Texas Education Agency

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	San Diego Independent School District

Campus name	San Diego ISD	CDN	066902	Vendor ID	1746002230	ESC	2	UEI	J6ASLK8KZ362

Address	609 West Labbe Avenue	City	San Diego	ZIP	78384	Phone	361 279 3382

Primary Contact	Dr. Rodrigo Pena	Email	rpena@sdisd.us	Phone	361 279 3382

Secondary Contact	Dr. Yvonne Munoz	Email	ymunoz@sdisd.us	Phone	361 271 0382

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	Dr. Rodrigo Pena	Title	Superintender	Email	rpena@sdisd.us

Phone	361 279 3382	Signature	*[signature]*	Date	1.20.23

Grant Writer Name	Dr. Gerri Maxwell	Signature	*[signature]*	Date	1.20.23

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

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

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.

In preparation for this project, both San Diego ISD (SDISD) as well as Freer ISD (FISD) conducted campus needs assessments as reflected in their campus and district improvement plans. Committee membership including school staff and administration as well as community and business partners provided feedback. Plans reveal a need for strong student support and continuation of an afterschool program in both SDISD & FISD based on TAPR data revealing consistent and incremental student progress in each of these B-rated districts serving two targeted campuses (Elem. & JH) in SDISD and a comprehensive support elementary campus in FISD respectively. Both districts have partnered on a Cycle 10 21st CCLC grant successfully five years with positive impact obvious in these rural and remote areas, located in the midst of the Wild Horse Desert and positioned across the vast expanse of miles of King Ranch lands, yielding dire need for continued student enrichment opportunities and academic support. For SDISD, TAPR scores for All Students All Subjects 21-22 were (local/state): Approaches 65%/74%, Meets 37%/48%, and Masters 15%/23%. Similarly, FISD TAPR data shows incremental progress in this B-rated district but below state average performance in all categories: Approaches 69%/74%, Meets 35%/48%, and Masters 12%/23%. The SDISD and FISD school boards have invited public input which informed and will continue to inform the ACE program throughout the anticipated five-year Cycle 12 grant period. SDISD as the lead district has an At-Risk student population of 60% which is higher than the state average and this need qualifies this proposal for Statutory Priority 1 points as well as campuses designated in need of targeted/comprehensive support. Each district serves predominantly Hispanic students with SDISD at 92% & FISD serving 93% Hispanic students with low socio-economic status of 87.5% in SDISD & 79.9% in FISD. Partnering districts ' site-based teams further assessed the needs of each campus including TAPR state assessment results including not only academic needs of these students, but also attendance & graduation rates, disciplinary reports, instructional programs, infrastructure available as well as years/types of experience of school staff. Additional gaps and needs identified via this TAPR data set are as follows. The attendance rate is 90.3% which is below state average; additionally, chronic absenteeism post-COVID is 28.6% similar to the statewide average which increased post-COVID. The Dropout rate is 0% which is positive, though. In FISD, the attendance rate is 95.7% with chronic absenteeism at 14% just below the statewide average post-COVID. The Dropout rate is 2.2%. The program specialist will work to recruit students identified by ACE staff and the regular school day team of campus principals, teachers, and superintendent. The afterschool project director and site coordinators will also work to identify and recruit targeted students most in need of services for a variety of factors including academic need and socio-emotional need. TARGETED STUDENT PARTICIPATION levels are based on Cycle 10 successful levels of student participation at each campus and grade level noting that while academic progress has been made, student achievement lags behind state averages. The opportunity to provide High Impact Tutoring (HIT) by additional funding in this proposal will support addressing the remaining gaps in student achievement between current improved district TAPR scores and state average scores. WORKING PARENTS in the district have need for no-cost afterschool support for their children for academic and enrichment as well as safety needs. The program ending at 6 p.m. supports working parents ' needs for pickup and bus transportation.

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

RFA/SAS #   **701-21-102/180-24**   **2023-2024 Nita M. Lowey 21st CCLC Cycle 12, Year 1**   Page 2 of 13

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.

This proposed ACE program will provide opportunities for high impact tutoring as well as academic enrichment to help students meet challenging state academic standards. PERFORMANCE MEASURES will include:
Increased number and percentage of students functioning on grade level as evidenced by end of year standardized testing at grades K-2 in reading and math
Students in Kindergarten who demonstrate progress on progress monitoring assessment
 Increased # and % age of students in grades 3-11 that approach/meet/master grade level on STAAR tests particularly in reading, math, & writing
Increased # and % age of students that approach/meet/master all sections of STAAR on the 1st admin. esp. grade 3,5,8 and EXIT
Increased # and % age of students in grades 3-11 who promote with their peers including intensive credit recovery efforts as needed
District six weeks benchmarks in all core areas including Reading, Math and Writing monitored during the thirty-six-week school session
Decreased # of discipline referrals as evidenced by number and percent of reduced referrals
Teacher surveys of improved student engagement will support improved student achievement
Attendance and participation of students in afterschool programming will meet/exceed minimums for grant fidelity to ensure districts attendance exceeds state averages
Goal of 100% graduation rate
Increased percentage and number of students targeted with successful High Impact Tutoring using TEA approved/ best practices instructional materials and reduced teacher/pupil ratios of 1:3
# of dual credit courses completed/Early College High School participation
# of college readiness sessions attended by parents/students on pertinent info including FAFSA application support
* Students in grades 7-8 and 10-12 who attend afterschool and improve GPA above 3.0
Other measures will be added as needed as well. STUDENT RECRUITMENT: The program specialist will work to recruit students identified by ACE staff and the regular school day team of campus principals, teachers, and superintendent. The afterschool project director & site coordinators will also work to identify and recruit targeted students most in need of services such as High Impact Tutoring. Access will be available for mental health support via on site school counselors as well as via a university partnership for virtual access, to further engage students at their socio-emotional need level. Family & student mobility is low and teaching staff is consistent across all experience levels, teachers know their students and can continue to identify and serve as strong recruits and advocates for students. FAMILY RECRUITMENT: Enrichment activities will be offered to increase the families ' participation in their children(s) academics. Activities will include informational sessions on services available within the community, referrals to services, parenting, money management, and ELL literacy classes as well as recruiting parents for the grant and other advisory councils in the district. RECRUTING STAFF: As noted, many teachers on staff live in the community and have a vested interest in the well-being of students as future community members. These predominantly Hispanic families stay in these rural and remote communities. Competitive wages budgeted in the grant for afterschool high impact tutoring attract highly qualified teachers as well. STRONG PROGRAM OPERATIONS/ALIGNING WITH SCHOOL DAY: Multiple lines of communication across district and campus administrators and instructional staff in collaboration with the intentionality of hiring high quality leadership for the afterschool program will ensure seamless support of student achievement. Moreover, other operations including transportation and safety will be supported by the existing strong capacity in each of these rural and remote districts. FIDELITY OF IMPLEMENTATION: These districts on a Cycle 10 21st CCLC grant with both sitting superintendents in that visionary partnership for 2-3 years of the initiative, demonstrates capacity and fidelity for implementation.

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

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.

In developing the evaluation plan, the districts reviewed the requirements that are listed on the Texas ACE Evaluation guide. As per the Texas ACE requirements, the following processes for examining the effectiveness of the program strategies will be followed grounded in a mindset of continuous improvement or CIPP (Context Input Process Product) model (Stufflebeam,1966). As the proposed 21st CCLC Cycle 12 grant would represent a continuation for the SDISD and FISD partnership, steps in the process include updating the theory of change, logic model, evaluation plan, and action planning with fidelity to the ACE evaluation guide and supported by the project director and evaluation team (site coor, admin). Both GPRA and state SMART goals will be targeted and needed adjustments to programming made as recommended by state ACE team guidance. Project personnel & district administrators comprise the internal evaluation team and meetings will include both informal & formal including designated times to be scheduled into calendar and kept with fidelity. Evaluation plan will consist of key milestones in the grant period including ongoing benchmarking in core coursework and communication between classroom teachers & afterschool staff, as facilitated by the project director and site coordinators, decisions will be made about additional student interventions to amplify success. Six weeks report card grades and student performance on local assessments (STAR Reading & Math) & IStation, will be used as diagnostic progress measures. Administration of STAAR released tests mid-year will inform necessary content interventions and instructional strategies for afterschool in coordination with regular day interventions. This continuous review of program performance in meeting SMART goals (academic, attendance, see detail in strategic plan doc, etc.) and other program objectives are essential to the fidelity of the project scope of work as well as ensuring fiscal responsibility. Should the program fail to meet stated objectives at any time, the project term consisting of the project director, site coordinators, superintendents and campus principals, as well as budget managers, will meet to review areas of concern and create action plan regarding curriculum, student progress, and/or fiscal adaptations needed. ESC2 will provide technical support.

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.

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

RFA/SAS #   701-21-102/180-24   2023-2024 Nita M. Lowey 21st CCLC Cycle 12, Year 1   Page 4 of 13

8. Statutory/Program Requirements

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

The proposed program will work to address articulated SMART goals (see strategic plan doc) by providing not only targeted academic support activities, but also academic enrichment activities as well as family engagement opportunities. TARGETED ACADEMIC SUPPORT activities will include purchase and use of approved Texas Education Agency instructional materials as appropriate for grade levels/academic content. By providing small group high impact tutoring by highly qualified certified content teacher experts as supported by this Cycle 12 initiative, campuses can target each student ' s individual area(s) of academic need. College readiness activities area are also critical for high school students as both districts have made steady and incremental progress yet are below state average in college readiness. This shift to include groups of students with reduced teacher/pupil ratios of 1:3 and guidance and implementation of TEA approved High Impact curriculum for afterschool as in this Cycle 12 proposal will further support and refine efforts at best practices in support of student achievement in these rural high Hispanic/low socio-economic student-serving school districts promising the best chance at academic success. ACADEMIC ENRICHMENT activities will support instructional approaches such as embedded/interdisciplinary real world/hands on literacy focused (examples): L- STREAMS (Literacy - Science, Technology, Engineering, Reading, Arts/Music, Math, Science) supported by content experts working with afterschool staff/teachers to create and implement literacy across content areas as well as technology integration activities (fairy tales w/ STEM basis, Storybook Science, etc.). Emphasis will be on creating Empowered Learners, Digital Citizens, Knowledge Constructors, Innovative Designers, Computational Thinkers, Creative Communicators, and Global Collaborators. Software programs such as Fast ForWord, Reading Assistant, AVID, My Virtual Reading Coach, IXL Math, and others will be used. Moreover, this proposed ACE program will offer students a broad array of additional services, programs, and activities, such as youth development activities, service learning, nutrition and health education, drug and violence prevention programs, PBIS (Positive Behavior Interventions and Support) on-site and virtual counseling programs, arts, music, physical fitness and wellness programs, technology education programs, financial literacy programs, environmental literacy programs, mathematics, science, career and technical programs. Early College High School parternships with Coastal Bend College as well as Internship or apprenticeship programs, and other ties to in-demand industry sector/occupation will contnue to be offered for high school students to align with and reinforce and complement the regular academic program of participating students. Homework assistance will be provided. All of this afterschool academic support will be aligned to the regular school day in support of student achievement via ongoing communiation between regular day and afterschool staff. COMMUNITY EDUCATIONAL PARTNERSHIPS: Local entities such as the police department will provide guest lectures & support DARE summer camps. Additionally, Workforce Solutions of the Coastal Bend will provide families with access to economic resources and human services. Support to include job placement, training, child-care assistance, and more. Partnerships with community entities such as Muy Grande and LaCaridad Ministries will offer food pantry access/clothing for participants. The Freer-Duval County Library offers access to their library after hours as well. In partnership with TAMU- Corpus Christi, virtual mental health services will be established. Opportunities for interaction with known artists in the Coastal Bend at the Antonio E. Garcia Arts Center will be an opportunity for mural art and ceramics during summer day camps for middle and high school students. FAMILY ENGAGEMENT: The proposed program will offer families of students served by community learning centers opportunities for active and meaningful engagement in their children ' s education, including opportunities for literacy and related educational development. Specific proposed activities to engage families will include family literacy nights to include reading, math, and technology literacy activities for students to share with their families, parent education opportunities including GED, ESL and computer classes, activities for parents to support their students at home with academic engagement strategies (reading with your child, simple math activities, how to encourage your first-generation college going son/daughter, etc.) For parents of students across all grade levels and especially at 6-12, the partner districts will host on site and virtual offerings such as college workshops and information sessions for students & parents to attend so that they have the information and support the transition to post- secondary education. The Department of Health & Human Services will offer support to increase parental involvement.The program specialist & other grant personnel will work to solidify these partnerships establishing relatiomships of trust among regular day & afterschool staff & external partners.

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

RFA/SAS #   701-21-102/180-24   2023-2024 Nita M. Lowey 21st CCLC Cycle 12, Year 1   Page 5 of 13

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.

This project proposes to not only meet, but also exceed the required attendance days and required number of students to maximize the invaluable resource of this potential 21st CCLC Cycle 12 funding. Researchers such as Duncan and Murnane (2011) stated that an increase in instructional time, and a longer school year can help with academic achievement, which emphasizes the critical need for quality after school programs and summer camps to help disadvantaged students and families. Moreover, access to mental health support afforded by this application, in proposed partnership with the TAMUCC counseling department, will provide strategies based on research by Lenz and Lancaster (2015) to ameliorate disruptive conduct and strategies for conflict resolution by Mayra and Oliver (2006) as well as child counseling using play therapy methodologies from Bratton, Ray Dee and Jones (2005). Afterschool students will receive social skills workshops on self-awareness (career interest), regulating reactions to difficult situations, managing stress, relating to peers and interpersonal effectiveness, assertiveness and refusal skills, managing conflict in sessions and consultation with graduate interns from the Counseling Department of TAMUCC. Additionally, more than 15 million school-age children (26 percent) are on their own afterschool. More than 27 million parents of school – age children are employed, including 23 million who work full time. (U.S. Dept of Labor, 2010). Among them are more than 1 million whom are in grades K-5 (Afterschool Alliance, 2009). Only 8.4 million K-12 children (15 percent) participate in afterschool programs. An additional 18.5 million would participate if a quality program were available in their community (Afterschool Alliance, 2009). The hours between 3 p.m. and 6 p.m. are the peak hours for juvenile crime and experimentation with drugs, alcohol, cigarettes and sex. (Fight Crime: Invest in Kids, 2002). The Council of Chief State School Officers (CCSSO) study finds that, " high-quality extended learning time provides school-age youth with opportunities to belong, participate in enriching activities, receive targeted academic support and forge meaningful connections with adults and peers outside the regular school day. " After- school programs that offer extended-day/time intervention focusing on academic and other activities (e.g. health, parent education, technology integration, social services and cultural programs) have shown positive benefits. participation in after-school programs is more effective in producing higher student achievement.

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.

Both SDISD and FISD will provide safe transportation for participating students to and from the center(s) and home. Upon registration of a student participant, ACE will obtain necessary parental consent to participate in the program and ensure a dismissal process is in place to document and address transportation needs and emergencies, including an emergency readiness plan, emergency contact information, and follow-up documentation and the appropriate checkout system. Teachers will escort young children to the bus pickup/parent pickup station upon daily program completion to include transporting after school program students from the center to their home using standard policies and procedures setup by each partner district as appropriate to each of the six campus centers. Forms, schedules, and rules clearly defined and outlined will be developed and enforced. Students who are too young to walk home or do not ride the bus will need to be signed out by parents or authorized family members identified in the student's application form. Files will contain address and emergency contact information and drop off schedule for the bus drivers. ID badges for young students will be worn. Program attendance and bus privileges can be revoked if a participant is acting up during the bus ride home. In order to ensure the safety of all students and check the disciplinary activity, the transportation department will be kept abreast of discipline problems and can recommend the student be expelled from the program. Bus drivers will have access to communication with the site base to report any delays although buses will meet all local and state requirements with trained state certified bus drivers including first aid kits in each bus. MIFI devices will be installed on all buses to ensure communication is available not only via cell but also by MIFI supported messaging. MIFI devices will allow students to complete homework and research on long rural bus routes. Consideration will be given to ensure that age-appropriate supervision is provided on buses based on center attendees. The center project director will review bus rider rosters to avoid mixed aged groups of children on buses without additional supervision to ensure safety of all students and all riders at all times. Very young children who are on routes in dark, rural locations will require that an adult, parent, neighbor or sibling either travel with them or receive them upon dropping them to their residence.

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

RFA/SAS #   701-21-102/180-24   2023-2024 Nita M. Lowey 21st CCLC Cycle 12, Year 1   Page 6 of 13

8. Statutory/Program Requirements (Cont.)

4. If awarded, applicants must disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Describe the applicant's plan to inform the community about the center and participating in the program.

The SDISD and FISD information liaisons (project director and site coordinators) will facilitate both internal (school district) and external (community). Information about each of the proposed 21st CCLC ACE centers will be distributed via a variety of media outlets including social media, radio (where appropriate), newspaper, and other community agencies families and students frequent in their neighborhoods. Internal communication will occur through parent notices sent home with their children, the district and center school websites, and via the district Parent Teacher Association. Also, good communication will be essential for gathering community support and developing and maintaining community partnerships to support and sustain the program beyond state grant funding. All outreach, marketing, and communication materials will comply with Texas ACE branding guidelines. As within most rural school districts, word-of-mouth and familial communication will help support of the promotion of these afterschool services. SDISD and FISD ACE program directors and site coordinators will disseminate information about each campus center to the community in a manner that is both understandable and accessible through diverse media as noted as well as via campus bulletin boards, digital marquees. A daily menu of services will be encouraged for each site to direct parents and community to appropriate classrooms for ACE signage and information. School announcements will be made concerning the ACE program as well. Teaching staff will assist disseminating information to parents and have a recruitment enrollment goal for keeping their class active. Staff will disseminate drive by flyers for parents during pickup time and do home visits when appropriate. The most important component will be positive word of mouth by students who will love the dynamic age-appropriate activities, caring staff and a safe and bully-free learning environment. All materials and communication will be provided in both English and Spanish when appropriate. Furthermore, the partner districts will have a 21st CCLC Advisory Council with diverse membership comprised of community, business members, and school staff representation including project personnel, teachers, and student representatives.

5. If the program plans to use volunteers in activities carried out through the community learning center(s), describe how the program will encourage and use appropriately qualified persons to serve as the volunteers. Explain the policy for screening and placing volunteers. If the entity does not plan to use volunteers, please indicate that in the space provided. (Choosing not to use volunteers will not lower review scores)

The SDISD/Freer ISD 21st CCLC project director will screen volunteers by scheduling a meeting to discuss the intentions of the volunteer, ask about their qualifications and references. If the volunteer meets the qualifications, the director will ask for a resume and check their references. After, references have been completed the director invites the volunteer to fill out the appropriate district paperwork. Background checks will be conducted. After a volunteer has completed this process and everything is cleared, the volunteer is free to work out a schedule with the project director and appropriate site coordinator. When the director is contacted by university organizations, local high school organizations and businesses wishing to do community hours for a good cause, the process will have fidelity to ensure safety of students interacting with volunteers. The director will communicate with the sponsor in charge of such groups to ascertain if the volunteers are qualified for the tasks to be completed. High School students will be required to receive written consent from their parents or guardians. Interested volunteers and volunteer groups must go through the same procedures to be accepted as a volunteer at the center. Organizations and businesses who wish to volunteer their services to any campus ACE center must meet with the director to discuss what services they wish to provide. The director must decide if such services are needed and seeks advice from the advisory council before proceeding forward. SDISD and FISD project directors supported by district human relations staff as needed, will conduct any necessary background checks on winter Texas or senior citizens volunteering to participate in the program implementation. Additionally, intentional partnerships will be coordinated with Texas A&M Kingsville (as well as the proposed virtual partnership with TAMU Corpus Christi counseling department), Coastal Bend College and   La Caridad Ministry to solicit volunteers that can serve as mentors for at-risk students, provide homework assistance, support various enrichment activities, etc. Utilization of these college and university students can in turn support development of invaluable experience potentially for future educators. Additionally, entities such as senior citizen groups, Rotary Clubs, and local businesses will be encouraged to volunteer.

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

8. Statutory/Program Requirements (Cont.)

6. Demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources at each campus served and ensure an appropriate, safe, and equipped facility. This includes coordination with, but not limited to, food services, security, health services, and special education.

The proposed program will be coordinated with similar or related efforts using existing resources and facilities and with other appropriate community, state and federal resources to maximize the effectiveness of grant funds. For example, the districts will utilize existing resources including personnel not funded from the grant, maintenance personnel, and coordinate with other district/campus programs.The districts will invite the 21st CCLC personnel to participate in staff development opportunities throughout the school year as a collaborative effort to better serve the participating students and their families. The existing school facilities and equipment will also be utilized for training teachers and partners. In addition, the campuses will coordinate multiple federal and state programs and local funds to enhance and supplement the services of the teachers, students, and parents.Technology equipment purchased through federal and state funds will be utilized to allow participants to access beyond the school day as needed in addition to budgeted student laptops in the proposal. The program will be cost- effective because existing resources such as office space, classrooms, computer labs, telephones, internet connections, utilities, and administrative staff will be utilized in-kind. Administrators will ensure that all services enhance, supplement and enrich the regular school day environment. All expenditures and activities funded by this 21st CCLC proposal will be supplemental and not supplant or duplicate existing services. Efforts to further enhance the intentional culture of maximizing all extended learning initiatives such as TCLAS Decision 11, CRIMSI, and ECHS such that resources do not overlap and instead, compliment one another seekimg amplified impact across all initiatives. It takes a village to run a successful ACE program and SDISD and Freer as partner districts have a successful five-year track record on a Cycle 10 21st CCLC demonstrating both capacity as well as fidelity to implementing this proposed Cycle 12 proposal in support of students living in these rural, and remote communities in deep South Texas. It is crucial that districts who can produce these kinds of results with challenged populations of students, most of whom will never leave South Texas, continue to be supported via financial means such as 21st CCLC funding. Raising a future citizenry that includes leaders and and an educated populace is critical to the future economy and prosperity of South Texas.

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.

SDISD and FISD will make every fiscal effort to maintain the level of services provided in this grant once the term of the grant has ended. Once this Cycle 12 is funded for this project, the goal will be to build sustainability into the core of spending practices. Larger technology purchases will be key in support student research projects for school and help with homework. Project personnel will ensure that these purchases Include warranties and protection plans and are of sufficient quality to last a few years. In addition, supplies including items such as costumes and musical instruments for exploring the arts are on the plan to purchase as are kits for robotics, reading materials, and software that will help enhance our proposed L- STREAM initiative and other components of the proposed program. In addition, there are plans for staff training in the areas of safety, discipline, and academics. The project director and site coordinators will help build continuity between the in-school activities and the after-school activities. Parents will be invited to various sessions as well so that they too can learn and be able to help their child(ren) at home. The idea is that once the grant funds are gone, SDISD and FISD will have adequate materials and equipment to sustain after-school programming, but more importantly, SDISD and FISD will have staff that understand the program, are trained and can implement activities that continue to provide programming in the spirit of the grant. Additionally, SDISD and FISD will investigate daycare licensure training as an option to support afterschool beyond the grant period. Aggressive efforts to seek funding opportunities for 21st CCLC future cycles would allow both partner districts to continue to offer afterschool programs. Partnerships as noted in the proposal including partnership with area law enforcement, as well as local colleges and universities, as well as workforce and health and human services would also create low or no additional cost resource streams for sustainability and continuation. Costs for utilities, custodial services, busses, etc. that both partner districts had already been contributing in-kind could continue in support of future afterschool programming sustainability efforts. Additionally, professional development training obtained through this grant will be a tremendous resource in building capacity and sustaining this program beyond the grant cycle. Beyond the grant period Title I (high poverty), IMA (Instructional Materials Allotment), and state compensatory funds will support continuation after the grant period.
?

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

RFA/SAS #   701-21-102/180-24   2023-2024 Nita M. Lowey 21st CCLC Cycle 12, Year 1   Page 8 of 13

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

Unfortunately, recent reductions in federal funding have precipitated lack of a community-based organization in the region with which to partner. The lack of this CBO further supports the critical need to continue this Cycle 12 funding in SDISD and FISD which have successfully implemented a Cycle 10 21st CCLC in these rural and remote communities for five years.

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

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.

This proposal is applying for Program Priority 2 - Accelerated Learning in order to integrate HQIM and HIT product use. The opportunity to provide High Impact Tutoring (HIT) via additional funding in this proposal will support addressing the remaining gaps in student achievement between current improved SDISD and FISD TAPR scores to meet and exceed state average scores.

Students who need HIT will be identified by a referral process initiated by either a student ' s classroom teacher or campus administrator. Once that referral has been made the referring party, the project director and site coordinator will meet along with designated highly qualified teacher to review student instructional needs based on assessment data. Small group instruction by highly qualified instructors will be at a 1:3 ratio of teacher to pupil. Selected instructional materials from the approved Texas Education Agency list will be utilized as content specific.

Ongoing assessment of student progress will be measured by the assigned HIT teacher so that the valuable resources of time/, personnel, and funding impact student achievement in the most expeditious manner. To maximize instructor availability, this HIT will be conducted immediately after the regular school day when instructors are most readily available at the ratios needed. By providing small group high impact tutoring by highly qualified certified content teacher experts using TEA approved HQIM/HIt materials as supported by this Cycle 12 initiative, campuses can target each student ' s individual area(s) of academic need.

Coordination and implementation of high-quality programming aligned to local needs and resources, HQIM/HIT and school-day aligned academic support, high-quality enrichment, and family engagement will be conducted both in the regular school semesters (fall/spring) using an Accelerated Learning approach which will involve overseeing implementation of High-Quality Instructional Materials (HQIM), High-Impact Tutoring (HIT) and other school-day aligned academic support. That will include aid in aligning, selecting, designing, and evaluating academic and enrichment activities for students. It is also expected to involve leading ongoing professional development, program observations, and coaching to improve program quality.

Summer Learning HIT will also be implemented similarly to ensure the teacher pupil ratio of 1:3 with high quality content expert teachers. This shift to reduced teacher/pupil ratios and clear guidance on High Impact curriculum in this Cycle 12 proposal will further support and refine efforts at best practices in support of student achievement in these rural high Hispanic/low socio-economic student-serving school districts promising the best chance at academic success. of this afterschool academic support will be aligned to the regular school day in support of student achievement.

The HIT initiative as part of the afterschool program will work to meet and exceed established targeted attendance goals of 30 days, 3 days per week for 30 minutes per day during regular terms and summer participation as appropriate for HIT impact with a similar goal of 30 minutes, 3 times per week during summer sessions.

Afterschool staff will take advantage of professional development opportunities to amplify and maximize implementation of HIT and HQIM with intentionality. For example, these PD opportunities will include access and participation in the Texas ACE Resource Network (ARN) to yield most current knowledge and practices across the ACE learning community.

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

RFA/SAS # 701-21-102/180-24   2023-2024 Nita M. Lowey 21st CCLC Cycle 12, Year 1   Page 10 of 13

9. Equitable Access and Participation

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

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

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

	Group		Barrier	
Group	Students	Barrier	Rural/remote students need 21st CCLC funding resources.
Group	Students	Barrier	High Hispanic low soceconomic students need additional resour
Group	Students	Barrier	Second language students need additional resources.
Group		Barrier	

10. PNP Equitable Services

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

○ Yes ● No

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

Are any private nonprofit schools participating in the grant?

○ Yes ○ No

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

Assurances

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

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

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

Equitable Services Calculation

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

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	80,000
2.	Site Coordinators	336,000
3.	Program Specialist	45,000
4.	Professional and Support Staff Extra Duty Pay	367,817
5.	Benefits	118,643

Professional and Contracted Services

6.	Contracted Transportation services (San Diego only)	15,000
7.	Other contracted services (ESC2, STEM, virtual mental health access, arts center, etc.)	193,000
8.		
9.		
10.	Transportation services	

Supplies and Materials

11.	General supplies and materials (incl.TEA approved HQIM/HIT instructional materials, etc.)	110,000
12.	Student devices (to support student work/remote work)	60,000
13.	Site coordinator technology	9,000
14.		

Other Operating Costs

15.	Project Travel (SDISD and Freer) and transportation (Freer - gasoline)	36,500
16.	Field trips (Garcia Art Center, Alice Natatorium. etc.)	10,000
17.	Snacks and drinks (parent engagement events, etc.)	12,000

Capital Outlay

18.	Bus MIFI devices (support extended learning on long, rural bus rides, etc.)	4,000
19.		
20.		

Direct and indirect administrative costs:	152,268
TOTAL GRANT AWARD REQUESTED:	1,548,750

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

RFA/SAS # 701-21-102/180-24 | 2023-2024 Nita M. Lowey 21st CCLC Cycle 12, Year 1 | Page 12 of 13

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

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