw(95.2%), Allen(95.1%), Hicks(94.5%), Garcia (93.5%), Fannin (92.9%), and Berlanga(91.5%). The number of at-risk students at several CCISD elementary campuses exceeds the state average of 49.2%. CCISD has at least 10 elementary campuses whose at-risk student population exceeds the state average, including Travis (62.8%), Zavala (65.9%), Berlanga (65.4%), Gibson (64.3%), Shaw (64.2%), Allen (63.6%), Hicks (61.8%), Oak Park (59.6%), Garcia (52%), and Fannin (54.3%). Also, 3 campuses are currently identified as targeted support and improvement, including Oak Park, Travis, and Zavala. CCISD students are underperforming on STAAR, compared to state averages for "Meets" in all tested grades. 32% of CCISD students earned "Meets" on math, compared to the state average of 37%. 37% of CCISD students earned "Meets" on reading, compared to the state average of 45%. In CCISD, the students identified as economically disadvantaged performed significantly lower than their all-student peer group, indicating an achievement gap. CCISD did not meet the TELPAS Progress Rate target in the closing the gaps domain. In 2022, CCISD's TELPAS Progress rate was 28%, 31% in 2021, and 27% in 2019, compared to the target of 36%.By providing a high-quality after-school program that includes targeted academic support, high-impact tutoring using high-quality instructional materials, and student interest-based enrichment, CCISD will be able to provide supplemental support for campuses with the highest percentage of economically disadvantaged students. The targeted academic support provided during the program will help accelerate learning, and the student interest-based enrichment will provide the students with access to experiences focused on developing the whole child. To strengthen the home to school connection and best support our working families, the 21st CCLC will provide a safe, high-quality after-school experience. Family engagement activities will provide academic, socio-emotional, and wellness support, to empower our families. The proposed 21st CCLCs include CCISD's campuses with the greatest number of economically disadvantaged students; Travis, Zavala, Oak Park, Gibson, Shaw, Allen, Hicks, Berlanga, Garcia, and Fannin. Also, all 10 proposed sites have an at-risk student population well above the state average. 3 of the campuses are identified for targeted support and improvement. This data is foundational to the decision to host the 21st CCLC program at these 10 campuses. The combination of targeted academic support, high-impact tutoring, and student interest-based enrichment in a high quality after-school program will provide supplemental academic support to our highest needs students. If awarded, this program would greatly improve students' preparation to be successful, life-long learners.

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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.

By the end of the first year of operation, CCISD's 21st CCLCs will enroll 15-25% of each campus total enrollment. Additionally, students who regularly attended the program (at least 45 days), will show a 10% increase in performance on the STAAR assessment from the 2022-23 school year (SY) and district assessments from fall to spring SY 2023-24. Also, CCLCs will see an increased percentage of school-day attendance for students enrolled in the program, meeting the district average daily attendance goal of 95%. CCLCs will see a reduction in students' number of disciplinary referrals by 20% from SY 2022-23.

The first-quarter benchmarks used to measure progress towards meeting the SMART goals include:

- \*developing a logic model for the program,
- \*formalizing community partnerships to strengthen family engagement,
- \*building teams and staff at all sites,
- \*establishing a steering committee consisting of district and campus administrators and community members,
- \*marketing the program,
- \*identifying and prioritizing students in most need of the program,
- \*creating an enrollment process,
- \*providing prescriptive on-going professional development for staff, and
- \*beginning services, and establishing baseline data for student attendance, discipline, and academic achievement.

The second-quarter benchmarks used to measure progress towards meeting the SMART goals include:

- monitoring the progress of participating students in compliance with grant assurances
- \*analyzing student growth and performance in reading and math, improving student performance by 10%,
- \*analyzing student attendance data in the program and during the school day, improving student average daily attendance to meet district goal of 95%,
- \*analyzing student behavior/discipline instances, decreasing instances by 20%,
- \*surveying parents/guardians, students, and staff regarding academic, enrichment, and family engagement activity quality,
- \*monitoring CCLCs to ensure high-quality targeted academic support and enrichment,
- \*providing prescriptive on-going professional development based on site visit quality data,
- \*developing and implementing family engagement activities for parents/guardians.

The third-quarter benchmarks used to measure progress towards meeting the SMART goals include:

- monitoring the progress of participating students in compliance with grant assurances
- \*analyzing student growth and performance in reading and math, improving student performance by 10%,
- \*analyzing student attendance data in the program and during the school day, improving student average daily attendance to meet district goal of 95%,
- \*analyzing student behavior/discipline instances, decreasing instances by 20%,
- \*surveying parents/guardians, students, and staff regarding academic, enrichment, and family engagement activity quality,
- \*monitoring CCLC's to ensure high-quality targeted academic support and enrichment,
- \*providing prescriptive on-going professional development based on site visit quality data,
- \*developing and implementing family engagement activities for parents/guardians, and
- \*developing a sustainability plan.

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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.

**DATA** - In quarterly steering committee meetings, the Program Director, Site Coordinators, administration and essential stakeholders will examine and analyze various CCLC data, which will ensure prompt identification of barriers that are hindering student progress in meeting the SMART goals. Specific data to be reviewed will include district assessment performance in reading and math, average daily attendance, program attendance, and student discipline/behavior instances. Program quality visits will be conducted weekly at each site by the site coordinator and at least monthly by the program director. The data collected during the site visits will provide timely information on modifications needed to the academic and/or enrichment portions of the program, as well as the professional development needs of the staff. Additionally, student, parent/guardian, and staff surveys will be conducted in November, February, and April to evaluate the quality of the academic, enrichment, and family engagement activities in the programs. The feedback from stakeholders will identify areas of concern and help to guide solutions for any identified obstacles.

**MODIFICATIONS** - If the benchmarks listed are not or cannot be met, the program director will discuss immediate and impactful modifications to the timeline, processes, or objectives, which will be dependent upon the cause of not meeting the benchmark. Additionally, if outside assistance is needed, the assigned TEA program director will be contacted for guidance and support so that the district can continue to progress toward meeting the SMART goals. Internally, the program director will work with CCISD's school leadership team and senior-level leadership if any significant changes are necessary.

## 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 21<sup>st</sup> 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.

**Targeted Academic Support** - In partnership with the assurances of TCLAS Decision 11, high-quality afterschool programs, the targeted academic support will provide high-need learners with access to high-quality instruction that extends learning beyond the school day, decreases or eliminates achievement gaps, and increases student academic performance. The targeted academic support will focus on highly engaging instructional activities using HQIM aimed at increasing student motivation to learn and perform successfully both during the school day and in the after-school program. Students will see improved performance on state and local assessments in reading and math, accelerating their learning. This will intrinsically develop a growth mindset and increased self-efficacy and self-esteem in our highest-needs learners. By empowering our certified teachers to design and deliver targeted academic support, the 21st CCLCs will help build a culture of learning at each site and ensure quality relationships between staff and students to close the achievement gaps. Each student will receive HQIM targeted academic support and high-impact tutoring. Students will utilize the HQIM, specifically Zearn and Amplify, ensuring students are given on-demand instruction to meet their academic needs.

In addition, students will receive a minimum of 30 minutes of high-impact tutoring a minimum of 3 days per week. In conjunction with CRIMSI, teachers will utilize Eureka Math, Zearn, and Amplify to support both targeted academic support and high-impact tutoring. These CRIMSI and HQIM products are also utilized throughout the school day as a part of CCISD's guaranteed and viable curriculum to ensure all students receive on grade-level and accelerated instruction.

**Student Interest-Based Enrichment** - As a part of a high-quality after-school program, integrating student interest-based enrichment is a critical piece of ensuring the students are exposed to a variety of engaging activities. Our highest-needs students, especially with each 21st CCLC being at least 90% economically disadvantaged, are limited in their exposure to culture-rich activities aimed at developing the whole child. The student interest-based enrichment portion of the 21st CCLC's will lessen the opportunity gap for our students with the most critical social-emotional health needs and ensure they gain valuable and well-rounded enrichment experiences that support their development as productive citizens. The CCLC's will partner with the CCISD CTE department to help align our enrichment activities to the programs of study offered to high school students in CCISD to help our students enrolled in the after-school program to a wide variety of disciplines and spark their interest in future career fields. By involving our high school CTE teachers, we will be able to offer enrichment experiences in 13 various programs of study; agriculture, architecture and construction, art and audio visual tech and communications, business, marketing, and finance, education and training, health science, hospitality and tourism, human services, law and public safety, manufacturing, STEM, and transportation. This focus on CTE alignment and the available programs of study in CCISD will ensure that our future high school students are college, career, and military ready.

**Family Engagement** - Meaningful engagement activities will be held monthly to increase family/parent/guardian participation in their child's academics and the school, which impacts a students' social, emotional, and academic success. Literacy and other related educational development, such as financial literacy activities, can have a generational impact on income rates and career opportunities for CCISD parents. The duration and intensity of activities will be determined by student and family needs, and parental sessions will be linked to campus data and needs assessments. Family engagement activities will include; literacy/financial literacy, computer educational programs to assist with employment opportunities and learning soft job skills, and healthy cooking options for busy working parents. Parents who are empowered through educational opportunities build the confidence to help their children with homework and become lifelong learning mentors and partners in education.

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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 academic programming included in the 21st CCLC schedule will be composed of both targeted academic support and high-impact tutoring using high-quality instructional materials, such as Amplify mCLASS Intervention, Amplify Reading, Zearn, and Eureka Math. The targeted instruction that students will receive during this portion of the program will align with best-practices and research-based pedagogy that will accelerate learning for our most struggling students. By providing this academic extension of the school day, aligned to district and campus goals, students will begin to experience reduced academic gaps created by COVID and prior, build self-confidence and self-efficacy in academics, and gain a positive appreciation for their school experience. Aligned with the high-quality after-school program model utilized by our campuses hosting the TCLAS Decision 11 after-school programs, the 21st CCLC's will include both targeted academic support and student interest-based enrichment.

The identified 10 elementary campuses that would host the 21st CCLC's have at-risk student enrollment significantly higher than the state average of 49.2%, resulting in a significant and demonstrable opportunity gap. More than 90 percent of students enrolled at these campuses are economically disadvantaged, indicating a need for both additional academic support and engaging, well-rounded enrichment experiences that extend beyond the standard school day to help bridge the achievement gap and prepare students for postsecondary education. We can mitigate the detrimental and profound effects that poverty has on students' educational experience by providing our most disadvantaged students with access to a wide range of enrichment opportunities, such as those in the arts, STEM, athletics, social-emotional health, postsecondary readiness activities, and character development programs.

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.

The 21st CCLC's will be hosted at 10 elementary campuses with the highest percentage of economically disadvantaged students. Because of the extreme number of economically disadvantaged students and at-risk students at the proposed host sites, providing bus transportation home from the 21st CCLC will be required for some sites to ensure student safety. The CCISD Transportation Department has reviewed the existing routes for each campus and determined that 4 out of the 10 campuses will need transportation provided. At 4 of the 10 elementary sites, there is a large population of students who live beyond the 2 square mile radius of the school, which further justifies the need to provide transportation. The proposed sites that will provide transportation will be Allen, Gibson, Oak Park, and Zavala. The program will end at 6:00 p.m., which in many instances of the school year will be after dark, indicating additional need to safely transport students home at the conclusion of the program. Students who qualify for transportation services throughout the school year are also eligible for after-school transportation. Each participant will be required to have a completed Parental/Guardian Consent form indicating how he/she will leave the program each day to return home during the electronic registration process for the program. All 21st CCLC staff will review and have access to the transportation plan for students. The list of bus riders will be reviewed at the end of the program day to ensure that each rider in attendance is on the bus, unless the parent/guardian has communicated otherwise. The buses will run to the posted schedule, and parents must meet their child(ren) at the designated stop. The school bus is an extension of the campus, and students must abide by the student code of conduct. Student participation should not be hindered by transportation. Students who have parent permission on the enrollment form are permitted to walk home. They will be released in accordance with the list of authorized walkers. A staff member will be tasked with documenting each walker's release and ensuring that they are safely off campus. The remaining students will be picked up by the parent/guardian or someone authorized in writing on the enrollment form by the parent/guardian. At each pick-up, the parent/guardian or authorized person must present identification and sign the student(s) out using established release procedures.

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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.

The Corpus Christi ISD Office of Communications will disseminate information via its various community outreach mediums. These range from several online avenues, such as social media, to campus newsletters, and local news publications. Communications and the program director will coordinate with the local news stations to promote participation in the program.

The district will utilize the 21st CCLC branding in all local program materials and promotions as these marketing materials will be conveniently available in Spanish and English. The district will use some current signage and promotional materials but will incorporate 21st CCLC branding while expanding on its accessibility efforts through several additional communication platforms. Each campus will disseminate program information via its school website, marques, and Learning Management System (LMS). At least twice each year, the program director will provide the Board of Trustees and key stakeholders with an update on the program's status and progress toward achieving its objectives, as well as answer any questions and/or requests for further information.

An application and registration platform will be used to streamline the enrollment and processes.

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)

The 21st CCLCs will work to sustain existing partnerships with community organizations and volunteers that enhance the student interest-based enrichment portion of the program. The Program Director will work with various community stakeholders to explain the need and purpose of the 21st CCLC's and how these programs will enhance the after-school experience for our high needs students. The policy below will be followed by the Program Director and other departments within the district to secure Memorandums of Understanding (MOU) with each volunteer entity.

A memorandum of understanding (MOU) is required for community partners. Before an MOU can be created, you'll need to get all supporting documents completed by the supervisor of the agency (attached to this email), W-9, and copies of car insurance of each person who will be driving to one of our campuses. Even if a supporting document does not pertain to them, they need to write N/A and sign each document.

1. Once that information is received, then an MOU and Routal form are written.
2. All of this information is then sent to the program supervisor who will gather the appropriate signatures from upper administration.
3. The last signature will be from the agency that needs the MOU. This will be sent to the agency by our contract analyst.
4. They cannot volunteer on campus until you have received the signed MOU.
5. Once all signatures are acquired, our contract analyst will send the agency a completed copy of the MOU. The agency can now work with our students.

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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.

Local, SCE, Title I, Part A, TCLAS, Title III, and Title IV funds will be analyzed to ensure the most efficient use is achieved. The proposed sites are supported by federal, state, and local funds. In addition to standard school allocations, campuses receive additional monies in varied amounts based on the needs of enrolled students. The fundamental goal of all funds is to improve the overall educational program and raise the academic achievement of all children. The district will align resources for school improvement interventions by ensuring federal, state, and local funds are in compliance with each respective entity's guidelines to supplement the regular education program. Each campus will continually review and update the Campus Needs Assessment and the Campus Improvement Plan to ensure all needs are addressed with coordination of braided funding sources. SCE funds will be utilized to purchase supplemental programs and services for at-risk and educationally disadvantaged students, including HQIM and the district's implementation of 21st century life skills curriculum to strengthen campus culture. Title I, Part A funds will be used to address the needs of at-risk students not meeting academic standards by increasing the amount and quality of learning, providing access to improved instructional resources, providing enriched and/or accelerated curriculum, and increased access to educational technology. Title I campuses are assigned a paraprofessional to promote family engagement and provide in-class support for struggling students who work to increase family engagement at the campus by hosting family events and activities. Title IV funding will support the development of well-rounded and healthy students to enrich their educational experiences. The district funds high-impact tutoring and high-quality after-school programs with TCLAS, with Title 1, and ESSER funds. CCISD is currently implementing the after-school program on 20 campuses, 5 campuses receiving funding from TCLAS and the remaining 15 campuses receiving funding from ESSER III and Title 1. TCLAS and ESSER funds will be eliminated for the 2024-25 school year. If awarded, the 21st CCLC grant will enable the sustainability of CCISD's high-quality after-school program to advance equity in maintaining essential support for high-need students.

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.

Corpus Christi ISD is committed to sustaining a high-quality after-school program once funding from the 21st CCLC grant funds ends. There are ways to proceed and sustain aspects and objectives of this program, which will require effective communication to ensure buy-in from the community, teachers, and partners to provide ongoing support and access to resources at little or no cost to our families. As a part of the grant assurance for TCLAS, the district has created a high-quality after-school program steering committee. The steering committee meets quarterly and will develop a sustainability plan for CCISD to continue providing the much needed after-school programs to extended learning and enrichment beyond the school day.

Developing and building partnerships with entities that have the expertise, personnel, and desire to assist in providing ongoing programming for these most at-risk students of all ages will be key. The district is currently in the process of researching and creating a tiered paid after-school program district-wide, which would provide long-term sustainability of high-quality after-school programs within our district. Providing safe, academic, and enrichment-based after-school programming for our elementary campuses is critical service in our community. Our school district serves a community that has a much higher number of economically disadvantaged students than the state average. This increased need precipitates the need for the district to create a self-sustained program.

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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

**Communities in Schools (CIS)**

Communities In Schools of the Coastal Bend was chartered as a 501 (c)(3) non-profit corporation in Corpus Christi, Texas, in 1986 by a group of business, educators, and community leaders concerned with school dropout rates in our community. The founders believed the dropout rate could be reduced by delivering and coordinating the delivery of campus-based social services to potential dropouts. For the past 36 years, CIS has successfully been operating in the community. Communities in Schools partner with the program in the area of parental and family engagement. They will assist in providing services and activities that support and help increase the participation of parents in the educational experience.

**TAMUCC**

Texas A&M University-Corpus Christi will partner with the program by providing opportunities for future teachers to volunteer at the program to gain experience and intern work with CCISD students in the areas of academics and enrichment.

**Kennedy Dental**

Kennedy Dental will partner with CCISD to provide engaging presentations for our students enrolled in the 21st CCLC's. These presentations include a live "tooth fairy" and life-sized toothbrushes and floss. The students learn about dental hygiene and its importance to their overall health and well-being. The presentation ends with each student being sprinkled with fairy dust.

**Go Team Therapy Dogs**

GO TEAM is a 501(c)(3) non-profit organization. The mission of GO TEAM is to train handler-dog teams to offer relief, caring, and assistance to those in need. The GO TEAM handler/dog teams are dedicated to placing well-trained, certified therapy dog teams in programs that provide comfort and caring through a canine-human bond. The special volunteers will partner with the program to make visits to the different sites. Teams will allow the students to destress and be comfort in their interaction with the therapy dogs.

**Girl Scouts of America**

Girl Scouts of America will partner with CCISD to provide character development education and activities through their program for girls enrolled in kindergarten-3rd grade. They will expand their typical six-week program over the course of six months and visit each 21st CCLCs twice per month to provide programming to the Daisies (kindergarten and 1st grade) and the Brownies (2nd and 3rd grade).

**Tennis Success**

Tennis Success serves disadvantaged youth who may not have the means to join sports or clubs. Tennis Success focuses on academics through consistent academic tutoring in the program. Students will learn skills, both on the court and in the classroom. Tennis Success builds character, respect, and a sense of pride in the students they mentor. In addition, the program instills life-long, productive habits in all students served.

**US Marine Corps**

The Us Marine Corps will visit CCLCs sites to read children's to the students. They will then provide the students with children's books.

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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.

In partnership with the assurances of TCLAS Decision 11 and TCLAS Decision 1, high-quality after-school programs and RSSP, the 21st CCLC will provide, targeted academic support will to our high-need learners that extends learning beyond the school day, decreases or eliminates achievement gaps, and increases student academic performance. In conjunction with CRIMSI and HQIM, teachers will utilize Eureka Math, Zearn, and Amplify to support both targeted academic support and high-impact tutoring. These CRIMSI and HQIM products are also utilized throughout the school day as a part of CCISD's guaranteed and viable curriculum to ensure all students receive grade-level and accelerated instruction. TCLAS Decision 1, Accelerated Learning Strategic Planning, provides our district with a service provider who provides tailored and targeted support to address challenges presented by disruptions to learning caused by COVID-19. The strategies that our district as focused on to the CCLC sites as well. Some examples of the strategies and techniques that CCISD staff have been trained on include lesson internalization, how to build strong, effective COVID recovery and acceleration plans, and how to improve student outcomes through an inclusive and supportive approach that include campus leaders, teachers, and families. Additionally, the TCLAS data fellow provides key data reports that will be used for appropriate academic placement in the CCLCs. The TCLAS data fellow will also provide key data and trackers to monitor progress and make appropriate academic decisions based on the needs of each individual student. The data provided will also be used to make any necessary program adjustments throughout the school year, if any are required. On a weekly basis and/or after each administration of assessments, the TCLAS data fellow will provide data from curriculum-based assessments, mCLASS, MAP, Zearn, and Amplify for the committee to monitor progress and guide decision-making.

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

**9. Equitable Access and Participation**

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

- The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

**10. PNP Equitable Services**

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

- Yes  No

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

Are any private nonprofit schools participating in the grant?

- Yes  No

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

**Assurances**

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

**Equitable Services Calculation**

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)	
<b>Grantee's total required ESSA PNP equitable services reservation (line 7 times line 2)</b>	

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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.	1 Program Director	\$85,000
2.	10 Site Coordinators	\$450,000
3.	Professional and Paraprofessionals Extra Duty Pay	\$1,040,000
4.	1 Program Specialist	\$75,000
5.		

**Professional and Contracted Services**

6.		
7.		
8.		
9.		
10.		

**Supplies and Materials**

11.	Supplies and Materials for 10 sites (ex: arts & crafts, athletic equipment, PBIS incentives)	\$271,940
12.		
13.		
14.		

**Other Operating Costs**

15.	Transportation home for students to attend after-school program	\$50,000
16.		
17.		

**Capital Outlay**

18.		
19.		
20.		

Direct and indirect administrative costs: \$93,060

**TOTAL GRANT AWARD REQUESTED: \$2,000,000**

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**Appendix I: Negotiation and Amendments**

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

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

*You may duplicate this page.*

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

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

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