



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: Clint independent School District
Campus name: N/A
CDN: 071901
Vendor ID: 1746000522
ESC: 19
UEI: N51LVZGHC8
Address: 14521 Horizon Blvd
City: El Paso
ZIP: TX
Phone: 915-926-4000
Primary Contact: Dr. Jessie Cline
Email: jessie.cline@clint.net
Phone: 915-926-4085
Secondary Contact: Mrs. Melissa Williams
Email: melissa.williams@clint.net
Phone: 915-926-3255

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):

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

Authorized Official Name: Jessie Cline Title: CFO Email: jessie.cline@clint.net

Phone: 915-926-4085 Signature: [Handwritten Signature] Date: 01/23/2023

Grant Writer Name: JESSIE CLINE Signature: [Handwritten Signature] Date: 01/23/2023

[x] Grant writer is an employee of the applicant organization. [ ] Grant writer is not an employee of the applicant organization.

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RFA/SAS # 701-23-106/180-24

2023-2024 Nita M. Lowey 21st CCLC Cycle 12, Year 1

### 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 completing the needs assessment process for CCLC Nita M Lowe grant we used three sources. The first was the TAPR for the 2021-22 school year at each proposed center. The second was existing academic, social and local community resources already available to each center. The third resource consisted of surveys administered to parents, teachers and administrators to assess student and family needs in 12/22.

TAPR Report Findings: The findings from the TAPR report indicate a significant number of students are not only economically disadvantaged (87%) a large number are also at risk (68%) as well as (46%) are English Language Learners. Elementary students are struggling academically with only 37% on grade level in reading and 30% in math. More than 70% of our students need accelerated learning support through HB 4545.

A resource inventory across all six CISD ES campuses revealed that academic, social and local community resources available to each campus were nearly identical. Through this inventory, we found the following Resources available to all CISD ES students:

- Title 1 meal programs - breakfast, lunch, and dinner are available on weekdays to all students.
- Transportation for OST programs - approximately 33% of CISD elementary school students use free bus transportation following dinner and after school programs as well as during intersession and summer camps.
- Communities in Schools program is offered at all elementary campuses. This program provides a support system for students, parents, and educators.
- TCLAS Decision 11 at all of our elementary campuses through the 2023-24 school year and are actively using HQIM at our schools.

Parent Survey Findings: Findings from a community needs assessment found that parents want an after-school program, such as a 21st CCLC. Eight in ten (80%) parents (n=172) surveyed indicated they would enroll their child in a free before or after school tutoring program if it was available. The percentage of parents increases to 86% for an after-school programs including STEAM and other activities. Over 60% of parents indicated that they would participate in free evening family science & technology educational programs. In open-ended responses, parents believed that an after-school program would assist their child. One parent stated, "We need after-school homework tutoring ... asap." Another parent stated "Our school needs more extracurricular activities so students can stay active and motivated for school." The majority (65%) of parents indicated that they would or would consider enrolling their child in hands-on educational intersession and summer camps if provided by CISD.

Campus Educator Findings: The community needs assessment found that CISD educators believe that a 21st CCLC program would benefit students. Nearly all (99%) of the 91 surveyed educators believe that it is important for students to have access to a safe place on campus that can expand the learning day after school, during the summer and intersession. When teachers were asked what additional support services would improve 'at-risk' student academic achievement, 75% supported after-school programs, 80% supported literacy programs, 82% supported family engagement programs, and 65% supported more STEM education programs. The data suggests that addressing 15-20% of campuses student population will improve STAAR scores above the state average as well as attendance through high quality enrichment.

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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.

At least 90% of all participants will show improvement in attendance, behavior, and academic achievement and 85% of participants will show improved standardized test scores at the end of each program year. Improvement in student personal and academic growth will be achieved by:

- 1) Remove student survival mode by creating a supportive learning environment through needs assessment, existing transportation, and meal support and through partnerships with community organizations that can specifically address issues of mental health, food security, newcomer, and other disruptors of academic success.
- 2) Develop and execute SMART goals for each student related to academic and personal success. Individual student improvement in grades, attendance, behavioral incidents, standardized assessments, and academic confidence will be measured via regular data monitoring and also biannual student, parent, and teacher surveys.
- 3) Provide HIT as well as tutoring/homework help using HQIM materials aligned to school day activities as well as TEKS-aligned, Hands-On, PBL, STEAM Curriculum enrichment via after-school programs, intersession, summer camps, and field trips. Students will be regularly evaluated for overall attendance, learning outcomes, engagement, and participation in long-term projects.
- 4) Continuous assessment: student, center and district level success of the 21st Century Learning Centers will be continually assessed and reviewed for improvements.

Student selection criteria: Based upon the cumulative results of all three modes of student needs assessment, we have determined students "most in need" to be based upon the following selection criteria:

- a) a student did not meet grade level for the Reading and/or the Math portion of the last administered STAAR exam and;
- b) is deemed 'at-risk' or has at least two of the following indicators for the previous year: attendance below 90% or chronically absent, ELL designation, failed two or more classes in the previous year, Economically Disadvantaged designation, or received ISS, Suspension, Expulsion or other severe disciplinary measures.

With these criteria in place, we have set the following 15-20% of the total student population recruitment targets for each campus.

Plan for Annual Assessment Student Needs & Recruitment: Iterative assessment will be a cornerstone of all CISD 21st CCLC operations. CISD and center staff will continue using stakeholder surveys to address the changing needs of parents, students, and teachers at each center in addition to monitoring of student behavior and academic progress. Monthly reviews of these data sets for students not enrolled in the program will be used to continually target and recruit students based upon the above mentioned eligibility criteria. CISD will work with existing community support services to regularly provide information to students and families about food bank access, homeless shelter services, immigration services, and employment counseling. Students will be recruited and retained through communication with parents, word of mouth from current students, direct invitations to students, as well as school presentations and campus events. Parents will be invited to participate in monthly events such as student presentations, parent and son/daughter activities, parent classes on health and nutrition, and the availability of social services in the community, and how best to navigate and advocate for their son/daughter in schools. These events will be communicated through call-outs, flyers, email, posts on social media, and communication sent home with students. Staff will be recruited through the district jobs site, communication through our local community college and university as well as through our high schools. To ensure a successful program CISD and Texas A&M AgriLife will ensure the fidelity of the program by frequent campus visits as well as support to those campuses needing additional support. All students will work on academics for the first hour of the program to include HIT, HQIM, and homework help and activities aligned to school day activities. Site coordinators will consistently monitor front line staff to ensure we maximize time with students as well as building strong relationships with the students. Site Coordinators will meet regularly with teachers during their PLCS, and align with pacing and monitored by the Project Director. Staff will be provided with professional development and direct support from the Project Specialist, Program Director and the CCLC service provider.

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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.

Benchmark data will provide a significant data point in terms of a student's academic progress as well as SMART goals but we will incorporate the continuous improvement process to inform program operations and delivery to ensure student and program success. The first year will be based on a logic model and informed by data collection throughout the year and an evaluation plan that demonstrates that we are meeting our goals. To determine program quality, the evaluation team proposes to implement the Out-of-School-Time Program Quality Self-Assessment Tool, which will assess program quality across eight standards (safety, staffing, attendance/involvement, supportive relationships, academic involvement, enrichment, meaningful youth involvement, skill building, community involvement/partnerships, appropriate structure, and positive social norms). To answer outcome evaluation questions and assess the degree to which project SMART goals and objectives are achieved, the evaluation will rely on elementary data supplied by Clint Independent School District. The evaluation team will analyze student outcomes to determine improvements, if any, between the baseline year and subsequent years. Evaluation reports will include findings from statistical significance tests and effect sizes. As data is collected, the evaluation team will meet with project staff at least once a quarter to discuss evaluation activities and findings. Additionally, the evaluation team will lead continuous quality improvement (CQI) meetings twice a year with project stakeholders. Such meetings provide an opportunity to review process and outcome evaluation findings to make programmatic adjustments and improvements. For this project, the CQI meetings will serve as an avenue to address potential issues and concerns, especially if SMART goals do not show progress, and improve program delivery. Such programmatic adjustments can improve both participants' experience and overall program effectiveness, as well as inform program sustainability. Evaluation findings inform sustainability by maintaining a focus on improvement of implementation and inform key stakeholders regarding program strengths and weaknesses.

## 7. Statutory/Program Assurances

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

Check each of the following boxes to indicate your compliance.

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

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## 8. Statutory/Program Requirements

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

The CISD 21st CCLC will employ multiple research-based program activities specifically designed to catalyze student academic, social, and emotional growth. All center activities will be specifically aligned to the school academic calendar and bell schedule of each campus. Specific program activities driving student success include:

- 1) High Impact Tutoring: Select student participants based on needs will participate in High Impact Tutoring in reading and/or math. The 30 minute HIT will be followed by a 30 minute session using High Quality Instructional Materials facilitated by trained tutors, Monday through Friday. Those students not participating in HIT will be provided support through HQIM as well as help with homework, aligned to school day activities that support students towards reaching Reading and Math standard proficiency. During tutoring sessions, students will work with specially-trained center staff to learn about and set their own SMART goals for academic and personal growth.
- 2) After-school Enrichment Programs for Students and Families: Clint ISD has partnered with Texas A&M AgriLife Extension to provide engaging hands-on STEAM enrichment programs for students and families. Through constant data-driven communications between teachers, center staff, parents, students, and Texas A&M AgriLife, all after-school program curriculum will be shaped around specific high-need academic standards (TEKS) to fill the learning gaps and include enrichment aligned to student voice. Enrichment will be provided 5 days per week for students and families will be invited to participate in family specific STEAM Literacy engagement programming during the regular after school time monthly. To facilitate the needs of working parents, all family members will be invited to participate. Student and family enrichment programs will be offered in both Spanish and English.
- 3) Summer and Intersession Camps: All summer and intersession camps will be provided by a partnership between Clint ISD and Texas A&M AgriLife and designed to seamlessly continue student learning aligned to school day activities, PBLs, and initiatives from after school programming during summer and intersession breaks. The 5 weeks of camps (3 weeks of summer camps and 2 weeks of intersession camps) will address the "summer slide" and provide a safe place for at-risk youth to be engaged and have access to CISD nutrition services.
- 4) Field Trips: In addition to incentivizing program and regular school day attendance, field trips will be integrated with all after school, summer, and intersession STEAM enrichment program curriculums to offer placed-based learning experiences aligned to TEKS.

Center-level initiatives to coordinate with regular school activities include:

- 1) Campus coordinators will monitor student academic performance, attendance, and behavioral data. Monthly sharing meetings will be held in each center with campus level tutors, staff, and the Project Director to address current student needs and regular evaluation results.
- 2) Hiring preference for campus coordinator positions will be given to individuals with previous campus connections, teaching experience, and ACE experience.
- 3) College Tutors and High School tutors will be hired to facilitate the tutoring sessions in a 1:15 teacher tutor to student ratio and 1:3 ratio for HIT. At least one tutor/frontline staff per 15 students will be utilized by CISD to facilitate integration of classroom learning with all after-school, family engagement, summer and intersession STEAM enrichment programs.
- 4) Center staff will coordinate with teachers during PLCs to align school day activities with after-school activities as well as to discuss support for individual students and check on pacing.
- 5) All summer camps will be scheduled around existing summer remediation programs to maximize the amount of summer programming available to participants who may also need to participate in these programs.
- 6) The Site Coordinator and frontline staff will work with the elementary curriculum and instruction department PBL coordinator to support PBL in the after-school program aligned to school day activities.

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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.

CISD 21st Century CCLC activities will be carefully designed and selected based on the specific needs of each campus. STEAM enrichment programming will serve as the foundation for unique learning opportunities that include arts, sports, nutrition, movies and real-world problems, presenting learning opportunities for difficult subjects in a wide range of formats to appeal to differing student interests and learning styles. Program staff will consult with campus and district content coaches and faculty to gather data and information about student performance to develop an enrichment program that will be TEKS aligned, and differentiated for the learning needs of all participants, including ELL students, and other at-risk students. Clint ISD and AgriLife have a successful history of providing collaborative enrichment programs and often work with other organizations such as Master Gardeners. Students who get involved in the program develop critical thinking skills, and the ability to identify community concerns and take action to address them through individual group projects. The content is TEKS aligned, experiential and reflects student interest. To address the "Summer Slide" both Summer camps and Intersession Camps will be offered. Collaborations of partners have included campus level environmental Project Based Learning (PBL) and AgriLife projects based on students' needs and choice. It has been argued that the freedom and challenge that students experience as a result of solving the problems that arise in designing and building their projects result in high levels of student engagement (Wurdinger et al., 2007) due to the cognitive challenge as well as the strong affective, ethical and aesthetic dimensions that form part of a well-designed project (Wrigley, 2007). The Clint ISD ACE activities will be heavily PBL, which provides students confidence in their academic abilities and their power to take action to improve. Research studies suggest that academic goal setting may increase student engagement and achievement (Catlin, Lewan, & Perignon, 1999), while a highly structured approach that includes personal, social, and academic goals may produce positive outcomes for at-risk students (Pincham, 2006).

3. Describe the transportation needs of participating students and how those needs will be addressed. Specifically describe how students participating in the program will travel safely to and from each center and home.

The majority of Clint ISD (CISD) students, 55% live within two miles of campus and walk to school while 15% of students are dropped off by parents. The remaining 30% of students ride the bus to each of our campuses. Currently we offer bus transportation before and after school as well as a late bus at each elementary campus that accommodates students participating in the TCLAS 11 grant. Most students, 70%, that participate in the TCLAS 11 grant are picked up by parents while the remaining students, 30%, ride the bus. Funding to provide transportation for all summer and intersession camps will be provided by CISD. Additional funding is included in the budget to support CISD bus transportation for field trips. All students using bus transportation are required to follow the safety protocols set up by CISD transportation department and our after school ACE program. Students that attend the ACE program will be dismissed by riding the bus, walking home, or parent pickup. ACE staff will communicate with parents during the registration process on how students will be dismissed from the program. Students who ride the bus following the program will be escorted by staff to the designated pick up spot. Bus drivers will use the LLLC model, Look ahead, Look around, Leave room, and Communicate to ensure that the area is safe for drop off or pickup for students. Staff will ensure that all students get on the bus, are seated and have their seatbelts on if available. Bus drivers will drop off students at each location where parents will pick students up or they will walk home. Students crossing in front of the bus are instructed to walk 10 steps in front of the bus before they cross the street. Bus driver will wait 5-10 seconds at stop after all students have moved away from the bus before it departs. ACE students who will be walking home will be escorted out of the building by ACE staff to the front of the building where they will walk home as per parent request. Staff will remain outside and ensure that students use crosswalks while in the immediate school area. ACE students who are being picked up by parents or a family member will be escorted out of the building by ACE staff to designated areas where parents or others, designated by the parents, will drive the student home. ACE staff will remain with students at the pick up location until all students are picked up.

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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.

CISD and Texas A&M AgriLife will utilize a wide range of local outlets to issue program award announcements in English and Spanish. Specifically, bilingual announcements will be made via the following methods:

- Press releases sent out with announcement of program to local print, online, and television news outlets
- School board and principal meeting presentations.
- Automated calls and texts will be sent to all CISD parents.
- Parent night information sessions will be held at each eligible campus.
- Announcements will be made during Parent meetings for each eligible campus.
- School websites and social media pages will contain special banners with information about the program and enrollment.
- A special 21st CCLC web page will be created within the existing CISD district page to describe and advertise the program.
- Bilingual posters/flyers will be posted on each eligible campus.

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)

Volunteers from partner organizations like UTEP, environmental organizations and other educational organizations such as Master Naturalists will be utilized and coordinated via CISD’s partnership with Texas A&M AgriLife to make career connections with visits from STEAM professionals, elementary education recruiters, and special program recruiters. Texas A&M Agrilife uses master volunteers that are local people with an interest in a particular subject and provides training that increases their knowledge and skill in that area allowing them to facilitate educational programming in their communities for youth or adults in the community. Texas A&M AgriLife will utilize their certified Master Volunteers and incorporate all new 21st Century CCLC volunteers within their volunteer stewardship plan. Volunteers will be primarily utilized as occasional presenters, consultants, and facilitators for program delivery. Parent, grandparent, and other family member volunteers are a key to the success for young students. Volunteers inspire and influence children by passing on values. Having volunteers in their after-school program teaches young minds one of the most effective ways to acquire crucial skills while been impacted by volunteers on leadership, communication, and organization skills. Clint ISD will actively recruit parents, grandparents, and other community and family members to support Site Coordinators and frontline staff in program implementation.

All volunteers invited on campus will be subjected to CISD’s online application process which includes a Criminal History Background check (<https://www.clintweb.net/Page/4289>) as well as follow all procedures, rules, regulations and policies as set forth by the Clint ISD and campus.

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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.

Center, CISD, and AgriLife staff will infuse the 21st CCLC with existing student support services available at the campus, district and community level. Currently, Clint offers few enrichment or social programs at the elementary school level. The Project Director, Site Coordinators and Program Specialist will work collaboratively with CISD and AgriLife staff to carefully incorporate and make available all campus, district, community, state and federal programs relevant to the CISD 21st CCLC. Center staff will specifically identify and share existing social and emotional support programs available to students and families during family engagement sessions including National Alliance on Mental Illness, El Pasoans Fighting Hunger and county library summer literacy programs. AgriLife and CISD 21st CCLC staff will work closely with CISD Acceleration/Intervention periods currently available at all six CISD ES campuses to maximize academic support in the 21st CCLC ACE program.

CISD 21st CCLC programs will be specifically scheduled to maximize availability of existing CISD meal programs which provide weekday breakfast, lunch and dinner for all Clint ISD students. Site coordinators at each campus will work closely with CISD Communities In Schools and SEL Coordinator to enlist their efforts in recruiting students and communicating with parents. Additional educational opportunities and programs will be specifically coordinated through the Project Director, Program Specialist, and AgriLife partnerships with other community organizations. AgriLife will leverage existing relationships, speakers, current grant funded enrichment programs and other resources, from the Geology, Civil Engineering, Mechanical Engineering, Education, Art and Math departments. Through Texas A&M AgriLife, Environmental Education workshops and field trips will be incorporated with volunteer support from partner organizations such as Frontera Land Alliance, El Paso Water, Texas Master Naturalists, and Audubon Society.

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.

To ensure a smooth transition to an externally funded program once the initial round of grant funding ends, planning will begin immediately upon program funding. The CISD 21st CCLC Program Director will be selected with grant writing or development experience and financial sustainability planning will be a listed job duty. During the first two years of the program, center staff will regularly brief relevant stakeholders including CISD Executive Cabinet and school board members with regular program updates, student progress, and achievements of partnerships. CISD will fully leverage its partnership with Texas A&M AgriLife to continually apply for funding from granting agencies, local businesses, and fee based models. AgriLife has already supported and implemented a Vet Tech Program at one of CISD high school campuses as well as supported our elementary campuses with enrichment through a separate grant to provide a gardening program after school. With this partnership in place, AgriLife will preferentially partner with CISD schools for the implementation of new grant-based programs and work with CISD administrative staff to collaboratively pursue funding opportunities to continue the work of the Clint 21st CCLC program. In addition, Clint will evaluate data from the program to draw on program resources to implement PBL courses and/or other best practices developed by this 21st CCLC program.

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**8. Statutory/Program Requirements (Cont.)**

8. Describe the proposed partnership(s) between local educational agencies, community-based organizations, and any other public or private entities. Include how the partnership will contribute to achieving stated objectives and sustaining the program over time. To receive priority points, the applicant must provide information that demonstrates the activities proposed in the application are, as of the date of the submission of the application, not accessible to students who would be served; or that it would expand access to high-quality services available in the community. TEA will provide the same priority to an application submitted by a local education agency (LEA) if the LEA demonstrates that it is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements of this grant. Check the box if applying for priority points under this special rule. If this box is checked, provide clear relevant evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements.

This applicant is part of a planned partnership

The applicant is unable to partner

To implement a robust STEAM enrichment program, CISD will partner with Texas A&M AgriLife. The Texas A&M AgriLife Extension Service is a unique education agency with a statewide network of professional educators, trained volunteers, and county offices. For over 100 years, the agency has improved lives across Texas by delivering innovative science-based solutions and education at the intersection of health, agriculture and environment in communities across the state. AgriLife has been working throughout the region and specifically with CISD providing training and resources for hands-on STEAM educational materials as well as trained educational staff, curriculum sets, and a wide range of community partnerships. The CISD 21st CCLC program leverages Texas A&M AgriLife STEAM educational resources and builds upon an existing strong relationship. Past grant funded programs offered at CISD elementary, high school and middle school campuses include: a Veterinarian technician program, developed health and nutrition course at campuses as well as presentations for parents. AgriLife is also working with our TCLAS decision 11 campuses bringing enrichment support. Through the partnership detailed in the attached MOU, AgriLife will continue to seek grant, corporate, and private funding to continue building upon the partnership solidified via the creation of CISD 21st CCLC to sustain programming long into the future. Although AgriLife regularly provides enrichment programs for CISD students, access to these programs is usually limited to short-term events for small groups of students. Initiating this partnership will provide CISD elementary school students regular access to AgriLife hands-on STEAM educational programs and further enrich this diverse curriculum with the addition of TEKS-specific components tailored to meet student's academic needs at each center. AgriLife will tap its diverse extensive range of STEAM professionals and other area collaborators to add real world career connections for each activity theme. Parents will be invited to participate in parallel learning with their students. With a history of adult learning opportunities and teacher professional development, AgriLife offers Clint parents the opportunity to learn alongside their students, and take home the supplies and bilingual instructions for a related activity for the family. AgriLife also has a long history of partnering with Master Naturalists, Master Gardeners, the 4-H program, county extension agents, local organizations, and professors from and associated with Texas A&M.

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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.

The CISD 21st CCLC will employ multiple research-based program activities specifically designed to catalyze student academic, social and emotional growth. All center activities will be specifically aligned to the school academic calendar and bell schedule of each campus. Specific program activities driving student success include:

- 1) Tutoring: After school, all program participants will participate in a 1 hour tutoring program offered Monday-Friday that consists of HIT for selected students, tutoring using HQIM for math and reading, as well as support through homework help aligned to school day activities. The HIT will take place 3 days a week for 30 minutes a day followed by tutoring using HQIM for an additional 30 minutes. The other two days will address academic needs by offering homework help and activities aligned to school day activities. This tutoring period will provide students help with homework, and additional academic support towards reaching reading and math standard proficiency. During after-school tutoring sessions, students will work with specially-trained center staff in HIT, use HQIM, as well as to learn about and set their own SMART goals for academic and personal growth.
- 2) Afterschool Enrichment Programs for Students and Families: CISD has partnered with Texas A&M AgriLife to provide engaging hands-on enrichment programs for students and families after each school day for two hours. Though constant data-driven communications between teachers, center staff, parents, students, and Texas A&M AgriLife, all afterschool program curriculum will be shaped around specific high-need academic standards (TEKs) to fill the learning gaps and include enrichment aligned to student voice. One to two days per month, families will be invited to participate in family specific STEAM+ Literacy engagement programming during the regular after school time. To facilitate the needs of working parents, all family members will be invited to participate and will be offered in both Spanish and English.
- 3) Summer and Intersession Camps: All summer and intersession camps will be provided by Texas A&M AgriLife and Clint ISD staff and designed to seamlessly continue student PBL learning initiatives from after school programming during summer and intersession breaks. The 5 weeks of camps will interrupt the "summer slide" and provide a safe place for at risk youth to be engaged and have access to CISD nutrition services.
- 4) Field Trips: In addition to incentivizing program and regular school day attendance, field trips will be integrated with all after school, summer and intersession STEAM enrichment program curriculums to offer placed-based learning experiences aligned to TEKS.

Center-level initiatives to coordinate with regular school activities include:

- a) Campus coordinators will monitor student academic performance, attendance, and behavioral data. Monthly sharing meetings will be held in each center with campus level tutors, staff, and AgriLife educational staff to address current student needs and regular evaluation results.
- b) Hiring preference for campus coordinator positions will be given to individuals with previous campus connections, teaching and ACE experience.
- c) Regular CISD classroom teachers, college students as well as high school students will be hired to facilitate after-school tutoring sessions in a 1:15 teacher tutor to student ratio or a 1:3 ratio for HIT. All after-school tutors will be trained for HIT, HQIM use, and homework help. At least one tutor per 15 students will be utilized by CISD to facilitate integration of classroom learning with all after-school, family engagement, summer and intersession STEAM enrichment programs.
- d) Center staff will coordinate with campus teacher's remediation and acceleration classes initiatives taking place on all CISD campuses that provide extra instructional time for students.
- e) All summer camps will be scheduled around existing summer remediation programs to maximize the amount of summer programming available to participants who may also need to participate in these programs.
- f) Enrichment programs will work with CISD staff to build upon existing elementary PBL programs as well as leverage Texas A&M AgriLife expertise. The elementary curriculum and instruction department's PBL coordinator will be utilized in developing Project Based Learning activities with teachers to be implemented at each campus.

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

**9. Equitable Access and Participation**

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

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

Group		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

**10. PNP Equitable Services**

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

- Yes  No

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

Are any private nonprofit schools participating in the grant?

- Yes  No

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

**Assurances**

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

**Equitable Services Calculation**

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

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**11. Request for Grant Funds**

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

**Payroll Costs**

1.	full time Project Coordinator (1)	\$85,000
2.	full time Site Coordinators (6)	\$390,000
3.	full time Project Specialist (1)	\$60,000
4.	part time Frontline Staff & Teacher extra duty pay	\$894,000
5.	Full time secretary (1)	\$30,000

**Professional and Contracted Services**

6.	Texas A&M AgriLife after-school enrichment	\$90,000
7.	Texas A&M AgriLife Intersession and Summer Programming	\$30,000
8.		
9.		
10.		

**Supplies and Materials**

11.	HQIM Materials	\$51,000
12.	Campus supplies and materials	\$70,000
13.	Computer & Printers	\$10,000
14.		

**Other Operating Costs**

15.	Bus transportation for field trips	\$24,000
16.	Travel for conferences, staff PD, and other	\$12,000
17.		

**Capital Outlay**

18.		
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](mailto:competitivegrants@tea.texas.gov) Include all sections pertinent to the amendment (including budget attachments), along with a completed and signed copy of page 1 of the application. More detailed amendment instructions can be found on the last page of the budget template.

*You may duplicate this page.*

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

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

**Section Being Negotiated or Amended**

**Negotiated Change or Amendment**

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