



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 Socorro Independent School Disitrect

Campus name Multiple CDN 071909 Vendor ID 74-6029385 ESC 19 UEI ZB1CF1UCVV

Address 12440 Rojas Dr. City El Paso ZIP 79928 Phone 915-937-0000

Primary Contact Melissa Parham Email mparha@sisd.net Phone 915-937-4402

Secondary Contact Adriana Romero Email aromer10@sisd.net Phone 915-937-0126

2. Certification and Incorporation

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

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

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

Authorized Official Name Nate Carman Title Superintendent Email ncarman@sisd.net

Phone 915-937-0013 Signature [Signature] Date 1-23-23

Grant Writer Name Adriana Romero Signature [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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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.

Socorro ISD is a district with over 47,000 students and continues to grow by at least 700 students per year. Socorro ISD students are predominantly Hispanic (90%), 73% economically disadvantaged, and 48% at-risk. Currently the District has 50 schools and continues to build based on demand in high growth areas. 10 of these schools showing the most need academically have been selected to participate in the Nita M. Lowey 21st Century Community Learning Center grant. According to the 2020-2021 Texas Academic Percentage Report (TAPR) data, the need in these schools is crucial as evidenced when averaging their data. This shows an even higher rate of 87.4% of students who are economically disadvantaged, and 71% students at risk. Projected centers that will participate in the 2023-2024 Nita M. Lowey 21st Century Community Learning Center for Cycle 12 are: (1) Campestre Elementary, (2) Desert Wind K-8 School, (3) Ernesto Serna K-8 school, (4) Escontrias STEAM Academy, (5) H.D. Hilley Elementary, (6) Hueco Elementary, (7) Salvador Sanchez Middle School, (8) Robert R. Rojas Elementary, (9) Socorro Middle School, and (10) Purple Heart Elementary. These are the students and families who will benefit the most from an after-school program and summer camps (See Strategic Plan-Needs Assessment Part 1). Based on the Grant-Level Strategic Plan Needs Assessment Part 2, five community resources and assets that will ensure reliable feedback and fidelity of the program for students' success are listed as follows: teachers/school administration, curriculum, blended learning platforms, community partners, and parent volunteers. Goals for the projected centers focus on academics (increase both reading and math by 5% annually), increase school day attendance, and increase engaged learning opportunities. Based on the needs assessment identifying the 10 most in need SISD campuses, we will expect at least 10% of the total students per campus to meet the Texas ACE targeted students attendance requirements (60 days, 120 minutes per day). Recruitment will come from those identified as requiring additional accelerated learning supports. Extensive research shows the need of family engagement for successful students. Our program will strive to engage 100% of center students' adult family members, with a minimal goal of 50% through many opportunities offered at each center. Multiple data sources were used in our identification of selected campuses including TAPR reports, STAAR data, campus Strategic Plans, campus feedback from administration and staff, student data found in PEIMS, and Assistant Superintendents/Cabinet input.

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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.

As a strategy to implement the 2023-2024 Nita M. Lowey 21st Century Community Learning Center for Cycle 12, 5 SMART goals have been created. (See Strategic Plan-SMART goals) Goals: (1) By the end of each academic year the SISD Texas ACE program will increase student grade performance in reading by 5% annually. (2) By the end of each academic year the SISD Texas ACE program will increase student grade performance in math by 5% annually. (3) Socorro ISD will increase the attendance rate at all Texas ACE campuses to equal or exceed the District's annual attendance rate. (4) Texas ACE Centers will improve students engagement in learning opportunities in frequency and variety, adding at least one activity each marking period throughout the 2023-2024 school year. (5) By July 2024 the district and The Texas ACE program will meet 100% of the parent engagement goals, of 50% of families whose children are enrolled in the after-school program will attend one or more events.

Benchmarks

Centers will assess and reflect on SMART goals progress to increase success by identifying their own learning style and needs. Site Coordinators will collect data and evaluate core academic progress. Program attendance, discipline, and surveys will be collected and evaluated. Tutoring and enrichment activities will be aligned with school-day instruction for reading and math. End-of-year data will be collected by program staff to assess the success of the program.

Key Strategies

1. Recruiting staff: Program staff will be recruited upon notification of the award. Hire Project Director, Program Specialist, Site Coordinators, and supporting staff. With the YWCA partnership, positions will be advertised through the SISD website and the YWCA website, emails to the community partners, and word of mouth.
2. Recruiting/Retaining students: Use campus district and state data to identify At-Risk students. Collaborating with school staff will be an integral part to identify economically disadvantaged students who will benefit from the program. Communication with parents on the benefits of the program is crucial.
3. Ensuring strong program operations: Building campus and program partnerships that will ensure strong program operations. Create, train, and implement a safety plan to ensure student and staff safety. Plan and develop high-quality academic and enrichment activities through High-Quality Instructional Material. Complete a center level logic model that can be found in the Texas ACE Local Evaluation toolkit.
4. Aligning with the school day: The after-school program will align with the school day's instruction, collaborate with teachers and school administration on a monthly basis, and incorporate blended learning resources and objectives.
5. Monitoring fidelity of program implementation: Incorporate an external evaluator to determine measurable progress and program fidelity.
6. Engaging with adults: Once students are enrolled in the after-school program, staff will create and disseminate beginning-of-program surveys to all enrolled families. These surveys will serve as a tool to identify family needs and goals. Parents that need adult basic education classes will be referred to Community Education or other community partners. Ongoing monthly activities, classes, or training will be held at the campus level in partnership with campus staff and community partners. Staff will actively communicate with parents through phone calls, emails, ClassDojo app, Remind app, and face-to-face. All information provided to families will be in English and Spanish.

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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.

The Program staff, Site Coordinators, and school staff will monitor and evaluate data continuously throughout the grant cycle to ensure SMART goals are met; through daily attendance in the TEAL system, Texas ACE Local Evaluation tool kit, and annual needs assessment. The Texas ACE Quality Assurance Process monitors and measures implementation and improvement over time. An external local evaluator will be contracted to evaluate the overall fidelity of program implementation. If the benchmarks cannot be met, a committee that includes the ACE program leaders and school staff will discuss modifications to the benchmarks, objectives, and processes that need to occur. Surveys will be distributed to provide a qualitative view of the overall performance of the program. The program staff will gather data from STAAR Testing and marking periods to review results. The after-school program will use the data-sharing model to inform results through the TEAL system and TAPR. In addition, program staff will seek guidance from TEA, and reach out to the Socorro Assistant Superintendents of Elementary and Secondary instruction for additional 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.

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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.

Activities are designed to help students improve their academic, emotional wellbeing, and physical health. With direct collaboration between parents, school administration, teachers, community partners, and the after-school staff, students will receive all the support needed to succeed academically and socially.

Targeted Academic Support**Homework Help**

In this activity, participants will engage in study habit and skill development, homework assistance, academic tutoring, learning games, and reading. With the support of High Quality Instructional Materials (HQIM), the activities will include but are not limited to: Blended learning, academic tutorials, Achieve, educational computer games, educational board games, literacy circles, accelerated reader, homework assistance by instructional aides, activity leaders, and teachers.

STEAM Instruction

In this activity, participants will learn about the S.T.E.A.M acronym and concepts while engaging in skill development, critical thinking, team building, and the engineering process. Activities will include but are not limited to science learning kits and resources, coding practice, Robotics, BrickLab, Spheros, Snap Circuits, Ozobots, Bee-Bots, Solar Bots, City Builders, Makerspace, virtual reality devices, and other Science, Technology, Engineering, Mathematics, and ELAR activities.

Enrichment

Activity designed to offer ACE participants enrichment opportunities for physical, mental, and emotional development through a series of activities focused on increasing student performance, skill, and stamina.

College/Career Readiness

Participants will engage in college/career and workforce readiness by learning about career paths in different career options. Activities will include career investigations, college research, and college/career day presentations.F

Family Engagement Activities

These activities include monthly family nights that will support positive parent-child relationships, are culturally responsive, and elicit parent feedback to support student academic achievement and overall student success that leads to greater involvement during school.

Family engagement includes but is not limited to the following:

1. Academic engagement and knowledge in:

- Literacy- Reading and writing techniques to support grade-level learning
- Techniques to help aid with homework and academics at home
- STEAM parent support

2. Social-Emotional:

- Social Emotional Learning: Recognizing and regulating emotions

3. Enrichment:

- Sports and physical activity sessions

4. Research-based family wellness sessions

- Active Parenting
- 24/7 DAD

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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.

Socorro ISD after-school program will focus on STEAM fields: science, technology, engineering, the arts, and Mathematics. Activities that will be included are robotics, computer science, 3D printing, and math activities, which will inspire innovation and creative thinking. According to a study, Students' Attitudes Towards Science as Predictors of Gains on Student Content Knowledge: Benefits of an After-school Program, published in May 2015 in School Sci Math, "High-Quality after-school programs devoted to science have the potential to enhance students' science knowledge and attitudes." Socorro ISD will additionally incorporate games, and evidence-based activities integrating skills to problem solve, and teach self-control, leadership, and self-esteem. According to the article, Importance of High-Quality Instructional Materials, "research indicates that students obtain months of learning when teachers use stronger instructional materials. It also reveals that students in low-income schools were likely to be exposed to weaker math content and materials that were not aligned with standards". (22 C.E., November). Oregon Department of Education.

During the school year, the after-school staff will strengthen ties with school administration to identify best practices. They will work with school teachers to improve daily STEAM-related lessons, and include High Quality Instructional Material (HQIM) and incorporate them into the after-school program lesson.

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 students attending the proposed after-school program live close to the 10 schools included in the grant. District school buses will be made available at the campuses that need transportation to and from the program. Buses will also be used to transport to and from all educational field trips or to any off-site programming activities. Socorro ISD's Transportation Department maintains bus transportation and offers scheduling software to secure required dates and times for transportation. No out-of-town trips requiring a charter bus are planned under this grant.

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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.

Ongoing dissemination throughout the school year will be provided through the Project Director, Program Specialist, Grant Specialist, Site Coordinators, 21st CCLC partners, teachers, administrators, Community Advisory Board, and School Board.

Socorro ISD's Texas ACE program will be announced during various meetings which include: Town Hall meetings, School Improvement Team (SIT) meetings, monthly school board meetings, Coffee with the Principal, and campus meetings. Additionally, the information will be distributed through school newsletters and the school marquee.

Socorro ISD will issue a press release and notify existing advisory boards of the new opportunity in our community. On an individual level, the District's automated phone system will send a call out to parents of children at participating campuses. Teachers will encourage students to participate in the after-school program if they feel the student would benefit and can explain to parents why they feel this program will be beneficial to their children. The program staff will be actively engaged in the recruitment process, explaining their research-based curricula and enhanced learning opportunities for families.

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)

Each school in the Socorro District has a volunteer coordinator and a parent liaison to support parental engagement and volunteer activities. The screening and approval process is closely guided and adhered to as per the policy and regulations of Socorro ISD. At the District level, a coordinator administers, supervises, and maintains the volunteer program and at the campus level the principal appoints a campus coordinator that attends training and also works closely with the District Coordinator. Appropriate guidelines are established, which define the SISD volunteer qualifications, duties, and ethical and legal responsibilities. Training is provided at the campus prior to approval and placement.

Criminal background checks are conducted annually on every single volunteer using a driver's license or another form of photo identification issued by an entity of the U.S. Government. Once the criminal background is cleared, the volunteer is approved and follows the school sign-in procedures as a record of service hours is maintained daily. Volunteers must display a commitment to professionalism and an attitude of respect and confidence as they become familiar with classroom rules, policies, and practices. Additionally, we have parent volunteer organizations (non-profit or 501c3s) including PTAs and PTSAs, sport booster clubs, fine arts booster clubs, academic boosters, and the Socorro ISD Foundation. The organizations all assist with trips, events, competitions, awards, and scholarships.

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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.

Socorro ISD will continue all existing funding initiatives using federal, state, local, and private funding sources that are currently in place. The after-school program understands it will be supplementing and not supplanting the district programs and funding. The ACE program will obtain free services from local agencies such as activities, supplies, and incentives, and will also use the Socorro ISD Security team when needed for events or sports activities. The district Child Nutrition Services (CNS) food program will coordinate to provide the after-school program with a light snack after-school and/or during intersession. There are many resources on the school day campus that are already available to the after-school program such as classrooms, playgrounds, libraries, and gyms.

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.

It is difficult and almost impossible to replace the after-school program at 100%. One of the ideas is to continue applying for funding to assist in the transition. A plan will be developed to slowly integrate pieces of the after-school program into other programs and/or slowly incorporate some of the pieces into the district's budget.

Socorro ISD plans to form future partnerships with the local community college (EPCC), University of Texas at El Paso (UTEP), and the YWCA to ensure sustainability. Another plan is to have college students currently enrolled in the education program who are required to fulfill a certain number of hours interning. These college students would intern at the campuses participating in the 21st Century Program, earning hours toward their degree. They would also be responsible for creating lesson plans for students and working with the students on various activities. They could provide tutorial services, as well as enrichment programs for the students.

Observed evidence produced during the first four years of Texas 21st CCLC at SISD will be presented to the Advisory Board, school board, partners, community members, potential new funders, and researchers at the beginning of year 5 for finalization of sustainability plans. While the Socorro District continues grant writing and reaching out to community members in support of new funding opportunities. Supplies, such as manipulatives, robotics, and technology, purchased with grant funds would continue being used upon completion of the grant. Materials and extensive training provided to volunteers at SISD will become part of the sustainability plan. These resources can continue the best practices of the Texas 21st Century Community Learning Center after funding ends.

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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

Socorro ISD plans to partner with the YWCA El Paso Del Norte Region for the 21st Century CCLC. YWCA is committed to broadening and expanding their STEAM learning curriculum in our region while improving students' academic performance. The YWCA After School and Summer Programs use evidence-based curriculum that challenge students to think critically, design and create, and solve problems. The proposed partnership will include the YWCA to provide staff, (site coordinators and activity leaders) the STEAM curriculum and supplies, and other enrichment activities. During Year 1 of Cycle 12 21st Century Community Learning Centers, Socorro ISD will form an advisory board with partners and other community resources to identify possible methods to continue after-school programming.

Another partnership proposed is the Common Threads Cooking for life program that teaches K-8 grade students about nutrition and healthy snack-making through a series of hands-on lessons. Each lesson is aligned with national education standards and gives students the opportunity to connect math, language arts, and science concepts. Common Threads programming is a SNAP-Ed-approved intervention designed to increase nutrition knowledge, vegetable consumption, and the variety of vegetables consumed. They provide a self-guided training course for the front-line staff and the coordinators also have access to curriculum, downloads, and resources. These services are also intended for families.

Additionally, all 21st Century Learning Centers will partner with Community Education to offer free adult basic education classes throughout the grant cycle. Classes include GED, ESL, and vocational certifications. This partnership is crucial for creating families as learners and promote the workforce and economic development of our region.

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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.

According to the needs assessment of each of the centers, Socorro ISD will focus on students with low academic achievement, at-risk students, and economically disadvantaged families. The centers will offer academic services that are paired together with enrichment opportunities based on the need of our community and the students. It will be essential that all staff involved collaborate with school principals and the Project Staff. They are responsible for running the after-school program on a daily basis and working together with teachers and administrators on student needs and academic performance.

We will be applying for Statutory Priority 1- Targeted Service, Statutory Priority 2-Joint Partnership, Program Priority 1- Program Integration, and Program Priority 2- Accelerated Learning.

Statutory Priority 1: Target Services

The Texas ACE After-school program in the Socorro ISD will target students with low academic achievement, at-risk students, and economically disadvantaged families who will benefit from the resources and services provided by the after-school program. According to the 21-22 Texas Academics Performance Reports (TAPR), SISD data reflects 74% of economically disadvantaged students are at approaches grade level in reading and 72% of economically disadvantaged students are at approaches grade level in math, overall 74% of economically disadvantaged students are at approaches grade level in all subjects and grades.

Statutory Priority 2: Joint Partnership

Partnership with Common Threads will increase nutrition knowledge and provide self-guided training courses to students and the parents. The partnership with the YWCA El Paso Del Norte Region will help the program succeed by marketing and recruiting highly qualified staff to provide services in the after-school program. YWCA will also be providing professional development training for staff, supplies, and curriculum. Additionally, Community Education will provide adult basic education classes to families enrolled in the after-school program.

Program Priority 1: Program Integration

The implementation of blended learning in the after-school program will create more integrated activities where the needs of the students can be met. Keeping students engaged, stimulated, and motivated also helps teachers to be more effective and make greater gains with their students. Blended learning will include material from iStation (TEA initiative blended learning platform that covers reading, math, and science). Additional support will be provided by and is not limited to Waterford, Frog Street, STEM Scopes, and IGNITE. Staff will be trained at the district and campus levels to better understand the district's blended learning initiative. Staff will integrate accelerated learning and increase academic students' outcomes through activities that will assist in scaffolding thinking and prior knowledge.

Program Priority 2: Accelerated Learning

By implementing High-Quality Instructional Materials (HQIM) aligned with the TEKS, students will actively engage in various curriculum such as, Amplify and STmath enhancing their academic knowledge.

Preliminary plans include:

- 1.- The integration of Amplify, ST-Math, and additional resources incorporated with school-day alignment.
- 2.- HQIM will complement the TEKS to extend support to different subject areas.
- 3.- Incorporate High-Quality Instructional Material training, that will be provided by HQIM platforms.

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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 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)

Grantee's total required ESSA PNP equitable services reservation (line 7 times line 2)

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11. Request for Grant Funds

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

Payroll Costs

1.	Project Director (Full Time) Includes Fringe	\$70,000
2.	Program Specialist (Full Time) Includes Fringe	\$60,000
3.	Grant Specialist (Full time) Includes Fringe	\$40,000
4.	Instructional Aids (Part Time) 6 @ each campus	\$385,000
5.	Extra Duty Pay (Teachers)	\$103,500

Professional and Contracted Services

6.	Evaluators	\$30,000
7.	YWCA (Includes: Site Coordinators, Activity Leaders, and Curriculum)	\$882,000
8.		
9.		
10.		

Supplies and Materials

11.	Technology (Administrative)	\$20,000
12.	Technology (Students)	\$20,000
13.	Equipment	\$9,500
14.		

Other Operating Costs

15.	Employee Travel	\$20,000
16.	Students Travel	\$30,000
17.	Miscellaneous (Consumables, Extracurricular, Indirect Cost)	\$130,000

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs: \$90,000

TOTAL GRANT AWARD REQUESTED: \$1,800,000

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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

For TEA Use Only:

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