



**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 Southwest ISD

Campus name Hidden Cove STEAM Academ CDN 015912 Vendor ID 1741461322 ESC 20 UEI KS24XF8GVZY

Address 11914 Dragon Lane City San Antonio ZIP 78252 Phone 210-622-4470

Primary Contact Anna Sexton Email asexton@swisd.net Phone 210-623-6220

Secondary Contact Loretta Zavala Email lzavala9221@swisd.net Phone 210-622-4470

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 Frances Barcenez Title Asst. Supt. of A Email fbarcenez@swisd.net

Phone 210-622-4330 Signature  Date 1-23-23

Grant Writer Name Anna Sexton Signature  Date 1-23-23

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.

Hidden Cove STEAM Academy has evaluated STAAR and MCLASS. A needs assessment was conducted and determined that student competency is lacking in Math and Literacy, thus it has been determined that intervention and acceleration is needed in both areas.

Campus demographic data has been reviewed and shows that 81% of HCSA students are At-Risk and 92% are considered economically disadvantaged.

Additionally, HCSA administration has gathered feedback from stakeholders showing a need for alternate tutoring options that allows students to stay at the Academy longer to assist with working parents.

The data shows that there is a need for afterschool and summer programs to provide the needed intervention through STEAM. The goal is to improve scores through this enrichment while providing working families with after school supervision opportunities for their children.

Currently there is an After school program, however it does not meet the needs of the school's working families because the program limits the number of students that can participate. Currently, there is a waiting list to enroll in the program because the number of students that can participate is far less than the number of families that wish to enroll their students. Additionally, there is a fee to attend the program, further limiting the number of families this may be available to.

The purpose of this grant is two-fold in that it will also assist working families with afterschool supervision for students while providing academic support in the areas of Math and Literacy.

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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.

SMART GOALS

Specific:

Our goal is to increase student daily attendance and student academic achievement on our campus by developing an engaging, academic-rich after school program 5 days a week with a coordinated summer learning program.

Measurable:

1. Campus attendance will meet 98% overall for the year.
2. Increase STAAR reading scores from 38% Meets to 60% at Meets (overall)
3. Increase STAAR math scores from 26% Meets to 50% Meets (overall)

Attainable: We see a direct correlation between student daily attendance and a student 's overall academic achievement scores. By adding extended day and summer options, we feel we could address the academic gaps in smaller more targeted areas.

Relevant: Our community does not have a transportation program, so parents must pick up their students or students must walk home. Our community would benefit from having an afterschool program with the option of transportation home for students, helping the families that have multiple jobs and find after school an issue.

Time bound: By the end of the 2024 school year.

Recruiting-

Students: We would recruit at the beginning of the year " meet the teacher " night. The information and sign up would also be available during the registration process.

As a campus leadership team, we would work with our program director to target our at-risk population and those with attendance difficulties.

Teachers/Staff: We will hire an experienced program director and specialist. Part of the role for the director is to hire and retain qualified teachers/staff to run the program. We will start internally with our teachers and work with our local college prep programs to offer paid opportunities to student teachers. The program director will also work with our local community members to create monthly family nights that offer engaging activities to help parents support their students. We will partner with several community organizations and create a schedule to bring them in to connect with our families.

Monitoring the Program:

Campus leadership will meet with the program director on a monthly basis to discuss program progress. We will review student attendance and the program specialists will reach out to families of students with attendance issues to ensure we meet the required attendance component.

We will review the budget and determine if all programs are purchased, supported and implemented by creating a program timeline that will be followed. The program specialist will meet regularly with the staff to ensure they understand how to implement the programs purchased.

Data review will happen at the beginning of the year, middle of the year, and end of the year following the campus progress monitoring checkpoints using the mClass data for RLA (K-5th grade), BOY/MOY/EOY data for Math K-6th grade and STAAR data Reading, Math 3-6th and Science 5th grade.

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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.

Project Evaluation and Modification

The program evaluation data will come from our beginning, middle and end of year academic assessments in K-6th grade. We will use mClass data for reading achievement scores, STAAR data for Reading, Math and Science. Our daily attendance rate will be the data source for our attendance evaluation. Attendance after school will also be tracked daily. The program facilitator in coordination with our program lead will monitor daily attendance.

7. Statutory/Program Assurances

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

Check each of the following boxes to indicate your compliance.

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

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8. Statutory/Program Requirements

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

STEAM Curriculum:

HCSA is a full immersion STEAM program. Our after school and summer program will provide additional opportunities for students to explore STEM concepts with academic settings. The program director will work in conjunction with local partners including Gardopia and Girls in STEM to bring additional "STEM" programs after school to support our current full-immersion program. Within each of these programs, students will have the opportunity to apply their current knowledge of Science, Math, and Reading skills. This should, in turn, positively impact our math and reading scores campuswide.

Physical Education:

To create additional opportunities that promote healthy bodies and minds, we would like to purchase the Lu interactive program. Lu transforms any space into an active and immersive educational environment where kids are engaged physically, intellectually and socially-emotionally. Lu applications cover all subject matters from Mathematics to STEAM, Physical Education, Languages, Geography and more. By implementing this program, we would provide an engaging option for our students to build their capacity in math and reading, while increasing their physical activity. Along with the Lu system, our program specialist will work with our local intramurals program to bring in competitive support. This would also allow our current 6th graders to have access to a sports program that is not currently on our campus. As a PreK-6th grade campus, pre athletics is not available. Several students are having to make the choice to attend other middle schools because they are forced to choose between their passion for STEAM and their love of athletics. Intramurals would provide a free, high-quality alternative to the pre athletics program offered at other traditional middle schools.

Additionally, to increase engagement and impact daily attendance, we would offer an eSports program for our students. Esports can help students develop new skills and digital literacy, provide an inclusive space that promotes open participation, and inspire pursuit of higher education and STEAM careers.

Academic Success:

Our after school program will use Progress Learning, an online program that provides activities, diagnostics, and assessments that help students prepare for state testing. Progress Learning is aligned to the state standards and allows teachers to assign specific skills and create unique learning pathways.

Summer Program:

Part of the summer and extended days will be to provide Saturday learning opportunities to local businesses that we would not normally be able to attend during the school day. The weekly program will include targeted academic support using the progress learning platform to target specific knowledge and skills. We will also use Project Lead the Way a PreK-12 program for students that provides an engaging academic curriculum to develop in-demand knowledge and skills.

After school:

Girls in STEAM, Gardopia, eSports with Lu, Progress Learning

Summer (25 days)/ Extended Days:

3 weeks in June (M- Thurs), 2 weeks in August, 5 Saturday sessions

Project Lead the Way, Blast Off- Space Camp (K-3rd)

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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.

Extended day and summer programs allow for multiple exposure to content and curriculum.

Multiple Exposures: providing students with multiple opportunities to encounter, engage with, and elaborate on new knowledge and skills. Research demonstrates deep learning develops over time via multiple, spaced interactions with new knowledge and concepts.

STEAM activities provide opportunities to develop metacognitive strategies.

Metacognitive Strategies: teach students to think critically about their own thinking. Metacognition extends to self-regulation, or managing one's own motivation towards learning.

A variety of after school activities provides differentiation for students.

Differentiation: varying teaching methods to extend the knowledge and skills of every student in every class, regardless of their starting point.

Smaller class sizes, STEAM labs and physical education provides collaborative learning environments.

Collaborative Learning: students working together in small groups to complete a learning task. Collaborative learning occurs through the development of meaningful tasks where students actively participate in a variety of roles to accomplish a desired outcome.

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.

We will use our district transportation system to provide bus transportation home for our after school and summer programs.

Due to the proximity of many student's homes to the STEAM academy, we have a large number of students that currently walk to and from school. A signed parent release is required to allow students to walk home.

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8. Statutory/Program Requirements (Cont.)

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

The program will be introduced to parents and families on the campus Meet the Teacher night. Additionally, we will use newsletters, flyers, and our campus remind system to disseminate the program information. Coordination with our PTA to help communicate this opportunity to our families, will also be utilized.

All parent communication will be sent home in both Spanish and English languages.

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)

We do not have plans to use volunteers at this time. Our district currently uses a volunteer sign up system with integrated background checks and fingerprints. If volunteers are needed, we would use this district-approved program.

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 program facilitator will work in conjunction with the campus principal to ensure the funds are allocated appropriately for the programs, salaries, and resources needed to implement the programs.

The program faciliator will work to coordinate funds with:

- 1. the Food Service director to provide students snacks afterschool and meals during the summer program
- 2. the Health Services director to ensure a nurse is available during the summer program
- 3. Special Education support personnel to ensure that students with special needs are supported their Individual Education Plan

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.

Our campus will use Title I, State Compensatory Education, and local funds to sustain the program efforts beyond the end of the grant.

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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

Gardopia:

<https://www.gardopiagardens.org/programs>

Gardopia sprouted in 2015 to address health disparities in a high-crime corridor on the near-Eastside of San Antonio. Initially funded by the San Antonio Housing Authority (SAHA), Gardopia implemented crime prevention through environmental design (CPTED) as a methodology to reduce crime around an abandoned lot. Working with SAHA, this became San Antonio Eastside's first "gardopia," or garden utopia, where neighbors grow their own food and transform their community.

KLRN Healthy Kids:

<https://www.klrn.org/healthy-kids/>

KLRN ' s Healthy Kids Project supports healthy lifestyles by influencing eating decisions and physical activities. The project engages all types of learners: visual, auditory and kinesthetic.

Girls Inc.

<https://girlsinc.org>

The network of local Girls Inc. nonprofit organizations serves girls ages 5-18 at more than 1,500 sites in 350 cities across the United States and Canada. Our evidence-based programming is delivered by trained professionals who focus on the development of the whole girl, supporting, mentoring, and guiding girls in an affirming, pro-girl environment. Here, girls learn to value their whole selves, discover and develop their inherent strengths, and receive the support they need to navigate the challenges they face.

Girls Inc. girls live healthy and active lifestyles and are less likely to engage in risky behavior; they are eager to learn, successful in school, and more likely to graduate from post-secondary education; and they display diligence, perseverance and resilience.

San Antonio Sports

<https://sanantonioparksports.org/programs/iplay-afterschool/>

San Antonio Sports ' innovative afterschool program ignites a love of sport in 3rd through 5th graders, while teaching them life lessons about active living, good nutrition, and strong personal character.

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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 program facilitator and lead will meet monthly with the campus leadership team to identify the targeted group of students that would benefit from extended day or summer programming.

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9. Equitable Access and Participation

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

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

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

10. PNP Equitable Services

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

- Yes No

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

Are any private nonprofit schools participating in the grant?

- Yes No

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

Assurances

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

Equitable Services Calculation

1. Total 21st CCLC program enrollment for all centers	<input type="text" value="0"/>
2. Enrollment in 21st CCLC of students attending participating private schools	<input type="text" value="0"/>
3. Total 21st CCLC program and participating private school students (line 1 plus line 2)	<input type="text" value="0"/>
4. Total year 1 proposed grant budget for serving students in all centers	<input type="text" value="0"/>
5. Applicant reservation for required staff payroll.	<input type="text" value="0"/>
6. Total grant amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text" value="0"/>
7. Per-pupil grantee amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text" value="0"/>
Grantee's total required ESSA PNP equitable services reservation (line 7 times line 2)	<input type="text" value="0"/>

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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.	Program Facilitator	\$15,463
2.	Part-time Lead	\$13,745
3.	Student Assistant (Tutors)	\$45,000
4.	Teacher Tutors	\$82,341
5.	Custodian	\$4,500

Professional and Contracted Services

6.	Progress Learning Program	\$9,000
7.	Lu System for Physical Education	\$9,000
8.	Project Lead the Way	\$20,000
9.	Gardopia Curriculum	\$10,000
10.		

Supplies and Materials

11.	Copy Machine, Printer, Paper, Ink	\$9,000
12.	eSports Systems and Resources	\$2,500
13.	Chromebooks, Mobile Labs, Laptops	\$17, 503
14.	STEAM lab costs, consumable resources	\$11,000

Other Operating Costs

15.	Transportation	\$40,000
16.	Snacks	\$7,000
17.		

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs: \$12,377

TOTAL GRANT AWARD REQUESTED: \$308,429

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Appendix I: Negotiation and Amendments

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

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

You may duplicate this page.

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

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

Section Being Negotiated or Amended

Negotiated Change or Amendment

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