



2023-2024 Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 12, Year 1

Competitive Grant Application: Due 11:59 p.m. CT, January 23, 2023

NOGA ID

Application stamp-in date and time

TEA will only accept grant application documents by email, including competitive grant applications and amendments. Submit grant applications and amendments as follows:

Competitive grant applications and amendments to competitivegrants@tea.texas.gov

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

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

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

Amendment Number

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

1. Applicant Information

Name of organization

Campus name CDN Vendor ID ESC UEI

Address City ZIP Phone

Primary Contact Email Phone

Secondary Contact Email Phone

2. Certification and Incorporation

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

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

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

Authorized Official Name Title Email

Phone Signature Date

Grant Writer Name Signature Date

Grant writer is an employee of the applicant organization. Grant writer is not an employee of the applicant organization.

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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.

Weslaco ISD (WISD) along with San Isidro ISD (SIISD) conducted a community needs assessment by using multiple data sources and key district and community stakeholders to identify the need for after school and summer programs. The multiple data sources utilized were as follows; STAAR results, TAPR data, curriculum based assessments, benchmark assessment results, NWEA MAP assessment data (BOY, MOY, EOY), HB4545 accelerated learning data, and attendance information. Parents, Community members, District curriculum Content Coordinators, Accountability staff, the Student Support Services director, the Parent Family & Community Engagement Coordinator, and the TCLAS Project Director were stakeholders that were consulted to review the data from the various sources in order to determine what needs were revealed from the provided data.

After multiple reviews of the data, stakeholders determined that all four content areas require improvement in all levels of the measure in order to improve in Domain I. That is, gains need to occur in approaches, meets and masters to cause a positive effect on student achievement. Based on the data, it was also determined that in order to improve in Domain II, WISD would need to target the sub group populations and assist them in math, while also addressing Reading for the non-continuously enrolled demographic in the district. Another factor identified by the data was chronic absenteeism. Based on the needs assessment conducted, WISD/SIISD have high percentages in economically disadvantaged, at risk, and emergent bilingual (EB) students.

It was concluded that in order to improve student outcomes, after school and summer programs will focus on three main components. Providing academic assistance, High Impact Tutoring (HIT) and enrichment activities would be an effective manner in which to service our students. To address those needs, students will be serviced through 10 after school centers that will operate from 3:45-6:00pm, and focus on filling the identified academic gaps through tutoring, small-group instruction, and a variety of enrichment opportunities. The districts will take into account the needs of working families by providing services to both students and parents after the regular school day. Transportation and meals will also be given to assist with the financial burdens that may exist in our district's families. To accommodate this family group the after school program will also provide virtual sessions, access to prerecorded, morning and early evening events for their convenience. Parent surveys will be conducted regularly in order to gather their feedback to continuously improve the after school program.

Upon completion of the needs assessment it was determined that the targeted population should be approximately 10% for WISD and 40% for SIISD of the total enrollment at each participating elementary center. The targeted participants will be students that have been identified via PEIMS data as, at risk, economically disadvantaged, and EB students. Various resources will be given to parents and students to ensure that their academic and social emotional needs are addressed.

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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.

Benchmarks will be evaluated in three quarters. The first quarter benchmarks include: interview and hire Site Coordinators and Program Specialist that will assist in developing a fluid program model that will easily translate to site locations and allow for program goals and objectives to be met. Districts will coordinate with communication departments to create and disseminate marketing material that explains program benefits, and enrollment guidelines for students and parents. The district's goal will be to engage with adults and families by creating opportunities that will bridge a positive school and home connection. In order to communicate effectively, the program will utilize all forms of contact with parents and the community via phone calls, flyer's, emails, newsletters, monthly calendars, school messenger, all social media platforms (Facebook, Instagram, Twitter), the WISD and SIISD district website, and WISD's TV station KWES. Information that is published and shared with parents and the community will be in both English and Spanish. Surveys will be distributed to parents throughout the program to ensure quality effectiveness. Providing meaningful, parent voice and choice, meetings and events will create an increase in parent participation. WISD and SIISD will recruit program staff to service students by generating buy-in through informing the campus and district of what the program entails and its benefits. Program staff will utilize the professional development days/work days prior to the first day of school to present, meet and inform campus staff of the 21st CCLC program and its requirements. Staff who are interested in working with the program will fill out an after school program application that will be reviewed by the program coordinators and campus principals. The application process will help determine staffing teachers, paraprofessionals, and college tutors by their strengths and interests. The coordinators can then create a schedule for students and staff. Building a work schedule for the staff that will prevent teacher burnout.

Second quarter benchmarks begin with implementation of recruitment strategies in order to reach the set goal of enrolling our proposed targeted number of students per center. Site Coordinators will meet monthly with campus administration to ensure centers are addressing the academic issues of their respective sites. This will tie in to creating strong program operations. Following the district policies and procedures on safety, student handbooks, district employee handbooks, will ensure that the 21st CCLC operations aligns with the district/campus operations. Program staff will participate in campus staff meetings, grade-level meetings, and professional learning community meetings that are relevant to the targeted subject areas and students to build the alignment of the regular school day and after school program. Site coordinators will meet on a biweekly basis with campus teachers in order to design lesson plans that are an extension of the regular school day efforts. The first round of student/parent surveys will be administered during this time as well to ascertain the beliefs of this stakeholder group in relation to the quality of academic and enrichment programming being offered. Activities that focus on increasing family engagement and educational efforts will be developed and implemented.

In the final third quarter, professional development opportunities and services will be provided to center staff. We will establish a goal of 90% enrollment by the end of the Fall term with a focus being comprised of students identified as a struggling sub population. Staff effectiveness will be evaluated utilizing observation tool and self-evaluations and center level and district level evaluation processes will be coordinated as well. We will survey for school-day teachers to determine if the program is having positive effects and asking for their input on ways in which improvements could be made. Development of a program/center strategic plan will be in full alignment with the regular school day. The district will monitor fidelity of the program implementation by building, creating, retaining and sustaining real relationships with program staff, students, their families, and the community. The Program Director will conduct monthly meetings with coordinators and program specialists to discuss improvements, needs, and concerns by center. The Director will ensure meetings are productive by reviewing data monthly, following benchmarks, and capitalizing on program implementation and alignment.

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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.

If it is determined that the SMART goals do not show progress, the districts and program staff will adjust the program needs based on feedback and suggestions from the Technical Assistance Provider, district administration, campus administration, program staff, community members, student and parents, program evaluator and education specialists that manage Texas ACE.

WISD and SIISD will provide a program that will align and meet the quality assurance measures that the 21st CCLC will require. To ensure that the program will meet these measures, the districts will monitor and evaluating data consistently. Beginning of year, mid year, and end of year evaluations will be made to determine the SMART goal outcomes. This will help the district identify where, when and how to modify the program. The evaluation data will come from the Texas ACE strategic planning process, the Quality Assurance Process, and proposed program SMART goals that have been listed within the strategic plan.

The recommendations provided, will be addressed by working in collaboration with the districts, grantee-level, and center-level. Next steps will be identified to ensure program implementation, operations, and program quality improvement.

7. Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances.

Check each of the following boxes to indicate your compliance.

- 1. The applicant provides assurance that they accept and will comply with [Every Student Succeeds Act Provisions and Assurances](#) requirements.
- 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- 3. The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.
- 4. The community has been given notice of an intent to apply and the application and any waiver request will be available for public review after submission of the application.
- 5. Complete the Title IV, Part B Affirmation of Consultation form with Private Nonprofit School (PNP) Officials and submit the signed Affirmation to *Every Student Succeeds Act (ESSA) Reports* Application, accessible through TEAL on the same date as this grant application. If awarded, Affirmations are due annually on the same date as the 21st CCLC continuation application.
- 6. The applicant provides assurance to adhere to assurances #6-#28, all Statutory Requirements, TEA Program Requirements, and Performance Measures, as noted in the 2023-2024 Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 12, Year 1 Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the grant program.

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8. Statutory/Program Requirements

1. Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. Describe the proposed activities in each of the following areas: targeted academic support, student interest-based enrichment, and family engagement.

WISD and SIISD will utilize the 10 centers that will target academic assistance in all four content areas to improve the outcome on STAAR assessments (approaches, meets and masters). Activities will be included to improve math and reading for all subgroups, and improve EB students in all content areas. The targeted academic support will include: High Impact Tutoring (HIT), small group tutoring, Homework Help, and one on one accelerated learning that is TEKS aligned with the regular school day and STAAR assessments. The districts resources, like iStation, MyON Reader, and Razz kids will be used within the HIT, small group instruction to improve student reading levels. Imagine Math, Study Island, and STMath will be used to target Math. Current initiatives in place that provide High Quality Instructional Materials (HQIM) like Amplify and Zearn, can be integrated within the HIT sessions. Depending on the need of each center, other academic assistance will be offered.

Student interest-based enrichment will be determined through student voice and choice (pulled from student surveys) and research based activities to maximize student engagement. By providing student voice and choice, student engagement will increase and target the districts barrier of chronic absent and truant students. Enrichment activities will consist of but not limited to: mentor programs, social emotional learning, character building, Leader in Me district initiatives, dance, music, creative arts, robotics, STEM, culinary arts, recreational sports, and health & wellness. By partnering with the Boys & Girls Club of Weslaco, SMART Moves and the Healthy Habits curriculum will be provided. These activities will be evaluated each term to determine the student participation, engagement and overall effectiveness. Student and parent surveys will be conducted to establish which activities are captivating students' interests.

The 21st CCLC program will engage parents, families, and community by utilizing various methods of communication to inform of the events and meetings that will be available throughout the program. Programs will consist of events that educate parents on literacy , state assessments, technology, and financial literacy. Ongoing courses throughout the program term will consist of adult and continuing education courses (GED, ESL), cake decorating, and health and wellness courses. Partnerships will be made with the districts Parent and Family Engagement department, Parent Specialists, including Higher education resources like UTRGV, STC, TSTC and Texas A&M Agri-life Extension Services. To address the barrier of the lack of parental engagement, the program will implement the PAWS (Parent Activities With Students) program. The PAWS program will increase family engagement and build the bridge in making a school and home connection. Creating these opportunities for parents will in turn strengthen the foundation of their home environment. Research shows that children of parents who volunteer and/or participate and are involved in their child's education, make better grades and perform better on tests. They also have better behavior, attendance, and are more likely to graduate and continue their 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.

District research has determined the importance of implementing and providing additional educational opportunities during the out of school time. An important component of this research was how after school programs build positive relationships, positive behaviors, show academic growth and show improvement on attendance. In order for our proposed after school program to be successful, we need quality staff to service our students after school. Our proposed program will hire teachers, coaches, mentors, paraprofessionals, college tutors and other personnel to work with our at risk students. The districts will ensure that staff will be oriented on the vision, mission, and goals of the 21st CCLC program. After school staff will be involved in professional development and training that is available to align our program with the regular school day and connect our academic/enrichment activities to meet the needs of the district and students. In the article, "Connected Learning in and After School", Davis and Fullerton (2016) explored the efforts of after school programs on leveraging new media and technology to promote out of school learning. Students showed more interest in learning program activities they wanted to learn. Student interest surveys will be conducted throughout the Fall, Spring, Summer terms of program. This will help engage students with more interest powered, peer supported activities, while having a shared purpose between students and staff. Our proposed program will enhance academic performance by offering production centered, technology rich activities. Research indicates, program activities that involve technology rich academic and enrichment activities, are influential on student engagement, post secondary and workforce preparation. Along with academics, attendance, and workforce readiness, positive youth development is important. Our program will provide and promote a safe, structured learning environment. Through the application of robust, evidence based staff training, Weslaco ISD will create an after school climate that provides consistent, positive supportive environment for our students. The district will promote positive youth development by providing a quality after school program that will encourage students to thrive, be engaged, and make positive connections with others and our community.

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.

WISD and SIISD are aware for the need of transportation so students can attend after school activities. Currently, WISD's transportation department has 56 bus routes and 10 special needs bus routes. The district transportation department services about 3,000 students in the am hours and close to 4,000 students during the pm hours. Being that San Isidro is a rural area, students rely heavily on transportation to and from school. San Isidro ISD transportation department has 4 bus routes that includes special education routes that utilize the district vehicles. These bus routes provide transportation to 80% of the district's population. There will be routes specified for the proposed after school program in order to ensure students are able to receive services and participate in activities during after school time and travel home safely from each center. Parents will be able to choose the mode of transportation they will be needing for their students after school on the program registration form (ex. bus, pickup, walk/bike).

Bus: If a student will be riding the bus home after program, they will be escorted by the campus site coordinator to the designated bus pick up area. Each student will be signed out of the program as they enter the bus. Each bus driver will have a list of students that will including their home address and parent/emergency contact information.

Pick up: Any adult that is picking up a student before the dismissal time must sign out and show a photo ID. If another adult is picking up a student, written permission and communication must be made with the site coordinator prior to pick up. Additional information on adults able to pick up students can also be indicated on the registration form that is submitted prior to program start date.

Walk/Bike: If parents have indicated on the registration form that their child is allowed to walk or bike home, the site coordinator or program staff member will need to sign out the students and monitor dismissal if needed.

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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.

Weslaco ISD and San Isidro ISD will disseminate information about the community learning center, including its locations/centers, to the community via various methods of communication that is understandable and accessible. Both districts will utilize all forms of contact with parents and the community through phone calls, home visits, text messaging (Class Dojo, Remind, Seesaw), flyers, emails, school messenger, district communication departments (KWES), the WISD and SIISD district websites, and all social media outlets (Facebook, Instagram, Twitter). All publications will be in English and Spanish.

Weslaco ISD has also posted the public notice of intent to apply on the district website.

The districts will ensure the use of Texas ACE branding tools to communicate the nature and the characteristics of the state wide 21st CCLC ACE program, create awareness of services, and identify each center. WISD will include the required Texas ACE branding in our local program materials and promotions. The district will create and maintain a website dedicated to the 21st CCLC Texas ACE program, create and maintain social media accounts, distribute newsletters, flyers, brochures, and monthly activity calendars, be visible at district recruiting and campus functions (open house, meet the teachers), work with the district public relations departments, and collaborate with the district communications departments to have program activities advertised and showcased through the district local TV stations.

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)

Weslaco ISD and San Isidro ISD plan to utilize volunteers to support students being serviced within the proposed 21st CCLC program. Program staff will partner with the Parental and Family Engagement Department to ensure proper volunteers are recruited and processed to work with our program. District parent specialists will collaborate with site coordinators on reviewing the Volunteer Expectations and Guidelines with proposed volunteers. Both districts depend on volunteers and value their contributions. Volunteers will help our program fulfill our mission of creating a safe, positive, innovative, and educational environment for students.

Volunteer opportunities will be communicated and advertised with our community partners, local faith-based organizations, local service organizations, senior citizens, Winter Texans, and retired educators. Following district procedures, all volunteers who will have direct interaction with students in the program will be fingerprinted and complete a criminal background check to ensure the safety of our students, parents, and families being served in the program. Individuals interested in volunteering will be interviewed by program staff to discuss qualifications and interests before being assigned and placed at a specified center. Volunteers will be assigned in accordance with appropriateness, experience, interest, and need for volunteer opportunity.

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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.

Weslaco ISD and San Isidro ISD will coordinate with federal, state, and local programs and make the most cost effective use of public resources at each campus served. The districts are committed to coordinating services throughout the proposed term of the program. Departments included in coordination of services will be, Food service, Parental and Family Engagement, Student Support Services, Special Education, Transportation, Health Services, Maintenance & Operations, Warehouse, External Funds, Federal Programs/Title I and Business Office departments. Coordination with Special Education department will occur to meet the academic needs of any student participant that requires such service. Food Service will be providing a daily supper or snack program for student participants and transportation routes will be extended to accommodate the after school program hours. WISD has begun a district health clinic that will be available to provide health services, and Maintenance & Operations departments, for both districts, will ensure program centers are cleaned and sanitized in order to provide a healthy and safe environment. All campuses are equipped with Raptor Security Systems which will be utilized to protect the physical safety of students staying for the after school program. The Parent & Family Engagement department will be assisting in creating partnerships between current community programs. Programs such as Crossroads Community Church, First United Methodist Church, Hidalgo County Housing Authority, Weslaco Housing Authority, Texas Tropical Behavioral Health and South Texas College will assist our students and parents with resources. Resources will include but are not limited to, clothing/shoe vouchers, counseling, and adult education classes.

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.

Weslaco ISD and San Isidro ISD will coordinate efforts toward maximizing the effectiveness of the grant funds and build sustainability. To ensure that the program continues after the grant funds end, the districts will actively look for funding opportunities that help support and can sustain the program over time. The plan will include a continuous monitoring and evaluation process that will provide data on the program's initiatives aimed to sustain, barriers that prevent the initiatives, budgetary limitations, and the program resources. Both districts will work together to build the sustainability plan. The plan will include an active and careful examination of effective avenues to ensure that the program continues beyond the grant. The districts will make better use of existing resources, maximize federal, state, and local funding, continue to build public and private partnerships, and generate new dedicated funding sources. WISD and SIISD will build long term support and commitment from partners throughout the duration of the grant. To ensure partnerships remain committed, the districts will ensure they have buy-in from participants, business management, administration, teachers, board members, parents and community partners. Through the grant period, the program staff will meet quarterly with stakeholders to solicit feedback and modify the goals and objectives of the grant and ensure long-term support and commitment to the 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

The districts established a collaborative partnership, utilizing program objectives, to help sustain the program overtime. The district will partner with the Boys & Girls Club of Weslaco and Behavioral Health Solutions of South Texas. These partnerships will benefit and expand the capacity of the scope of the 21st CCLC Texas ACE program. Based on the community needs assessment and the services agreement with the Boys & Girls Club of Weslaco, a plan will be created to extend the services for the 21st CCLC program. The Boys & Girls Club of Weslaco will implement:

- a) Character and Leadership Development, which empowers youth to support and influence their fellow members and the community, sustain meaningful relationships with others, develop positive self-image, participate in the democratic process and respect their own and others' cultural identities.
- b) Education and Career development, which enables youth to become proficient in educational disciplines, apply learning to everyday situations and embrace technology to optimize employability.
- c) Health and Life Skills, a program area which develops young people's capacity to engage in positive behaviors that nature their won well-being and self personal goals and develops their competencies to live successfully as a self sufficient adults.
- d) Arts and Crafts, which enables youth to develop their creativity and cultural awareness through knowledge and appreciation of visual arts and crafts,the performing of arts and creative writing.
- e) Sport and Fitness, which develops fitness, positive use of leisure time, skills for stress management, appreciation for the environment and social and interpersonal skills.

Examples of activities would consist of but not limited to: Youth for the Year program, Community projects, Volunteer projects, SMART Moves, Power hour, Peer leaders, Health Skills, Board Games, Chess, Arts & Crafts, Story telling, Computer/Tech Games, and organized sports.

Behavioral Health Solutions of South Texas is a non-profit organization providing substance abuse prevention, intervention, recovery, and treatment services. BHSST and the 21st CCLC program will agree to collaborate in an effort to increase the effectiveness and visibility of prevention efforts focusing on alcohol, tobacco, and other drug misuse and behavioral health issues as well as educate communities to contribute to the reduction of substance misuse among youth and adults. Programs that will be provided will not only be available for our students but parents as well. BHSST will be servicing our district by offering Youth Prevention programs that include: Strengthening Families Program, Youth Prevention Selection Positive Action, Youth Prevention Towards No Drugs, and Youth Prevention Universal Positive Action. In person and/or virtual services include presentations, positive alternative activities, participation in health fairs, and any parent/community events that present opportunity. Funding for the BHSST services is provided by the Texas Health and Human Services Commission and no fees and costs will be incurred by the district.

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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.

Each center will create a strategic plan that will target components on how the program will coordinate with the regular school day. The strategic plan will be a working document and revisited each term to ensure that academic needs of the students are being met. The plan will consist of three components: Steering committee, Design and Implementation, and Continuous Quality Improvement.

Steering committees will serve as a team of district stakeholders that will carefully review the 21st CCLC program, including current programs and initiatives, and create a plan on how to integrate programs to accelerate learning and increase student outcomes. The committee will consist of 21st CCLC Program staff, Director for Teaching, Learning, & Innovation, Evaluation & Accountability Director, Campus Administration, TCLAS Project Director, Teachers, and front line staff. The steering committee will integrate common academic goals, professional development, Leader in Me initiatives, and learning strategies that will be effective within the 21st CCLC program. Design and Implementation will begin with the program staff coordinating with districts point of contacts from Resilient School Support Program (RSSP), Raising Blended Learners (RBL), and Texas COVID Learning Accelerated Supports (TCLAS) in order to ensure that regular school day learning acceleration continues into after school the program. Program staff will meet with the regular school day staff, participate in campus staff meetings, grade-level meetings, and professional learning community meetings that are relevant to the targeted subject areas and students. This will help staff create schedules of academic and enrichment activities that will target student specific instructional goals. Academic activities will involve each student in the program receiving a minimum of one hour of homework assistance, one on one and small group tutorials led by trained program staff to assist students in meeting state standards. The focus at each center will be on academic core instruction; however, site coordinator will meet with campus administration to determine any other academic needs of students. These services will serve as a connecting factor between 21st CCLC and RSSP, RBL, and TCLAS. Enrichment activities will also be offered to serve as a fun and engaging method that aligns school day activities to the after school program. Program staff will determine enrichment activities based on the campus needs and student interests. Arts & Crafts, dance, robotics, cooking, health & wellness, and recreational sports all intended to promote creativity, collaboration, and critical thinking. These activities will increase student engagement which will have a positive effect in student attendance in after school programs.

The 21st CCLC program will integrate HIT programs that will consist of well trained, consistent tutors that will build strong relationships with students. Teachers, paraprofessionals, college tutors will be effective with one to one or small group tutoring sessions. As mentioned, academic activities will contain a minimum of one hour tutoring. High quality instructional materials will be aligned to the standards and core classwork. The materials that tutors use will be aligned to both TEKS and current district TEA initiatives. One to one small group will be individualized support that tutors can effectively instruct with a 3:1 ratio. Grouping students by skill level will make for more effective tutoring sessions. To maximize student success we will coordinator with teachers to create consistency for students. To be more effective, high dosage tutoring will be delivered at a minimum of at least three times per week. Site coordinators will be given access to student academic data to build the students sessions around students strengths and needs.

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9. Equitable Access and Participation

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

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

Group	<input type="text" value="Students"/>	Barrier	<input type="text" value="Chronic Absenteeism"/>
Group	<input type="text" value="Parents"/>	Barrier	<input type="text" value="Lack of Engagement"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>

10. PNP Equitable Services

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

- Yes No

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

Are any private nonprofit schools participating in the grant?

- Yes No

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

Assurances

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

Equitable Services Calculation

1. Total 21st CCLC program enrollment for all centers	<input type="text" value="825"/>
2. Enrollment in 21st CCLC of students attending participating private schools	<input type="text" value="15"/>
3. Total 21st CCLC program and participating private school students (line 1 plus line 2)	<input type="text" value="840"/>
4. Total year 1 proposed grant budget for serving students in all centers	<input type="text" value="1,999,995"/>
5. Applicant reservation for required staff payroll.	<input type="text" value="781,488"/>
6. Total grant amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text" value="1,218,507"/>
7. Per-pupil grantee amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text" value="1,421"/>
Grantee's total required ESSA PNP equitable services reservation (line 7 times line 2)	<input type="text" value="21,315"/>

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

11. Request for Grant Funds

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

Payroll Costs

1.	Project Director will be hired to oversee the program and site coordinators	\$85,124
2.	Ten site coordinators will be hired to implement program activities	\$631,240
3.	Program Specialists	\$65,124
4.	Extra duty pay - Professional, Support Staff, College Tutors, Bus Drivers	\$750,000
5.	Fringe Benefits	\$105,000

Professional and Contracted Services

6.	Science, Technology, Engineering, Arts, and Math (STEAM) programs	\$10,000
7.	Professional Development	\$8,000
8.	Parental Involvement Workshops	\$5,000
9.		
10.		

Supplies and Materials

11.	Supplies/Materials to support program activities designed to increase student outcomes	\$80,000
12.	Director/Site Coordinator/Program Specialist supplies to run program	\$10,000
13.	Technology needed for students afterschool	\$10,000
14.		

Other Operating Costs

15.	Employee travel	\$5,000
16.	Educational Field Trips	\$5,000
17.	Student Transportation	\$70,507

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

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

Appendix I: Negotiation and Amendments

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

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

You may duplicate this page.

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

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

Section Being Negotiated or Amended **Negotiated Change or Amendment**

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