



**2021-2022 Nita M. Lowey 21st Century Community Learning Centers (CCLC),  
Cycle 11, Year 1**

**Competitive Grant Application: Due 11:59 p.m. CT, January 21, 2021**

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](mailto:competitivegrants@tea.texas.gov)

**Authorizing legislation:**

**Grant period:**  **Pre-award costs:**

**Required attachments:**

**Amendment Number**

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

**1. Applicant Information**

Name of organization

Campus name  CDN  Vendor ID  ESC  DUNS

Address  City  ZIP  Phone

Primary Contact  Email  Phone

Secondary Contact  Email  Phone

**2. Certification and Incorporation**

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

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

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

Authorized Official Name  Title  Email

Phone  Signature  Date

Grant Writer Name  Signature  Date

Grant writer is an employee of the applicant  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 80% reserve on the NOGA is lifted.

**4. Identify/Address Needs**

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
CISD middle school students need <b>social and emotional support</b> : 60% of students are at-risk and 85% are economically disadvantaged. There is no CISD staff position dedicated to sharing these social support services with families.	1) <b>Recruit</b> at-risk and economically disadvantaged students, 2) Provide a <b>safe place</b> for at-risk students to receive academic support services and career connections, 3) Deliver fun hands-on STEAM enrichment programs to engage students and <b>increase attendance</b> , 4) Amplify existing social <b>support services</b> by regularly providing information to students and families
The majority of all CISD middle school students perform below grade level and are in need of <b>multifaceted academic support</b> ; students did not meet grade level on the Reading (62%), Writing (67%) or Math (58%) portions of the STAAR exam.	1) <b>Specific targeting</b> : Coordinators will work with teachers and data to specifically identify and provide individual support to students based on the TEKS utilizing existing CISD programs, Lead4Ward, STEMScopes, Dreambox, IXL, ExactPath, and PowerUp, 2) <b>Broad-level targeting</b> during programs will specifically target needed Reading, Math, and Writing TEKS
CISD middle school campuses currently <b>lack after school enrichment opportunities and lack hands-on or Project Based Learning (PBL) programs</b> in middle school during in or out of school time (OST).	1) Build custom <b>TEKS-aligned hands-on PBL STEAM OST enrichment programming</b> , 2) Teacher and staff <b>professional development to better serve at-risk youth</b> , 3) Integrate STEAM-focused activities, physical activities, and arts activities to <b>engage with students by building upon their own interests</b> , 4) All programming will be in <b>English and Spanish</b>

**5. SMART Goal**

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

75% of participants will improve in attendance, behavior, and GPA by year's end; 60% of participants will improve standardized test scores by the end of year. Improved personal and academic growth will be achieved by: 1) Remove student survival mode by aligning CISD and community resources, decreasing or removing learning barriers such lack of transportation, food insecurity, mental/emotional distress, parent unemployment, immigration, and other disruptors of academic success. 2) Enable student-developed personal SMART goals related to academic and personal growth, with review of goals every 9 weeks. 3) Provide TEKS-aligned, hands-on, PBL, STEAM curriculum via after school programs, intersession, summer camps, and field trips meeting program attendance goals.

**6. Measurable Progress**

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

**First-Quarter Benchmark**

Program staff will be hired upon notification of award. The Project Director will train staff on PBL, STEAM enrichment, and Tutoring with Impact. Staff will work with Insights El Paso Science Center Educators and UTEP's MaST Academy Scholars on recruitment and services beginning July 26, 2021. The Project Director will facilitate monthly meetings to support daily operations and training such as differentiated instruction, PBL, technologies, and the Texas Ace Blueprint. The Family Engagement Specialist will develop a parent engagement plan. Bilingual student and parent recruitment will begin during registration for the school year. Participants will complete individual SMART goals and the student needs assessment will be completed by the end of the first quarter. Insights Educators, center staff, teachers and MAST scholars will design and implement intersession enrichment camp, after school programming, and field trips.

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**6. Measurable Progress (Cont.)**

**Second-Quarter Benchmark**

First quarter data, including parent, student and teacher surveys, will be used to refine the program for effectiveness. Students will assess and reflect on SMART goal progress to increase their success by identifying their own learning style and needs. Site coordinators will collect data on and evaluate academic and social/behavioral progress. Program attendance, discipline, and climate surveys will be collected and evaluated. Tutoring and enrichment activities for the 3rd quarter will be aligned to MAP growth data from NWEA and interim assessment data for math and reading.

**Third-Quarter Benchmark**

Second quarter data, including parent, student and teacher surveys, will be used to refine the program for the third quarter. Students will assess and reflect on SMART goal progress to increase their success by identifying their own learning style and needs. Site coordinators will collect data on and evaluate academic and social/behavioral progress. Program attendance, discipline, and climate surveys will be collected and evaluated. Tutoring, enrichment activities, and intersession camp curricula for the 3rd quarter will be aligned to MAP growth data from NWEA and interim assessment data for math and reading. Site coordinators, teachers and MAST scholars will design and teach intersession enrichment camp and field trips. Curricula for PBL summer camps will be readied.

**7. Project Evaluation and Modification**

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

Helix Solutions ([www.helixeval.com](http://www.helixeval.com)), an El Paso-based evaluation firm with extensive Texas ACE 21st CCLC experience, will develop an evaluation plan in a collaborative process with project stakeholders. This plan will follow the "Texas ACE Local Evaluation Guide" and include both process and outcome evaluations. The process evaluation will address program exposure (i.e., participant attendance) and quality. The evaluators will administer student surveys, which will assess engagement and program satisfaction. To determine program quality, the evaluation team proposes to implement the Healthy Kids Program Quality Self-Assessment, a tool developed by the Paso del Norte Health Foundation, which will assess program quality across seven domains (safety, supportive relationships, meaningful youth involvement, skill building, community involvement, 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 team will rely on secondary data supplied by Clint Independent School District. The evaluation team will analyze student outcomes (e.g., GPAs, school-day attendance, school discipline referrals, and achievement scores) to determine outcome improvements, if any, between the baseline year and the current year (e.g., compare 2020-2021 to 2021-2022). 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.

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**8. 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 program will take place in a safe facility that is properly equipped and easily accessible.
- 2. 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.
- 3. The program will target students who primarily attend schools eligible for schoolwide programs under ESEA as amended, Section 1114 and the families of such students.
- 4. Applicants that receive priority points for serving: 1) students in schools implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA as amended, Section 1111(d) and other schools determined by the local education agency to be in need of intervention and support and 2) students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities or who lack strong positive role models assure that they will target these students.
- 5. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy. Funds will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case, supplant federal, state, local, or non-federal funds.
- 6. 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.
- 7. 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.
- 8. The applicant provides assurance to adhere to all Statutory Requirements, TEA Program Requirements, and Performance Measures, as noted in the 2021-2022 Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 11, 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.
- 9. The applicant agrees to all applicable program-specific assurances as described in the 2021-2022 Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 11, Year 1 Program Guidelines.

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**9. Statutory/Program Requirements**

1. Applicants are required to evaluate community needs and resources and describe the results, including the resources available in the community, and how the program strategies and activities proposed to be carried out in the center(s) will address the identified needs of students and their families. In alignment with the information provided in the application, *Part I: Identify Address Needs*, please provide the following information related to needs assessment.
  - a. Describe the needs assessment process, center-level needs assessment process, multiple sources of data used, and stakeholder feedback that occurred for this grant application.
  - b. Describe the results including the student population deemed “most in need” for each campus proposed to be served and provide the estimated number of students that meet the need-based criteria, including the percent of eligible students at the campus that the program plans to serve.
  - c. Describe the plan for how the center will continually assess and recruit the students most in need and how the

**Needs Assessment Process:** Center-level needs were assessed through three different sources: 1) Existing 2018-2019 school year TAPR reports for students at each proposed center, 2) Existing academic, social and local community resources already available to each center, and 3) Stakeholder surveys administered to 234 parents, teachers and administrators to assess student and family needs in January of 2021 through CISD parent and staff communication streams.

**Needs Assessment Results -TAPR Report Results**

campus	total pop.	% at risk	% ED	% ELL	% below grade level Reading	% below grade level Math	% below grade level Writing
East Montana	670	67%	90%	35%	66%	65%	76%
Ricardo Estrada	741	58%	85%	33%	64%	49%	55%
Clint JH	538	60%	85%	34%	54%	57%	71%
Horizon	744	54%	80%	29%	63%	59%	65%
Avg. for all CISD MS	673	60%	85%	32%	62%	58%	67%

**Academic, social and local community resource inventory results** - A resource inventory shows that academic, social and local community resources are very similar across all four campuses. They are: 1) Title 1 meal programs - Breakfast, lunch, and dinner on weekdays, 2) Transportation for OST programs - 55% of Clint ISD MS students live less than two miles from school and walk to school, 35% utilize school bus transportation, and 15% are dropped off. There are two late buses at 5:30pm and 6:00pm. Bus transportation is available to the same students if attending intersession or summer camps, 3) Parent Engagement - Parent/teacher nights twice per year allow parents to meet with teachers. Parent participation is low on MS campuses. There is no current CISD parent engagement staff member sharing information about social and community services available to families. **Stakeholder survey results** - Parents: Our needs assessment found that parents want an after school program, such as a 21st CCLC. 80 of parents (n=234) said they would enroll their child in a free before or after school tutoring program if available. 90% stated their child would be enrolled in a STEAM after school program. Over 70% said they would participate in free evening family educational programs if available. In open-ended responses, parents stated that an after school program would assist their child. One parent stated, “I would like for my child to study or enter a program that makes her grades improve.” The majority (65%) of parents indicated that they would enroll or would consider enrolling their child in hands-on educational intersession and summer camps. Teachers & Administrators: Our needs assessment found that CISD educators believe a 21st CCLC program would benefit their students. Nearly all (97%) of the 86 surveyed educators believe it is important for students to have access to a safe place on campus that can expand the learning day before school, after school, in summer and in intersession. When teachers were asked what additional support services would improve 'at-risk' student academic achievement, 70% said after school programs, 72% said literacy programs, 72% said family engagement programs, and 65% said more STEM education. CISD educators recognize a need for more parent involvement. One educator stated, “Parent involvement is important and I think we need to reach out more to parents to support their kids.” Another indicated that less-affluent students such as those in CISD do not have access to high-quality OST programs, such as science camps. **Student selection criteria:** Students will be selected based on the following criteria: a) a student did not meet grade level for Reading and/or Math of the last administered STAAR exam or; b) is deemed 'at-risk' or has at least two of the following indicators for the previous year: attendance below 90%, ELL designation, failed two or more classes in the previous year, Economically Disadvantaged designation, or received ISS, Suspension, Expulsion or other disciplinary measures. The following **recruitment targets are set for the proposed centers:** East Montana MS (134 Students, 75 Parents), Ricardo Estrada MS (148 Students, 83 Parents), Clint JH (108 Students, 61 Parents), Horizon MS (149 Students, 84 Parents), Total (539 Students, 303 Parents). **Plan for Annual Assessment Student Needs & Recruitment:** Iterative assessment will be a cornerstone of all CISD 21st CCLC operations. CISD and center staff will monitor student behavior and academic progress and use stakeholder surveys to identify changing needs of parents, students, and teachers. Monthly reviews of campus data will allow us to identify and recruit additional students. CISD will work with existing community support services to provide information to students and families about food banks, homeless shelters, immigration services, employment counseling, and mental health.

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

2. Programs must help students meet academic standards as defined by the measures of effectiveness (i.e., growth in state assessment, improved GPA, increased school day attendance, improved school day behavior, and increased student engagement in learning) listed in the Purpose of Program section of this RFA. (See Program Guidelines) Describe how the proposed program design will positively impact this set of measures at the grant and center levels. Provide data and SMART goals describing the expected estimated impact over time on one or more measure.

Measure	Method	Result & SMART goals
Improved student access to social support services	Center staff will ensure that students and parents will be provided quarterly presentations about local social support services in coordination with CISD's Student Health Advisory Committee (SHAC). These presentations will provide both parents and students with understanding of available resources and how they can access those resources.	Following one year of program enrollment, at least 50% of all program participants with at least 30 days or more of 21st CCLC programming will be aware of Social Support Services as identified through survey results.
Improved parent engagement	Dual language parent engagement nights will be included in after school STEAM enrichment programs one day per week. Parents will be invited to after school programming to engage in hands-on learning with their students, see student presentations of PBL projects, and see presentations about HS programs, post secondary programs, and social support services.	Following one year of program enrollment, 65% of adult family members of 21 <sup>st</sup> CCLC regular attendees will attend 2 or more family engagement events during the course of the year as measured by sign in sheets.
Growth in state assessment	Insights educational staff will develop fun, hands-on STEAM PBL activities with specific Reading and Math TEKS-aligned content focuses based upon ongoing student academic assessment needs. These Reading and Math TEKS-specific summer camp, intersession, and after school programs will stimulate student interest in learning and provide a new method of content delivery for struggling students.	Following one year of program enrollment, at least 50% of all program participants with at least 45 days or more of 21st CCLC programming will meet or exceed grade level on the Reading and Math STAAR exams
Improved GPA & Academic Growth	Overall student GPA improvements will be facilitated with before school tutoring programs provided with classroom teachers and site coordinators and build upon existing mechanisms on each campus to update parents in a timely manner when students are beginning to slip academically.	Following one year of program enrollment, at least 50% of all program participants with at least 30 days or more of 21st CCLC programming in all campus centers will have passing grades in all classes during the final two grading periods of the year. At the end of the last semester, 20% of students attending 30+ days will demonstrate improvement in math grades from the first semester of the school year. At the end of the last semester, 15% of students attending 30+ days will demonstrate improvement in reading grades from the first semester of the school year.
Improved school day attendance & behavior	Students will be pursuing SMART goals that they set for themselves through participation in engaging activities including PBL projects, field trips, and parent engagement nights that will drive increased attendance and fewer discipline issues.	Following one year of program enrollment, at least 85% of all program participants will have 95% or better attendance during the final two grading periods of the year as well as a decrease of 50% of discipline referrals from previous school year.
Parent and student satisfaction	Parent and student survey data will be collected quarterly to ensure the program is meeting the needs of students and parents.	Following one year of program enrollment, at least 85% of all program participants will be satisfied or extremely satisfied with the 21st CCLC program.

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

3. Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. Include a plan for how the center-level programs will coordinate with the regular school day to address student needs and integrate program activities with the curricular program of the campus. Address activity oversight and how the program will ensure that activities are engaging for students.

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) Morning Tutoring:** Before school, all program participants will be invited to join 60 minute-long tutoring sessions facilitated by teacher tutors, Monday through Friday. This tutoring period will enable students to have access to WiFi if it is not available at home, help with homework, and additional support towards reaching Reading and Math standard proficiency. During morning 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:** CISD has partnered with Insights to provide engaging hands-on STEAM enrichment programs for students and families after each school day. Through constant data-driven communications between teachers, center staff, parents, students, and Insights, 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 each student's needs. Two-hour long after school sessions will be provided 4 days per week for students. One day per week, 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. All student and family enrichment programs will be fully dual language and emphasize career connections to curriculum.
- 3) Summer and Intersession Camps:** All summer and intersession camps will be provided by Insights and designed to seamlessly continue student PBL learning initiatives from after school programming during summer and intersession breaks. The 6 weeks of camps (3 weeks of summer camps and 3 weeks of intersession camps) will stop 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 Insights educational staff 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 and teaching experience.
- 3) Regular CISD classroom teachers will be hired to facilitate the morning tutoring sessions in a 1:15 teacher tutor to student ratio. At least one teacher per 30 students will be utilized by CISD and Insights to facilitate integration of classroom learning with all after school, family engagement, summer and intersession STEAM enrichment programs.
- 4) Center staff will coordinate with in-class 'Wacky Wednesdays', and 'Throwback Thursdays' weekly remediation initiatives already taking place on all CISD middle school campuses that provide extra instructional time for students below grade level.
- 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) STEAM enrichment programs will work with CISD staff to build upon existing elementary PBL programs. The elementary curriculum and instruction department hired a PBL coordinator whose duties include developing Project Based Learning activities with 4-5 grade teachers to be implemented at the campuses.

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9. Statutory/Program Requirements (Cont.)

4. Describe the planned partnership between the applicant and the proposed eligible partner organization. Include how the partnership will contribute to achieving stated objectives and sustaining the program over time. Check the box if applying for priority points for such a partnership. 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 Insights El Paso Science Center (Insights). Insights is a 41 year-old non-profit organization with a long history of engaging, hands-on educational programming throughout the region and specifically with CISD. Accordingly, Insights has amassed a robust trove of hands-on STEAM educational materials, trained educational staff, curriculum sets, and a wide range of community partnerships. The CISD 21st CCLC program leverages Insights STEAM educational resources and builds upon an existing strong relationship. Past grant funded programs offered at CISD elementary, middle school and high school campuses include: an after school computer science program, multi-year environmental leadership initiative, artificial intelligence family engagement program, educational field trips, and intersession blended learning math camps. Through the partnership detailed in the attached MOU, Insights 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 Insights 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 middle school students regular access to Insights 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. Insights will tap its diverse 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, Insights offers CISD parents the opportunity to learn alongside their students, and take home supplies and bilingual instructions for family related activities. For example, a build your own self stopping robot activity will feature project related cross curricular TEKS-specific math problems and reading prompts designed to aid students in the use of the engineering design process to construct their robot. Students will develop writing skills to report on their projects and reflect on a presentation about factory automation from a local production engineer.

Insights also has a long history of partnering with the University of Texas at El Paso’s ADP Math and Science Teacher (MaST) Academy in the College of Science, to offer a wide variety of educational programs including 10-center large 21st CCLC program summer camps for other local school districts. ADP MaST Academy Scholars are undergraduate pre-service secondary teachers that bring extensive teaching experience and serve as role models. Insights will continue this partnership with the MaST academy to utilize preservice math and science teachers as after school, summer and intersession STEAM enrichment facilitators.

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

5. Explain how the program will apply 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.

Center programs will be campus needs based. STEAM will be the foundation for enrichments in arts, sports, nutrition, and real world problems. A wide range of formats appeal to differing student interests and learning styles. Curricula will include literacy skills such as writing prompts, Socratic discourse, and presentations. In consultation with campus and district personnel, and with student level data, program will be TEKS aligned and differentiated for all participants, including ELL students, and others at-risk. Clint ISD and Insights have a history of collaborative enrichment programs, including environmental PBL and NASA funded STEAM+literacy programming. PBL has a positive impact on middle school students' academic achievement, knowledge retention, conceptual development and attitudes (J. Merrit et al, 2017). P.R. Gorden et al (2001) found that when only 2% of the curriculum was PBL, low-income minority MS students had improved behavior and increased performance. This program will be heavily PBL, amplifying student voice. Students will create SMART Goals for their semester. Research suggests that academic goal setting increases student engagement and achievement (Catlin, Lewan, & Perignon, 1999). A structured approach that includes personal, social, and academic goals produces positive outcomes for at-risk students (Pincham, 2006). Parent engagement will focus on parallel learning for parents and students, in which parents and students learn a concept separately. After, parents receive a kit with instructions and materials for a supplemental and enhancing activity for the family. Parents will join students at family nights, such as Star Party, Math Games or Kitchen Science. Both Summer and Intersession Camps will be offered. UTEP ADP MaST Academy undergrads, who are future math or science educators, have written and taught secondary summer camps for the past 14 years in area MS schools. They will be involved in the TEKS aligned, experiential camps using topics such as Zombie Apocalypse, Superhero Math and Science, and Underwater Robotics.

6. 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 (55%) of CISD Middle School students live within two miles of campus and walk to school with the remaining 10% of students arriving to school via parent transportation and 35% utilizing CISD provided bus transportation. The CISD 21st CCLC will work with the CISD transportation department, parents, and students to ensure that participants have access to the transportation needed to participate in all center activities. All four MS campuses currently provide a morning bus for students and two late buses that allow students to eat dinner and attend after school activities. Funding to provide bus 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. Bus transportation will be provided to students as per the CISD bus transportation policy to ensure student safety.

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9. Statutory/Program Requirements (Cont.)

7. 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. Please describe the applicant's plan to inform the community about the center and participating in the program.

CISD and Insights will utilize a wide range of local outlets to issue dual-language program award announcements. Specifically, bilingual announcements will be made via the following methods:

- Press releases sent out with announcement of program to local print, online and television new 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 'coffee with principal' and PTO meetings for each eligible campus
• School websites and social media pages will contain special call-outs 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 and banners will be posted on each eligible campus

8. 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. If applying for Program Priority 1- Program Integration, include a description of how the grant program will integrate with other TEA or local initiatives designed to increase specific academic student outcomes. Use data to explain how the program will realistically impact short- and long-term goals for student academic achievement.

Currently, Clint ISD offers few enrichment or social programs at the MS level. Program staff will collaborate with CISD and Insights staff to incorporate and make available all campus, district, community, state and federal programs relevant to the participants' families. Center staff will identify and share existing local 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 library literacy programs. Insights and Center staff will work closely with CISD AVID currently available at all four MS campuses to coordinate scheduling to maximize participation in both activities by students currently enrolled in the AVID program and eligible for the CISD 21st CCLC. AVID is a support for the middle tier group of students to become college ready. Middle schools have approximately 75 students total that are supported by an AVID teacher to ensure the students complete their work. The program hires tutors during the school day (19 hours) to help students become college ready. 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 staff to enlist their efforts in recruiting students and communicating with parents. Additional educational opportunities and programs will be specifically coordinated through Insights partnerships with other community organizations. The undergraduate pre-service Math and Science Teacher Academy(MaST) Scholars will be utilized as after school program facilitators and for summer camps. Insights has also developed strong relationships with multiple departments and individual Primary Investigators at the University of Texas at El Paso (UTEP) for the implementation of K-12 STEAM outreach programming that showcases cutting edge research, career connections, and student research opportunities generated by this R1 institution. Insights will leverage existing relationships, speakers, current grant funded enrichment programs and other resources, from the UTEP Geology, Civil Engineering, Mechanical Engineering, Education, Art and Math departments. Through the Insights EPA-funded Environmental Leadership program, Environmental Education workshops and field trips will be incorporated with volunteer support from partner organizations such as Frontera Land Alliance, El Paso Water Utilities, Texas Master Naturalists, and Audubon Society.

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

9. 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 skills, 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 board members with regular program updates, student progress, and achievements of partnerships and fundraising goals. CISD will fully leverage its partnership with Insights to continually apply for funding from grantmakers, local businesses, PTA support groups, and fee-based models. Insights has already received and implemented three separate grants to host after school computer science programs on CISD middle school campuses. With this partnership in place, Insights 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 expand and 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.

10. 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 will be utilized and coordinated via CISD's partnership with Insights to make career connections with visits from STEAM professionals, secondary education recruiters, and high school special program recruiters. Insights will tap its existing large network of volunteers and incorporate all new 21st Century CLC volunteers within their volunteer stewardship plan. Volunteers will be primarily utilized as occasional presenters and consultants. 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>).

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

11. The level of attendance in the program (i.e., dosage) is correlated with certain positive student outcomes. Describe the program's strategies for recruiting and retaining students in the program over time. Provide SMART goals specifically related to student attendance targets and dosage for a typical school year (fall, spring) and separately for summer.

**Strategies for recruitment and retainment:** According to Strategies for After-School Success, 2005, 'Word of Mouth' is one of the best recruitment strategies for outreach programs. Center staff will visit classrooms and extend invitations to youth. All four CISD MS principals are excited about the program, and will promote it in their school. Parents will be asked to participate through flyers, newsletters and a family kickoff event. Campus coordinators will call parents and recruit at parent attended events. A lunchtime drop-in program will allow students to connect with staff informally, play games and socialize in a safe space. Staff will invite student and parent participation by: 1) Program naming to give each center a code name 2) Recruiting parents with dual-language parallel STEAM program 3) PBL activities to amplify student voice and leadership. Incentives will encourage participation: students who attend 16 days/month after school STEAM enrichment and before school tutoring will be eligible to attend a field trips at the end of semester; students who attend 11 days in a row are eligible to attend an center-level ice cream social or pizza party; and students completing one full year of the program will be eligible to participate in an end of year field trip. Students matriculating from eighth grade will be recognized at their graduation ceremony with an "21st Century Honors cord".

**Dosage goals:** At least 509 students total for all four CISD middle school campuses will attend 55 days or more of 21st CCLC programming by the end of the spring semester. At least 509 students will attend at least 15 days of summer and intersession camp programming. At least 303 parents will attend a parent engagement event by the end of the school year.

12. Describe how the center-level needs assessments informed the proposed center operations schedule and corresponding staffing and budget plans. Describe how the plan will help meet the measures of effectiveness and student service targets while maintaining center-level quality.

Because student needs, existing student resources, and academic schedule are equivalent at the four campuses, center-level budget and staffing requirements were primarily determined based upon the total number of students targeted for recruitment at each campus. The percentage of students listed as at-risk, ELL, performing below grade level in Math, performing below grade level in Reading, and attendance are also similar amongst campuses and all four centers currently have nearly identical levels of ELL, Reading, Math, social program, and student meal support structures. Staffing numbers between campuses will only vary in the number of teacher-tutors working with students in the morning and enrichment staff (Insights & MaST) working with students after school or during camp STEAM enrichment programming. All centers will operate on a similar schedule, with some variations in program due to student voice. Participation in CISD 21st CCLC programs will be convenient for students and working families by basing the center operations schedules upon the regular academic calendar, bell schedule, transportation routes, and meal schedule for CISD MS campuses. Center operational schedules are based upon the three-tier need assessment of existing academic needs, available resources, and stakeholder feedback. Upon annual evaluation, operational schedules will be revised based upon the cumulative evaluation of the previous year. These continual evaluations, integrations, and feedback patterns to refine center operational schedules will help the CISD 21st CCL meet student service targets.

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**10. 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"/>

**11. 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="539"/>
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="539"/>
4. Total year 1 proposed grant budget for serving students in all centers	<input type="text" value="852,964"/>
5. Applicant reservation for required staff payroll.	<input type="text" value="315,000"/>
6. Total grant amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text" value="537,964"/>
7. Per-pupil grantee amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text" value="998"/>
<b>Grantee's total required ESSA PNP equitable services reservation (line 7 times line 2)</b>	<input type="text" value="1,996"/>

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**12. 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	\$65,000
2.	Family Engagement Specialist (part time)	\$30,000
3.	Site Coordinators	\$220,000
4.	professional staff extra duty pay	\$236,000
5.		

**Professional and Contracted Services**

6.	Professional development for center staff	\$1,000
7.	Insights STEAM enrichment intersession and summer program utilizing Insights staff and curriculum	\$65,000
8.	Insights STEAM Enrichment after school program utilizing Insights staff and customized curriculum	\$85,000
9.	Staff and volunteer fingerprinting and background check services	\$1,000
10.		

**Supplies and Materials**

11.	Educational supplies for morning tutoring and STEAM enrichment programs, healthy snacks	\$35,035
12.		
13.		
14.		

**Other Operating Costs**

15.	Bus transportation for summer and intersession program field trips	\$6,300
16.	In-state travel for required conferences, staff PD, and other	\$8,000
17.	Entry fee expenses for local field trips	\$2,500

**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 mailed OR faxed (not both). **To fax:** one copy of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to either (512) 463-9811 or (512) 463-9564. **To mail:** three copies of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to the address on page 1. More detailed amendment instructions can be found on the last page of the budget template.

***You may duplicate this page.***

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

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

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

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## Center Operations Schedule

County-district number or vendor ID: 071901

### Part 2: Center Overview Table

In the chart below, applicants must enter information on each of the proposed centers. Applicants must ensure that the center number entered in the chart below is the same as that used in the Center Operation charts that follows (Part 3).

Center #	9 Digit campus ID #	Name of Center/Host Site, Physical Address, City, ZIP, Program Contact Phone	# of Feeder Schools	Grade Levels Served (PK to 12)	Proposed "Regular" Student target to be served 30 or 45 days or more annually	Proposed Parent/Legal Guardian Target
1	071901041	Clint J H School, 12625 Alameda Ave, Clint, 79836, 915-926-8000	1	6-8	108	61
2	071901042	East Montana Middle, 3490 Ascension Rd., El Paso, 79938, 915-926-5200	2	6-8	134	75
3	071901044	Horizon Middle, 400 North Kenazo Dr., El Paso, 79928, 915-926-4700	2	6-8	149	84
4	071901045	Ricardo Estrada Middle, 851 South Darrington Rd., El Paso, 79928, 915-926-4800	2	6-8	148	83
5						
6						
7						
8						
9						
10						



Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022						
<i>(Part 3) Applicant will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>													
Center 1	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP						Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target			
Center	071901041	Clint J H School, 12625 Alameda Ave, Clint, 79836						6-8	108	61			
Feeder	071901101	Wm David Surratt El, 12675 Alameda Ave., Clint 79836						PreK-5					
Feeder													
Program Operations				Start Date (MM/DD/YY):				End Date (MM/DD/YY):				Total Weeks	
Summer Term Jump Start <i>(Must be approved in NOGA)</i>													
Fall Term				07/26/2021				12/17/2021				19	
Spring Term				01/04/2022				06/02/2022				21	
Summer Term				06/04/2022				06/24/2022				3	
Total number of weeks:												43	
Center Schedule													
Day of the Week	Fall Term				Spring Term				Summer Term				
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	
Monday	7:15	8:15	3:50	6:00	7:15	8:15	3:50	6:00	8:00	11:30	12:00	2:00	
Tuesday	7:15	8:15	3:50	6:00	7:15	8:15	3:50	6:00	8:00	11:30	12:00	2:00	
Wednesday	7:15	8:15	3:50	6:00	7:15	8:15	3:50	6:00	8:00	11:30	12:00	2:00	
Thursday	7:15	8:15	3:50	6:00	7:15	8:15	3:50	6:00	8:00	11:30	12:00	2:00	
Friday	7:15	8:15	3:50	6:00	7:15	8:15	3:50	6:00	8:00	11:30	12:00	2:00	
Saturday													
Sunday													
<b>Total Hours Per Week:</b>	15				15				27.5				
<b>Adjunct Sites, If applicable (site name and full address)</b>													
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		During Fall and Spring intersession students will meet at campus on September 27, 2021 – October 1, 2021 for enrichment camps from 8 AM – 12 PM. The Spring intersession will be from March 7, 2022 – March 11, 2022 from 8 AM – 12 PM. Summer enrichment camp will begin on June 6, 2022 – June 24, 2022, from 8 AM- 2 PM. Students will be taking 7 field trips, those trips are tentatively scheduled for the Friday of all camps and then one additional field trip during the fall and a second in the spring from 8 AM – 2 PM.											
<b>Parent/Legal Guardian Activities</b>		We will be conducting 8 parent nights throughout the school year, two per semester. Parent nights will include student presentations, star parties, engaging take home make and take hands-on activities, as well as presentations from the district Student Health Advisory Committee.											

Texas ACE Center Operations Schedule (one per center)						Program Year 2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 2	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP				Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target				
Center	071901042	East Montana Middle, 3490 Ascension Rd., El Paso, 79938				6-8	134	75				
Feeder	071901102	Red Sands El, 4250 O'Shea Rd., El Paso, 79938				PreK-5						
Feeder	071901104	Montana Vista El, 3550 Mark Jason Dr., El Paso, 79938				PreK-5						
Program Operations		Start Date (MM/DD/YY):		End Date (MM/DD/YY):		Total Weeks						
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term		07/26/2021		12/17/2021		19						
Spring Term		01/04/2022		06/02/2022		21						
Summer Term		06/04/2022		06/24/2022		3						
Total number of weeks:						43						
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	7:15	8:15	3:50	6:00	7:15	8:15	3:50	6:00	8:00	11:30	12:00	2:00
Tuesday	7:15	8:15	3:50	6:00	7:15	8:15	3:50	6:00	8:00	11:30	12:00	2:00
Wednesday	7:15	8:15	3:50	6:00	7:15	8:15	3:50	6:00	8:00	11:30	12:00	2:00
Thursday	7:15	8:15	3:50	6:00	7:15	8:15	3:50	6:00	8:00	11:30	12:00	2:00
Friday	7:15	8:15	3:50	6:00	7:15	8:15	3:50	6:00	8:00	11:30	12:00	2:00
Saturday												
Sunday												
<b>Total Hours Per Week:</b>	15				15				27.5			
<b>Adjunct Sites, If applicable (site name and full address)</b>												
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		During Fall and Spring intersession students will meet at campus on September 27, 2021 – October 1, 2021 for enrichment camps from 8 AM – 12 PM. The Spring intersession will be from March 7, 2022 – March 11, 2022 from 8 AM – 12 PM. Summer enrichment camp will begin on June 6, 2022 – June 24, 2022, from 8 AM- 2 PM. Students will be taking 7 field trips, those trips are tentatively scheduled for the Friday of all camps and then one additional field trip during the fall and a second in the spring from 8 AM – 2 PM.										
<b>Parent/Legal Guardian Activities</b>		We will be conducting 8 parent nights throughout the school year, two per semester. Parent nights will include student presentations, star parties, engaging take home make and take hands-on activities, as well as presentations from the district Student Health Advisory Committee.										

Texas ACE Center Operations Schedule (one per center)						Program Year 2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 3	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP				Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target				
Center	071901044	Horizon Middle, 400 North Kenazo Dr., El Paso, 79928				6-8	149	84				
Feeder	071901103	Desert Hills EI, 300 North Kenazo Ave., El Paso, 79928				PreK-5						
Feeder	071901106	Carroll T. Welch EI, 14510 McMahon Dr., El Paso, 79928				PreK-5						
Program Operations		Start Date (MM/DD/YY):		End Date (MM/DD/YY):		Total Weeks						
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term		07/26/2021		12/17/2021		19						
Spring Term		01/04/2022		06/02/2022		21						
Summer Term		06/04/2022		06/24/2022		3						
Total number of weeks:						43						
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	7:15	8:15	3:50	6:00	7:15	8:15	3:50	6:00	8:00	11:30	12:00	2:00
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Wednesday	7:15	8:15	3:50	6:00	7:15	8:15	3:50	6:00	8:00	11:30	12:00	2:00
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Friday	7:15	8:15	3:50	6:00	7:15	8:15	3:50	6:00	8:00	11:30	12:00	2:00
Saturday												
Sunday												
<b>Total Hours Per Week:</b>	15				15				27.5			
<b>Adjunct Sites, If applicable (site name and full address)</b>												
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		During Fall and Spring intersession students will meet at campus on September 27, 2021 – October 1, 2021 for enrichment camps from 8 AM – 12 PM. The Spring intersession will be from March 7, 2022 – March 11, 2022 from 8 AM – 12 PM. Summer enrichment camp will begin on June 6, 2022 – June 24, 2022, from 8 AM- 2 PM. Students will be taking 7 field trips, those trips are tentatively scheduled for the Friday of all camps and then one additional field trip during the fall and a second in the spring from 8 AM – 2 PM.										
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Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>													
Center 4	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target				
Center	071901045	Ricardo Estrada Middle, 851 South Darrington Rd., El Paso, 79928					6-8	148	83				
Feeder	071901106	Carroll T. Welch El, 14510 McMahon Dr., Horizon City, 79928					PreK-5						
Feeder	071901105	Frank Macias El, 14400 Golden Eagle Drive, El Paso, 79928					PreK-5						
Program Operations			Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks				
Summer Term Jump Start <i>(Must be approved in NOGA)</i>													
Fall Term			07/26/2021			12/17/2021			19				
Spring Term			01/04/2022			06/02/2022			21				
Summer Term			06/04/2022			06/24/2022			3				
Total number of weeks:									43				
Center Schedule													
Day of the Week	Fall Term				Spring Term				Summer Term				
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	
Monday	7:15	8:15	3:50	6:00	7:15	8:15	3:50	6:00	8:00	11:30	12:00	2:00	
Tuesday	7:15	8:15	3:50	6:00	7:15	8:15	3:50	6:00	8:00	11:30	12:00	2:00	
Wednesday	7:15	8:15	3:50	6:00	7:15	8:15	3:50	6:00	8:00	11:30	12:00	2:00	
Thursday	7:15	8:15	3:50	6:00	7:15	8:15	3:50	6:00	8:00	11:30	12:00	2:00	
Friday	7:15	8:15	3:50	6:00	7:15	8:15	3:50	6:00	8:00	11:30	12:00	2:00	
Saturday													
Sunday													
<b>Total Hours Per Week:</b>	15				15				27.5				
<b>Adjunct Sites, If applicable (site name and full address)</b>													
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		During Fall and Spring intersession students will meet at campus on September 27, 2021 – October 1, 2021 for enrichment camps from 8 AM – 12 PM. The Spring intersession will be from March 7, 2022 – March 11, 2022 from 8 AM – 12 PM. Summer enrichment camp will begin on June 6, 2022 – June 24, 2022, from 8 AM- 2 PM. Students will be taking 7 field trips, those trips are tentatively scheduled for the Friday of all camps and then one additional field trip during the fall and a second in the spring from 8 AM – 2 PM.											
<b>Parent/Legal Guardian Activities</b>		We will be conducting 8 parent nights throughout the school year, two per semester. Parent nights will include student presentations, star parties, engaging take home make and take hands-on activities, as well as presentations from the district Student Health Advisory Committee.											

Texas ACE Center Operations Schedule (one per center)						Program Year 2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 5	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP				Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target				
Center												
Feeder												
Feeder												
Program Operations		Start Date (MM/DD/YY):		End Date (MM/DD/YY):		Total Weeks						
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term												
Spring Term												
Summer Term												
Total number of weeks:												
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												
<b>Total Hours Per Week:</b>												
<b>Adjunct Sites, If applicable (site name and full address)</b>												
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
<b>Parent/Legal Guardian Activities</b>												

Texas ACE Center Operations Schedule (one per center)						Program Year 2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 6	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP				Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target				
Center												
Feeder												
Feeder												
Program Operations		Start Date (MM/DD/YY):		End Date (MM/DD/YY):		Total Weeks						
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term												
Spring Term												
Summer Term												
Total number of weeks:												
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												
<b>Total Hours Per Week:</b>												
<b>Adjunct Sites, If applicable (site name and full address)</b>												
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
<b>Parent/Legal Guardian Activities</b>												

Texas ACE Center Operations Schedule (one per center)						Program Year 2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 7	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP				Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target				
Center												
Feeder												
Feeder												
Program Operations		Start Date (MM/DD/YY):		End Date (MM/DD/YY):		Total Weeks						
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term												
Spring Term												
Summer Term												
Total number of weeks:												
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												
<b>Total Hours Per Week:</b>												
<b>Adjunct Sites, If applicable (site name and full address)</b>												
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
<b>Parent/Legal Guardian Activities</b>												

Texas ACE Center Operations Schedule (one per center)						Program Year 2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center #	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP				Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target				
Center												
Feeder												
Feeder												
Program Operations		Start Date (MM/DD/YY):		End Date (MM/DD/YY):		Total Weeks						
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term												
Spring Term												
Summer Term												
Total number of weeks:												
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												
<b>Total Hours Per Week:</b>												
<b>Adjunct Sites, If applicable (site name and full address)</b>												
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
<b>Parent/Legal Guardian Activities</b>												



Texas ACE Center Operations Schedule (one per center)						Program Year 2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 9	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP				Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target				
Center												
Feeder												
Feeder												
Program Operations		Start Date (MM/DD/YY):		End Date (MM/DD/YY):		Total Weeks						
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term												
Spring Term												
Summer Term												
Total number of weeks:												
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												
<b>Total Hours Per Week:</b>												
<b>Adjunct Sites, If applicable (site name and full address)</b>												
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
<b>Parent/Legal Guardian Activities</b>												

Texas ACE Center Operations Schedule (one per center)						Program Year 2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 10	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP				Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target				
Center												
Feeder												
Feeder												
Program Operations		Start Date (MM/DD/YY):		End Date (MM/DD/YY):		Total Weeks						
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term												
Spring Term												
Summer Term												
Total number of weeks:												
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday												
Tuesday												
Wednesday												
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Friday												
Saturday												
Sunday												
<b>Total Hours Per Week:</b>												
<b>Adjunct Sites, If applicable (site name and full address)</b>												
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
<b>Parent/Legal Guardian Activities</b>												

THE UNIVERSITY OF TEXAS AT EL PASO



College of Science  
El Paso, Texas  
79968-0555  
Cell: 915.274.2511

January 20, 2021

To whom it may concern:

This letter is to support the application of Clint ISD and Insights El Paso Science Center for the 2021-2022 Nita M. Lowey 21st CCLC Cycle 11. As Director of Secondary Education and the ADP Math and Science Teacher Academy, I have collaborated with both Clint ISD and Insights El Paso Science Center and with other districts and organizations in El Paso. I can attest to the efficiency, work ethic and focus on serving the public which Clint and Insights exhibit.

The MaST Academy program was established in January 2007 to enhance the scope and quality of secondary mathematics and science teachers that graduate from UTEP to serve students in schools across the El Paso region. Over MaST Academy's fourteen year history, it has evolved from a grassroots effort to what is now a model that is validated by the administrations of El Paso area schools and districts by the many phone calls I receive each semester from principals seeking to recruit and hire ADP MaST graduates.

Undergraduates selected as Scholars excel academically and have excellent communication skills as evidenced by essays and interviews. Scholars are supported financially and professionally with early field experience, and monthly math & science pedagogy workshops on topics such as classroom management, teaching ELLs, Differentiating instruction for SPED, and teaching technologies. An intensive internship roundtable program supplements their student teaching with practical topics to ensure success as a novice teacher. MaST Scholars have written the curriculum and taught summer camps for 14 years. They select a topic of interest to high school students, create STEM integrated lessons aligned to TEKS, and teach a hands-on, project-based curriculum for a secondary schools for two weeks every summer.

MaST thrives by recognizing and acting upon growth and improvement opportunities. This grant is one of those opportunities. I am committed to supporting this program by placing MaST Scholars at Clint ISD middle schools throughout the year, and supporting them with instruction and supervision as needed.

Your approval of the Clint ISD/Insights application will make a huge impact on the students and their families in far east El Paso.

A handwritten signature in black ink that reads 'Esposito'.

Ellen Esposito, Director  
ADP MaST Academy  
Secondary Education



ADP Math and Science Teachers Academy  
THE UNIVERSITY OF TEXAS AT EL PASO

**Memorandum of Understanding**  
between  
**The Clint Independent School District**  
and  
**Insights El Paso Science Center**  
1.8.21

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The above parties will work in conjunction with one another to achieve mutually beneficial objectives and goals of the Clint ISD 2021–2022 NitA M. Lowrey 21ST Century Community Learning Centers, Cycle 11. The parties at this time do not wish to enter into a binding contract, but instead would prefer to memorialize their respective intentions so that the lines and boundaries they have discussed are clearly outlined and delineated. This Memorandum of Understanding (MOU) is not intended to impose any obligation whatsoever on either party, including any obligation to bargain in good faith or in any way other than at arm's-length.

**A) Purpose:**

Establish a collaborative and mutually beneficial partnership between The Clint Independent School District (CISD) and Insights El Paso Science Center (Insights) for the strategic implementation of Science, Technology, Engineering, Art, and Math (STEAM) educational programming for students in CISD 21st Century Learning Centers at four middle school campuses. In establishing this MOU, both parties intend to share resources and align programming to build a synergistic and public collaboration.

**B) Insights Shall:**

- Work with CISD 21st Century Learning Center staff, principles, curriculum coaches and other educators to develop and implement programming and/or adapt Insights' existing STEAM enrichment programs to TEK-specific, hands-on lessons that fit the specific academic needs of students
- Provide enrichment staffing, CISD staff training, and curriculum to implement after school STEAM enrichment programs during the regular school year
- Provide staffing, CISD staff training, and curriculum to implement intersession and summer STEAM enrichment programs
- Provide staffing, CISD staff training, and curriculum to implement family engagement STEAM enrichment programs after school and on weekends

**C) CISD Shall:**

- Compensate Insights El Paso Science Center for the STEAM enrichment programs as described in the 2021 CISD 21st Century Grant Proposal
- Share information about the ongoing academic needs of students enrolled in the CISD 21st Century Program

- Provide student specific data to program staff for the purpose of evaluation and reporting to TEA.

**D) Both Insights and the CISD Shall:**

- Review student assessments, participation, and program evaluations to determine the effectiveness of before and after school, family night, summer, and intersession programs
- Participate in biannual meetings for educational leadership teams to review outcomes and feedback to adjust programming as needed
- Work collaboratively to pursue additional funding to support and expand services available to students in CISD 21st Century Learning Centers

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**E) IT IS MUTUALLY UNDERSTOOD AND AGREED BY AND BETWEEN THE PARTIES THAT:**

1. **MODIFICATION.** Modifications to this agreement shall be made by mutual consent of the parties, by the issuance of a written modification, signed and dated by authorized officials, prior to any changes being performed. This is not to create any legal rights in the parties, simply to ensure the boundaries previously discussed have changed and ensure that both parties are aware of the proposed changes. This is not to be interpreted as creating rights or a contractual binding of the parties.
2. **PARTICIPATION IN SIMILAR ACTIVITIES.** This agreement in no way restricts INSIGHTS or CISD from participating in similar activities with other public or private agencies, organizations, or individuals.
3. **TERMINATION.** Either party, in such party's sole and absolute discretion, may terminate the MOU between the parties at any time, for any reason or for no reason, without any obligations of any kind to the non-terminating party. The parties will endeavor to provide a reasonable amount of notice to each other and have suggested that 30 days is reasonable. This paragraph supersedes all other conflicting language in this document, and any conduct by any party that is inconsistent with this MOU.
4. **PRINCIPAL CONTACTS.** The principal contacts for this instrument are:

CISD :

Dr. Juan I. Martinez - Superintendent  
915-926-4000  
juan.martinez@clint.net

INSIGHTS:


Meghan Curry - Executive Director  
(915) 534-0000  
meg@insightselpaso.org

5. COMPLIANCE. The parties agree to comply with applicable state and federal rules governing Equal Employment Opportunity, Non-Discrimination, and Immigration.

6. LIABILITIES. It is understood that neither party to this Memorandum of Understanding is the agent of the other and neither is liable for the wrongful acts or negligence of the other. Each party shall be responsible for its negligent acts or omissions and those of its officers, employees, agents or students (if applicable), howsoever caused, to the extent allowed by their respective state laws.

IN WITNESS WHEREOF, the parties hereto have executed this agreement as of the last written date below.


Dr. Juan I. Martinez - Superintendent - CISD

 (signature), 01/21/2021 (date)

Meghan Curry, Executive Director Insights - INSIGHTS

  
\_\_\_\_\_ (signature), 1.8.21 (date)

Ellen Esposito, President of the Board - INSIGHTS

  
\_\_\_\_\_ (signature), 01/11/2021 (date)