



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

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

NOGA ID

Application stamp-in date and time

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

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

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

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

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

Amendment Number

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

1. Applicant Information

Name of organization

Campus name CDN Vendor ID ESC UEI

Address City ZIP Phone

Primary Contact Email Phone

Secondary Contact Email Phone

2. Certification and Incorporation

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

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

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

Authorized Official Name Title Email

Phone Signature Date

Grant Writer Name Signature Date

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

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

RFA/SAS #

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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.

Robstown is a small rural/agricultural town just south of Corpus Christi & near the Gulf of Mexico. Unfortunately, according to 2022 data provided by CrimeGrade.org, Robstown is more dangerous than 72% of the cities in the US. RISD believes that a major contributing factor to these high crime rates, are the equally high poverty rates. Therefore, RISD believes it is essential to apply for these 21st CCLC funds, to ensure students are looked after and provided a safe learning environment after school. The district informed the Board of Trustees of the district's intent to apply for the 21st CCLC grant during a board meeting held on January 9, 2023, as well as, by posting public notices on all campuses.

After these notices, RISD knew they needed to research and identify areas to INDICATE A NEED FOR THIS PROGRAM. Therefore, RISD completed the Grant-Level Strategic Plan and used MULTIPLE DATA SOURCES to conduct a needs assessment. One source that was used is the 2021-2022 Texas Academic Performance Report (TAPR). This report identifies data in various areas, such as State of Texas Assessments of Academic Readiness (STAAR) results, absenteeism rates, etc. Utilizing TAPR, RISD was able to determine many academic deficiencies. For example, RISD has been identified as "Needs Assistance" in special education for their third year in a row. Additionally, the junior high was identified as needs targeted support in 2018-2019, 2019-2020, & 2021-2022. Lastly, San Pedro Elementary was identified as needs targeted support in 2021-2022 & comprehensive support in 2018-2019 & 2019-2020. Specific statistics that were reviewed, and show a need for the program include: 17% higher than the State for At-risk (70.3% vs 53.5%); 30% higher than the State in ED (90.2% vs 60.7%); 30% higher than the State for Chronic Absenteeism (44.5% vs 15.0%); 16% lower than the State in ELA STAAR/EOC Approaches Grade Level or Above (59% vs 75%); and 20% lower than the State in Math STAAR/EOC Approaches Grade Level or Above (52% vs 72%). Another source that was used to determine need was the US Census Bureau. This source was used to demonstrate the following needs: a Poverty Rate more than double the State (30% vs 14.2%); an Unemployment Rate almost double the State (11.8% vs 4%); a 28% higher likelihood than the State to have individuals with less a High School Diploma (62.4%vs 34.7%); and a 22% higher likelihood to have Non-English-Speaking households (56.7% vs 34.9%). The last source that was utilized, was stakeholder, administrators, special population directors, teachers, & staff feedback. These individuals met to identify gaps in academic learning, family engagement, & social/emotional needs. Based on the data obtained, the district created a comprehensive program that addresses the following areas: 1) Enrichment – STEM, arts, horticulture, & museums/nature tours to reduce absenteeism. 2) Targeted Academic Support - High Impact Tutoring (HIT) will be conducted to close the learning gap/improve academic outcomes (3 priority pts). 3) Family Engagement - Industry recognized certification programs, job placement/training, financial literacy classes, & childcare services will be provided to address unemployment & poverty rates. Note: Activities will be online, evenings, and on Saturdays, to ACCOMMODATE WORKING FAMILIES. The needs assessment conducted INFORMED THE DISTRICT of the 165 parents and 650 students that can be targeted.

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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.

PERFORMANCE MEASURES for the grant include: 1) Grades 4-8 will show growth in reading/language arts state assessments. Growth will include Year 1-10%; Year 2-15%; & Year 3-5, 20%. 2) Grades 4-8 will show growth in math state assessments. Growth will include Year 1-10%; Year 2-15%; & Year 3-5, 20%. 3) 70% of students 7th-8th & 10th-12th with a GPA below 3.0 will show improvement by Year 5. 4) 85% of students' in Grades 1-12 attendance rate of 90% or less will show improvement by Year 5. 5) A 50% decrease in-school suspensions for Grades 1-12 by Year 5. 6) 90% of students will demonstrate teacher-reported engagement by Year 5.

BENCHMARKS: To ensure SMART Goals are met, the following benchmarks were created: By July 2023: 1) Hire & train 21st CCLC staff. 2) Implement a recruitment plan. 3) Create the 21st CCLC Steering Committee. 4) Develop a data-driven plan & implement student-focused activities/services. 5) Hold Professional Learning Community's (PLC) with campuses. 6) Recruit highly qualified teachers to serve as HIT instructors. 7) Meet with special population directors to target areas of need for students of special needs. By October 2023: 1) Create partnerships in the community to provide activities to increase family engagement & address social/emotional health needs. 2) Conduct surveys to receive feedback from 21st CCLC staff, teachers, students/parents & community on program activities offered. 3) Host monthly family engagement meetings. 4) Collect grant & center-level data to generate any required TEA evaluation/monitoring reporting. 5) Conduct stakeholder meetings to analyze program academic/enrichment activities. By January 2024: 1) Review campus assessments to identify areas of improvement & learning gaps to ensure academic activities align with student needs. 2) Administer surveys to receive feedback on programming to address areas of need. 3) Conduct data analysis on attendance rates. 4) Conduct meetings with administrators/teachers on program activities & resources in preparation for state assessments. By April 2024: 1) Meet with stakeholders to review STAAR/EOC results to identify areas of improvement & focus on targeted interventions. 2) Hold PLCs to review student data to begin summer program planning model & implementation. 3) Meet with special population directors to analyze data & needs of students for summer programming academic activities. **ALIGNING TO THE SCHOOL DAY:** Site Coordinators will work with campuses on TEKS alignment, closing the gap, & strategic interventions at each of the 5 centers bi-weekly & through PLCs. Teachers will share lesson plans to ensure learning consistency, extend school-day instruction, & increase academic rigor. RISD will also recruit highly qualified teachers to serve as tutors to aide in the reinforcement of regular academic alignment. The program will offer small group, individualized, & HIT tutoring. Instruction during tutoring will target same content & skills but will be different in teaching process, so students will receive a totally different approach to instruction than seen during the day.

Additionally, the 21st CCLC Director will conduct frequent site visits to evaluate alignment, the program's goals, & if the activities are meeting the needs of the student & the needs assessment. **RECRUITING & RETAINING**

STUDENTS: Strategies to ensure RISD can recruit & retain students include: Recruit students in pairs/groups; Distribute flyers advertising the program to students/parents; Offering postsecondary & workforce opportunities (students/parents); Engaging parents through family engagement workshops; & Provide responses to barriers (i.e. transportation, childcare, & language). RISD will administer surveys every six weeks to receive feedback on the program, determine student academic deficiencies, & obtain feedback on new activities to ensure all activities are tailored to students'/parents' interests, thereby increasing student engagement/retention. **MONITORING PROGRAM**

IMPLEMENTATION: To ensure fidelity of the program, only highly qualified staff will be recruited/hired for the 21st CCLC program. Staff will be recruited/hired based on experience with after-school programming & skill in the school field. Additionally, a 21st CCLC Steering Committee will be created as part of grant requirements. The committee will monitor program implementation & program oversight. Lastly, RISD will hire an evaluator to create an evaluation report to track program outcomes. The evaluation will refine, improve, & strengthen the program & be made available to TEA.

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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.

HOW EVALUATION DATA WILL BE USED TO MODIFY PROGRAM: The district will evaluate grant and center-level data utilizing resources such as surveys, external evaluator data reports, simulated assessments, local benchmarks, online resource data, attendance, 21st CCLC lesson plans, intervention strategies, sign-in sheets, students' Individualized Education Plans (IEP), and PEIMS-related data. Key stakeholders of the group, such as the Project Director, Site Coordinators, Program Specialist, administrators, teachers, and special population directors will have access to review the data monthly. Based on their review, stakeholders, campus administrators, special population directors, and teachers can determine if the program needs to be modified. If it is determined that the quarterly benchmarks and SMART goals will not be met, the 21st CCLC program will be modified.

IF BENCHMARKS OR SUMMATIVE GOALS DO NOT SHOW PROGRESS: If the quarterly benchmarks and SMART goals are not being met or feasible, the stakeholders will reach out to the TEA-assigned specialist and/or other schools operating a 21st CCLC program to receive guidance on how to address identified issues. If modifications must be made, the district will send out letters and/or TEA-provided surveys to the key stakeholders to notify them of the district's intent to modify the program. If needed, an amendment will be submitted to TEA to receive authorization to modify the program.

STATE ACTIVITIES FOR CONTINUOUS IMPROVEMENT: However, to decrease the need for modifications to be made to the benchmarks, RISD will implement the required state activities. These activities include 1) Utilization of the Data Collection and Reporting System (Texas 21st CCLC Student Tracking system (TX21st)). 2) Participation in the State and Local Evaluation. 3) Program Monitoring and Risk Assessment will be conducted annually. 4) Meetings/Conversations will be held with the assigned Technical Assistance specialist. and 5) Participation in TEA-provided Training Resources such as the Out of School Time Initiatives Conference, Texas ACE Blueprint, etc.

7. Statutory/Program Assurances

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

Check each of the following boxes to indicate your compliance.

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

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8. Statutory/Program Requirements

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

The proposed activities that RISD plans to offer include but are not limited to:

TARGETED ACADEMIC SUPPORT: RISD will provide High-Impact Tutoring (HIT), small group, and individualized tutoring sessions during the 21st CCLC after-school programs. Based on the needs assessment, the 21st CCLC program will also provide additional support to address students' needs through personalized instruction, personalized online pathways, mentoring, intensive interventions, and targeted TEKS manipulatives and activities. Students will be provided with differentiated instruction and interventions to address their specific academic needs (e.g., low reading performance, credit recovery, etc.). The 21st CCLC program will target all students, including At-Risk, Economically Disadvantaged, Emergent Bilingual, and students with special needs who are at risk of failing grade-level instruction and challenging academic state assessments.

STUDENT INTEREST-BASED ENRICHMENT: RISD will provide enrichment activities to all students during the 21st CCLC programs. As part of the enrichment portion of the program, RISD will offer fun and engaging activities such as: nutrition classes, horticulture, computer basics, arts & crafts, music, robotics competitions, and music (i.e. guitar lessons, choir club, etc.). Additional enrichment activities will be offered based on the time of year. For example, during Thanksgiving, students will have the opportunity to do pumpkin carving and during Christmas, students will learn how to create decorative and unique wreaths.

Moreover, secondary students will have the opportunity to receive real-world work experience through internships that will be coordinated with local businesses. Lastly, these same students will be able to visit surrounding colleges, technical schools, museums, horticulture centers, historical sites, & investigative field tours (e.g., South Texas Botanical Gardens & Nature Center and the USS Lexington Museum).

FAMILY ENGAGEMENT: As part of the ACE program, family engagement activities will also be offered monthly. Family engagement activities offered will focus on kindness, creating a connection between students, teachers, parents, and the community, and aims at improving social and emotional health. As a way to increase family engagement, RISD will provide opportunities for families and students to participate with community partners in activities that promote fellowship within the community (e.g., FFA, 4-H, EMS health fair) and allow students the opportunity to earn academic scholarships. Additionally, specific opportunities will be provided directly to parents. These activities include but are not limited to High School Equivalency courses, English Language Classes, Workforce Skills Classes, parenting classes, life skills classes, financial literacy classes, and mental health classes specifically due to issues raised by COVID-19. These activities will be offered at various times throughout the day and after school in order to accommodate working families.

HOW ACTIVITIES ARE EXPECTED TO IMPROVE STUDENT SUCCESS AND ACADEMIC ACHIEVEMENT: The activities proposed for the "Academic Support" section have either proven to be effective anecdotally in the districts' current 21st CCLC Grant or have research that demonstrates its ability to improve academic achievement. All research studies can be seen in the proceeding question. Improvements in academic achievement will be tracked via PEIMS data, 6-week grades, local benchmarks, and EOC exams.

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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.

Although all activities identified are all research-based, space limits how much can be overtly discussed in this section. Some of the studies are as follows: **ACADEMIC PERFORMANCE ACHIEVEMENT** – Targeted, differentiated tutoring will be provided in small group, one-to-one, and HIT sessions. Tutoring will be provided by highly qualified teachers and will target low-performing students including at-risk and special populations. Tutoring has proven to be effective, in fact, Nickow, Oreopoulos, and Quan (2020) completed a meta-analysis of ten years of research on tutoring and found that this is probably the most effective, transformative tool in education today. **PARENTAL INVOLVEMENT:** Family Engagement activities will be held monthly, at minimum. According to Gross, 2021, parents who actively engage not only with homework help but also with school activities have children who are more engaged in school and the learning process. **POSITIVE YOUTH DEVELOPMENT** – Leadership sessions will be provided by Robstown Education Foundation, Gamma Sigma, and RISD high school students. These will be used to increase school attendance, student academics, and student engagement. Harper (2018) indicates, “students who have a mentor are more likely to stay in school, attend college, volunteer, hold positions of leadership and become mentors themselves.” **POSTSECONDARY PREPARATION** – The AVID program will be used to provide students the necessary skills to succeed in a post-secondary environment, and will encourage students to attend a college/university/trade school. Visits to technical schools, colleges, and universities will be offered to secondary students. These visits are proven to promote students in exhibiting: interests in higher education, increasing their knowledge about college, and expanding their academics by enrolling in dual-enrollment courses. (Swanson, Kopotic, Zamarro, and Gema, 2021). **WORKFORCE PREPARATION** – Adult education and literacy services will be offered and help parents gain the basic skills needed to succeed in the workforce and earn a high school equivalency diploma. It is estimated that adult basic skills programs can add as much as \$10,000 in earning power to participants, according to a study conducted by Reder in 2015.

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.

There will be a total of five centers as part of Robstown ISD’s 21st CCLC Grant Program. RISD goal is to provide safe transportation to all students in need. RISD provides transportation to all students who live two or more miles from their assigned campus & to any student who is experiencing homelessness. The district also provides additional transportation to students who live in hazardous traffic conditions or areas presenting a high risk of violence when walking to & from school (designated areas are specified in the RISD Student Handbook). Due to this risk, transportation will be provided to all participating students. The district will provide transportation to & from each center & home by following local transportation policies & providing qualified adult supervision. During regular program hours, RISD will provide transportation for students after the program ends. During summer hours, transportation will include picking up & dropping off students at their homes. For adjunct sites (e.g., Nueces County Library), transportation will be provided from the center to the adjunct site, as well as from the adjunct site back to either the designated center or to the students’ homes. As part of the 21st CCLC program, field trips may be provided to include touring colleges (e.g., Texas A&M), museums (i.e. Corpus Christi Museum of Science & History, USS Lexington Museum), nature centers (i.e. Oso Bay Wetlands Preserve & Learning Center, & South Texas Botanical Gardens & Nature Center), etc. During these trips, students will be picked up at their designated center & then returned to the center. To ensure student safety, the following procedures will be utilized for transportation 1) immediately following the dismissal of their final regular school-day class, students will report to the designated area on campus & sign in; 2) at the end of the program day, the Site Coordinators will ensure students are on the evening school bus or are picked up by the parent, guardian, or designated individual; and 3) all students eligible to participate in either field trips or off-site activities will be required to wear a name tag that identifies them as part of the program. By following these procedures to provide transportation to and from each center/adjunct site, RISD will be able to address the transportation needs of participating students.

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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.

PHASE 1-PRIOR TO SUBMISSION: To disseminate information about the proposed community learning centers, RISD posted a public notice of intent on the district's website. PHASE 2-IMPLEMENTATION: If awarded, a presentation will be held in front of the school board to relay the notice of award & proposed program details to the board & community members. Subsequent presentations will also be made to keep the board & community members apprised of the progress & outcomes of achievement. The Project Director will work closely with campuses to schedule presentations at Open House & Parent/Teacher nights. Presentations of the 21st CCLC program will also be conducted at the City Council, Chamber of Commerce, Fire & Police Department, & the Rotary Club. Flyers/packets will be created with details of the program, learning centers, contact information, hours of operation, transportation, & a list of services available at each 21st CCLC center. The flyers/packets will also be sent home with students & posted throughout campuses & the community. Target areas will include grocery stores, laundromats, apartment complexes, restaurants, community centers (e.g., public libraries, etc.), & other locations where it can be easily accessible to community members & parents/guardians. A webpage will also be created & devoted to each center. Each page will have news pertaining to the centers (e.g. hours of operation, activities offered, & contact information). RISD will also post all updates of the program to all of its social media sites. During program implementation, 21st CCLC staff will continue to provide campuses, parents/guardians, & community with updates (i.e. transportation, activities, workshops, guest speakers, & a schedule of field investigations) that may be provided to students. Information will be provided in both English/Spanish, the common languages for the region. RISD will also invite community & family members to be stakeholders of the 21st CCLC Steering Committee. By including community & family members on the committee, RISD can ensure stakeholders are aware of the program & that their views, opinions, & suggestions are heard & are part of the decision-making process.

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)

PLAN TO USE VOLUNTEERS: Based on a study conducted in 2020 by Miranda-Diaz, Clark-Shim, Keller, and Spencer, characteristics of strong volunteers include those that contain cultural empathy and selflessness. Therefore, to obtain these kinds of volunteers, RISD will work with a local organization called "Robstown Education Foundation". When working with this organization, every effort will be made to identify volunteers with these characteristics. This will not only allow the district to maximize grant funds but help design a sustainability funding plan after the grant funding cycle. Volunteers will serve as mentors for at-risk and high school students, provide homework assistance, supervise various enrichment activities (i.e., dance, art, music, etc.), & provide one-on-one tutoring. RISD will also provide internships to high school students to help oversee and provide tutoring to students in K-3rd grade. To encourage volunteer/internship participation, any high school student who volunteers for 20 hours or more will receive a letter of recommendation signed by the campus's principal where they volunteer. POLICY FOR SCREENING: RISD policy requires that every volunteer complete a Volunteer Packet, submit a completed Criminal History Information Request Form and a Department of Public Safety (DPS) Computerized Criminal History Verification Form. Each volunteer must provide a valid (unexpired) driver's license or a United States government issued ID. All volunteers will undergo a background check and fingerprint screening before being allowed to volunteer on a site or school-sponsored function. As part of their background check, volunteers must also visit the Human Resource office to complete the volunteer packet & receive notification of clearance before volunteering on campus. Applications will be valid for the current school year only and volunteers must renew their status at the start of each school year or upon request. Screened volunteers will be provided safety & security training, professionalism, & Title IX training before interacting with students to ensure students are managed properly and safely.

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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.

COORDINATE FEDERAL STATE AND LOCAL PROGRAMS: The proposed program will take advantage of current federal, state, and local programs to guarantee the most proficient utilization of public resources and ensure an appropriate, safe, and equipped facility is created. Examples of how the district will coordinate funds include: 1) Computer equipment bought with federal and state funds will be utilized to use the technology equipment beyond school hours; 2) Any relevant professional development trainings purchased using local funds will be extended to 21st CCLC staff for attendance; 3) High-Quality Instructional Materials (HQIM), obtained through the Texas COVID Learning Acceleration Supports (TCLAS) Decision 2 Grant, will provide teachers and students with core approved products for instruction; 4) Vetted Texas Tutor Corps Tutoring Supports, obtained through the TCLAS Decision 6 Grant, can provide tutoring for students during afterschool activities; 5) College Prep Math and English courses for 11th and 12th graders through an IHE, obtained through the TCLAS Decision 3E Grant, will allow students a TSI exemption; and 6) Staff hired through local funds such as: Chief Financial Officer, Director of Federal Programs, maintenance employees, Director of Safety & Security, District Safety Coordinator, Community School Safety & School Support Task Force, Counselors, District Social Worker, & the district nurse will be used to assist with grant implementation.

MOST EFFECTIVE USE OF PUBLIC RESOURCES: To make effective use of public resources, the program will use also existing school facilities and equipment to train the Teachers, Site Coordinators, Program Director, Program Specialist, and any partners. Facilities/equipment that will be used as part of the ACE include office space, classrooms, computer labs, telephones, Internet connections, and utilities.

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.

PLAN FOR CONTINUING PROGRAMMING AFTER FUNDING ENDS: In addition to the formed partnerships, which support RISD with volunteers & guest speakers that will also aid in the sustainability of the program, RISD will utilize existing resources provided by other grants after the 21st CCLC grant funds end.

For instance, RISD is a Title I, Part A Schoolwide district. RISD has been able to purchase computer devices, technology network upgrades, & implement several Career, Technical, Education (CTE) programs with the American Rescue Plan (ARP) ESSER III Grant. The equipment/supplies/programs will be used to offer computer basics, robotics, and STEM classes after school to students & parents/families. Additionally, the CTE programs will allow students to participate in careers fairs, guest speaker presentations, & college tours. Lastly, the High-Quality Instructional Materials (HQIM) & resources obtained through ARP ESSER III will be used to continue after-school tutoring.

HOW RESOURCES PROVIDED WILL ASSIST WITH SUSTAINABILITY: The district will utilize 21st CCLC grant funds as seed money to purchase long-term equipment & materials, such as sports equipment (softballs, baseball bats, kickballs, basketballs, badminton rackets, & birdies, etc.), that can be utilized to provide fun physical activities after the funding ends. Other equipment purchased, such as gaming equipment (game consoles and board games) & music supplies (guitar, mariachi outfits, etc.) will be utilized to continue offering enrichment activities to students. By purchasing quality equipment, the district can help ensure enrichments activities will be available after the funds have expired.

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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

RISD will partner with numerous organizations. Due to space constraints, not all can be listed. However, below you will find six partner organizations, as well as how each partner will contribute to achieving RISD's grant objectives (all services below are either new or expanding on current offerings):

- Proposed Partner 1 – RISD will partner with Coastal Bend Wellness Foundation and Amistad Health. The purpose of the foundation is to support families & students with mental health issues. Parents & students will learn how to deal with coping mechanisms & social & emotional challenges. The foundations will also offer families parenting classes. Parents & students will have the opportunity to learn how to communicate better with each other & how to become a support system for one another. Objectives To Be Met: To decrease the number of disciplinary referrals by 20% & improve student classroom behavior as measured by fewer disciplinary referrals.
- Proposed Partner 2 - Workforce Solutions of Coastal Bend will offer career assessments, career trends, wage information, placement opportunities, job readiness skills, & financial literacy to students and parents. Objectives To Be Met: Expand number of college-ready graduates by 20% and increase parental involvement by 15%.
- Proposed Partner 3 – RISD will partner with Nueces County Keach Family Library. The library offers many programs for students & parents that will extend & enhance targeted tutoring, project-based learning, homework assistance, & enrichment activities. Students & parents will have access to SAT/ACT prep courses, academic & enrichment resources, & how to become a teen volunteer. The library also offers STEM, research, science projects, & literary initiatives. Objectives To Be Met: To improve ELA, Math, Social Studies, & Science test scores, EOC exam scores, & college and career readiness.
- Proposed Partner 4 – Methodist Children’s Home Family Outreach (MCH) partnership with RISD will be utilized to provide family support services. MCH will offer assistance to families who are struggling with school difficulties, parent/child(ren) challenges, & conflict issues to help improve self-confidence & reinforce positive decisions. Objectives To Be Met: To have a 20% decrease in the number of disciplinary placements (i.e., in-school suspension and expulsion), decrease student truancy, & increase parental involvement by 15%.
- Proposed Partner 5 - Texas A&M AgriLife Extension Education Nueces County will provide events for families and students. At these events, families will learn about nutritious meals, diabetes meal programs, physical education activities, & gardening in the gulf coast. Objectives To Be Met: To improve students' academic outcomes & engagement, & parental engagement.
- Proposed Partner 6 – Educational Service Center will help the district provide GED & ESL classes for parents. Objectives To Be Met: To improve parental engagement.

Program sustainability: RISD recognizes it is difficult, if not impossible, to replace 100% of funds provided by state or federal grants. Therefore, in addition to slowly integrating manageable pieces of the 21st CCLC Program into future school budgets, the district will continue to work with partners to sustain buy-in & financial support from the partnerships established through this grant program. RISD will also continue to work with stakeholders & the Board of Trustees to support the buy-in of the academic, enrichment, & family engagement activities implemented with the 21st CCLC grant. Workforce Solutions of the Coastal Bend & MCH are examples of the sustained partnerships with the district; RISD will continue supporting these partnerships as they both offer a vast array of benefits to parents & the students to succeed in life.

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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.

MEASURES OF STUDENT SUCCESS WILL ALIGN WITH the REGULAR ACADEMIC PROGRAM: The 21st CCLC Program Director, Site Coordinators, & Program Specialist will hold weekly PLCs to analyze program activities, data, & student needs based on teacher recommendations, grades, absences, local assessments, & benchmarks. The 21st CCLC staff will meet with campus administrators, special population directors, & teachers to discuss the curriculum and ensure it aligned to school-day lesson plans, classroom strategies/activities, & the campus improvement plan. Site Coordinators will ensure academic enrichment, accelerated learning, & tutoring activities are aligned & integrated within the regular school day, campus curricular programs, & state standards to address student needs. Enrichment activities will enhance academic activities & will include hands-on, student-led, interactive project-based learning. All activities will be aligned with TEKS, STAAR, & designed to support students in meeting the challenging state academic achievement standards in core academic subjects & state assessments. Additionally, Texas 21st CCLC Site Coordinators will set scheduled calendar meetings with campus administrators, special population directors, & teachers to discuss how to aid in closing the learning gap between special population students & all students, how to provide a more self-guided instructional activity, & how to help assist the teacher with raising student achievement for the at-risk populations. During these meetings, lesson plans, strategies, & activities will be shared to help ensure learning consistency & alignment. Lastly, to positively correlate & reiterate the school-day lessons during 21st CCLC program hours, regular school-day teachers will be recruited to the program.

PROGRAM PRIORITY ONE: Robstown ISD has successfully received and been awarded the Decision 2, Decision 3, and Decision 6 TCLAS Grants. The purpose of these grants are to accelerate student learning in the wake of COVID, utilizing state and federal funds. With these grants, the district has obtained High-Quality Instructional Materials, Texas-Vetted Tutors, and access to math and reading college prep courses. The TCLAS grant program initiatives will be coordinated with the ACE program to increase specific academic student outcomes. (3 priority points)

PROGRAM PRIORITY TWO: As previously mentioned, RISD suffers from numerous academic deficiencies. Multiple campuses within the district have been identified as needing targeted support or comprehensive support, for multiple years now. The district understands to turn this situation around, something comprehensive and drastic needs to be implemented. Therefore, with these ACE funds, the district will implement High Impact Tutoring (HIT). HIT will be conducted for 30 minutes a day, three days a week, for 30 days. The 1:3 adult-to-student ratio of the HIT sessions will help instructors give quality tutoring, creating a tranquil atmosphere for students to pose inquiries, articulate their perspectives, and take care of their educational necessities. With these HIT sessions, the district hopes to turn around their current campus ratings and eventually, by the end of the grant program, to turn these campuses around to A rated campuses.

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

10. PNP Equitable Services

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

- Yes No

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

Are any private nonprofit schools participating in the grant?

- Yes No

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

Assurances

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

Equitable Services Calculation

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

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11. Request for Grant Funds

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

Payroll Costs

1.	Project Director Pay.	\$80,268
2.	Site Coordinator Pay for 5 Sites.	\$280,865
3.	Full-time Program Specialist Pay and Full-time Secretary Pay.	\$99,468
4.	Bus drives, teachers, and paraprofessionals will assist with implementing program activities.	\$442,560
5.	Employee Benefits for All ACE staff	\$135,475

Professional and Contracted Services

6.	Trainer for STEM and Fine Arts opportunities for students.	\$40,000
7.	External Evaluator	\$15,000
8.	Trainer for Leadership opportunities for students.	\$15,000
9.	Support services to increase student achievement on SAT, ACT, and TSI scores.	\$25,000
10.	Trainers for enrichment activities, staff trainings, and family engagement activities.	\$83,902

Supplies and Materials

11.	Program Specialist Supplies and Materials	\$10,000
12.	Supplies for Student Activities	\$150,000
13.	Site Coordinator and Project Director Supplies and Materials	\$12,164
14.		

Other Operating Costs

15.	Travel for Student conferences, field trips, travel, and internships.	\$62,600
16.	Travel for ACE staff to attend required conferences	\$17,500
17.	Cost for Student Nutritional Snacks	\$40,000

Capital Outlay

18.	Interactive Panel for ACE enrichment activities such as: virtual field trips, ACT/SAT prep, etc.	\$37,500
19.		
20.		

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

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Appendix I: Negotiation and Amendments

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

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

You may duplicate this page.

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

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

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

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