



**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 to **Pre-award costs:** permitted for this grant

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 UEI

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 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.

Multiple sources of data were collected in the needs assessment process to complete this application. The East Chambers ISD STEM to STERN Planning Team met to design a high performing approach to programming and the related funding needs based on district and campus improvement plans, school and community economics, demographics, student achievement gaps, campus needs, assets, and the needs of working parents. Each school's leaders collected input from a sample of teachers, parents, community partners, and students regarding each campus program needs, interest, and identifying those students most in need align with the Texas Education Code 29.081 for students considered at-risk, failing grades, Limited English Proficiency, and failed assessments. 4th grade math and writing passing rates lag as 13 percentage points behind those of Region 5 and the state; in 6th grade math there are performance gaps of up to 21 percentage points between white and African American students; the gap for Hispanic students is 15-23 points lower than the state average. East Chambers, an economically disadvantaged community has 80% of all ECISD students at an economically disadvantaged or below the poverty line, with little or no additional resources for academic assistance or enrichment activities outside of those available during or after school. 65% of students are at-risk of dropping out of school, or labeled as at risk of academic failure, and after Hurricane Harvey, Tropical Storm Imelda, and other weather disasters in the area, the ECISD homeless population increased drastically. The district was not rated and the spring 2020 STAAR was canceled due to a declared state of disaster. EC 2019 and 2021 TAPR data indicates Reading and math for 3-8th graders at 35% and our special education students are at 27% (3rd-8th Reading and math including EOC is 36%. EC Primary and EC Elementary are school wide Title I campuses, and all ECISD campuses serve a significantly higher percentage of three special populations than does the state: (1) economically disadvantaged 80.3% vs. 59%; (2) at-risk 66% vs. 50.3%; and (3) special education 9.3% vs. 8.8%. Student attendance in ECISD is high, and rates of disciplinary incidents and alternative placement are very low.

Rural Winnie, Texas, in an unincorporated Chambers County, lacks the level of community-based enriching experiences found in larger towns, making the need for after-school programming necessary. Understanding the vital role in providing needed services, activities, and opportunities for students and their families, East Chambers ISD is proposing to implement a quality, academically rigorous performing ACE 21st CCLC before, after school and summer program in three schools, all which have low access to resources and a significant number of at-risk students from economically disadvantage, rural communities who have been affected in the last couple years with back-to-back weather disasters, thereby placing a strain on social skill development, attendance, and working families. Grant funding will allow ECISD to extend the school day into the early evening hours, improving the academic achievement of students with poor academic performance, close achievement gaps while providing a safe haven and an intentionally planned high quality instructional program that excites students and engages families.

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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 ECISD strives to develop a high performing, safe, positive enriching learning experience before and after-school program for 225 students at 3 campuses, aligned with school day academics and standards for students and parents. Marketing materials and strategies will be employed, circulated via internet, face-to-face, and word of mouth to build interest in recruitment of students and parents, and retaining participation through consistent quality activities and engagement. ECISD will hire qualified personnel, and also have the support of teachers, paraprofessionals, and vendors. The ECISD after-school staff will be trained and empowered with the necessary tools, materials, and skills to provide small group instruction for students in need. In addition, after-school program staff and teachers will receive training in academic intervention and SEL intervention strategies to better assist students and families.

The project director and site coordinators, with the support of school day teachers and school leadership will have access to classroom lesson plans, data disaggregation tools, attend grade level planning meetings, and departmental meetings. Our goal for the first quarter of the program is to ensure the ECISD after-school program is aligned with school day core academic areas, and establish a baseline for all data such as state assessments, benchmark exams, attendance, and core curriculum scores. Data in the second quarter will provide ECISD leadership and after-school staff with information to ensure the most in need, at-risk students are being served. ECISD before and after-school program will be designed to give at-risk youth engaging opportunities with a continuum of quality measures to help students meet state and local academic standards, as well as support the needs of parents and families. Regular meetings with staff, parents, and school leadership, open communication, access to data and information will all play a vital role in successful progress and outcomes.

In elevating the level of quality after-school activities, academic instruction, and parental engagement for the Winnie, Texas community, ECISD after-school program will set SMART goals: To improve academic performance in Reading, 75% of student participants will meet or improve academic performance in reading as measured by benchmark testing, school days grades, teacher surveys, and/or STAAR scores. By the end of the first school quarter, student participants will have read a minimum of 5 grade-level appropriate books and summarized the main idea and important details in their after-school journals. Improve test scores in reading and language arts, the after-school program will focus intensively on reading comprehension, writing, and vocabulary at all grade levels. Improve academic performance in math, 75% of student participants will show growth in math; all campuses will show improvement in closing the achievement gaps for economically disadvantaged students. Improve family engagement, every month the site coordinator at each campus will provide the parent via email or face-to-face a one page newsletter that highlights or summarizes what students are learning in after-school for that month. ECISD family engagement specialist will work with site coordinators and parents to provide monthly parental engagement opportunities creating a positive attitude toward education, for parents to have a meaningful engagement in their children's academics, and the school environment.

The ECISD after-school staff will work diligently to administer surveys and questionnaires to teachers, staff, community partners, parents, and students, hold feedback sessions on the program and conversations regarding programming and activities to assist in adding value and continuous feedback while encouraging engagement and positive outcomes.

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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.

ECISD is dedicated to using project evaluation data to identify successful outcomes and challenges. Project evaluation data will be reviewed by the leadership team, key project staff, and site coordinators to allow a viewpoint and discussion on program outcomes and challenges and, if needed identify opportunities to modify programming for greater success. Some of the tools that will support the total development of the program evaluation is the 21st CCLC program guidelines, ACE blueprint, needs assessment, benchmark scores, individual activity attendance, STAAR test scores, and survey/feedback from teachers, students, and parents. If the program evaluation results do not demonstrate predetermined benchmarks and/or SMART goals do not show progress, programming and activities will be modified to address specific needs. If necessary, these modifications could include re-teaching of program materials and accelerated learning products, changing enrichment and academic activity schedules to address the specific need of students, and/or identify more strategic ways to provide support or training to staff. To better equip them with the additional skills they need to increase greater outcomes or students academic needs. Continuously assessing data and modifying program activities as needed will ensure successful student engagement, and program sustainability. The ECISD project director and after-school staff will discuss monthly during staff meetings the progress toward identified SMART goals as to stay on top of any potential challenges or additional needs of students, teachers, and parents.

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.

One of the responsibilities of the Project Director is to ensure that the Cycle 12 Nita M. Lowey 21st CCLC program at ECISD is intentionally designed to meet the broader program goals, objectives, and purpose while still meeting the specific academic and developmental needs of students at each Center. The ECISD program model supports the standards established by the National After School Association Out-of-school Time (NAA), and the Texas ACE Blueprint. The Project Director will work collaboratively with the Site Coordinators to provide insight into lesson plan preparation to ensure after-school activities are not only aligned with school-day lessons but complement the added support students need in grade-level TEKS goals and projected outcomes.

Improving Student Academic Achievement and Overall Student Success:

The after-school program at ECISD will permit each student mandatory time to participate in a tutorial or academic activity. The program activities designed to improve student academic achievement and overall student success will vary slightly from campus to campus guided by the input of the teachers, parents, and the principal on that campus, but the overall program will offer an enticing and balanced array of activities for all program participants to learn, grow, and succeed, while striving to produce continuous positive outcomes. After-school instruction and enrichment programming will be adapted to meet individual needs (including at-risk students and those served by ELL and Special Education programs) in the following ways: 1. adhering to students' existing Individual Education plans (IEPs), 2. Using computer-based adaptive learning programs, 3. instructional environment to maximize student engagement, and 3. a variety of student choice activities by day and session. The after-school program will allow each campus additional time with students in order to fill in educational gaps, improve English-language learners' reading and language skills, and provide targeted tutoring in core content areas. Offerings for students will be based on surveys of their interest and will supplement and enhance the school-day curriculum. Academic enrichment activities will provide students with positive social, cultural, and recreational opportunities that will enrich and expand their understanding of community involvement and connect learning to real life situations. In addition to high impact targeted tutorials in the core content areas (as determined by benchmark test results, grades, coursework, and teacher recommendation), ECISD after school will offer hands-on enrichment programs and activities such as:

Academic and Student Support: small group and accelerated instruction, homework assistance, targeted tutoring, STEM clubs, technology exploration, social-emotional learning support services, mentoring/character education, STAAR/EOC test prep, ACT and SAT test prep, college readiness services, and ESL support.

Student Interest-Based Enrichment: agricultural programs, gardening, cooking, recreational sports, community service and service learning, health, nutrition, and fitness; dance, chess, fine arts performance and appreciation.

Family Engagement and Education: Parents will have the opportunity to engage in academic activities that support their students growth, and participate in enrichment activities that promote meaningful relationships and social experiences. The consistency of family involvement services and activities will increase parental engagement in the academic progress of their students hereby strengthening relationships in the school environment. ESL classes, curriculum nights (ex: math, reading, and science), technology applications, financial literacy, parental meetings, holiday specific arts and crafts, field lessons/field trips with students, health, wellness, fitness, college awareness and student readiness workshops, and cooking classes.

These programs are expected to improve academic achievement and overall student success in three significant ways: 1. By extending school-day programs through hands-on exploration to deepen understanding; 2. By supporting students social-emotional growth and development; and 3. By connecting parents and families, providing time to learn and develop together with their children, and supporting them in understanding the importance of on-time high school graduation, postsecondary readiness, and college matriculation and success. Continuous and consistent attendance of students and parents involved in the after-school program will be one way to determine whether the activities are engaging and of interest. Through constant monitoring of attendance, communicating with staff, students, and parents, the ECISD after-school staff will be able to provide an environment that is supportive of collaboration, high quality programming, and successful outcomes.

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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.

To ensure the excellence of program alignment and effectiveness, ECISD site coordinators will develop ongoing partnerships and communication with school-day staff and parents. ECISD will implement intentional positive youth development activities and positive behavioral interventions aligned with school-day strategies that are designed to provide at-risk youth engaging student voice and choice opportunities, social-emotional learning, conflict resolution, team building, and social skills. ECISD's STEM to STERN program will feature high-interest activities based on student voice and choice (Friedman & Bleiburg, 2007). STEM and STERN will ensure all students have a voice in the variety of offerings and that they are allowed to choose their participation in programs as often as possible. Research by the Harvard Graduate School of Education names three critical factors to achieve successful after-school program outcomes:

1. Access to and sustained involvement in programs – Young people experience greater growth, and social experiences if they participate in after-school programs that are consistent, routine, set expectations, and well-structured. They also benefit from programs tailored to their interest, needs, and schedules, as well as from those providing exposure to new ideas, challenges, and people.
 2. Quality programming and staffing – Developing intentional quality instructional programming, with a focus on promoting targeted outcomes through well-organized and engaging activities, is a critical component for achieving high-quality after-school settings. Quality, intentional programming involves having a clear vision, consistency, and goals for the program from the start, as well as strong, directed leadership, constant training and support staff.
 3. Strong partnerships – High-quality programs effectively leverage partnerships with a variety of stakeholders, especially families, schools, and stakeholders in the community, and is essential for sustainability.
- As these are all requirements of the Texas 21st CCLC program overall, ECISD's Cycle 12 program will also feature these key components to ensure successful programming, student outcomes, and parental involvement.

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.

At ECISD, all campuses have distinct buildings within a short walk between buildings for primary, elementary, and junior high school students. Activities will occur at each campus and occasionally, students from one level will participate in programming jointly with another level. For these activities, or other's taking place at the district's innovative studies building, students will simply walk between buildings to the appropriate location with supervision. School administrators, teachers, and Site Coordinators will monitor the check-in/check-out, parent drop-off/pickup, and bus procedures at each campus during program hours. Since the majority of program activities will be offered at the students' home campuses of record, they will not have to be transported for regular program day offerings. Other activities such as museum visits, or fine arts performances will take place on those sites, and supervised transportation provided. At the end of each school day, students will leave their regular classroom and go directly to the cafeteria (or other appointed area) to check in for their 21st CCLC program participation where they will be provided a healthy snack and will proceed with their teacher to the location of their first program session. Students will transition in an orderly manner, supervised by program staff (teachers and contractors/partners), to subsequent sessions, and teachers will take attendance as appropriate. At the end of each after-school program day, students will leave their assigned activity and go directly to the appointed area to check-out. Bus riders will report to the bus loading area where their transportation home will be coordinated. Students not riding the bus will be picked up by an authorized adult who maintains the proper documentation (for example, a drivers license or other official photo ID). All areas of the school will be monitored as they would for the regular school day. All students will check-in and out electronically every program day for immediate, real-time data tracking that will improve the accuracy of data tracking and minimize administrative data entry. Site Coordinators will remain on their respective campuses until the last student has been safely transported or picked up by an authorized parent or guardian. The Project Director will remain at a program site until all Site Coordinators have communicated that their program has closed for the day and that no students remain.

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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.

To ensure effective dissemination of information about the ECISD community learning centers, including the locations of its centers, to the community in a manner that is understandable and accessible, all printed and online literature will be in both English and Spanish. ECISD will disseminate information about the 21st CCLC program in the following manner:

For recruitment purposes, program information will be distributed via flyers and parent newsletters (in English and Spanish, sent electronically and on paper), campus/district website, announcements made during parent meetings, emails to parents with online access, and calls to students' homes made through the district calling system utilizing School Messenger. The most important communication will be word of mouth by students and parents who will love the dynamic age-appropriate academic and hands-on activities offered, caring staff, and a safe and bully free learning environment, which will motivate them to join and attend regularly.

For sharing the program's success, information will be disseminated at Board, District Leadership Team, and school faculty meetings and by letters sent home to parents (in English and Spanish), campus/district website, local community newspapers (as appropriate), through announcements made during parent meetings, and through ECISD newsletters, publications, and social media channels (Facebook, Twitter, etc.) At least twice a year, the 21st CCLC Project Director will present an update to the district's School Board Members and other stakeholders about the status of the program, whether it is meeting its goals and provide any other information desired, such as opportunities for participation, and information on each specific center. TEA approved Texas ACE promotional materials including posters and flyers will be displayed at every approved ECISD Texas ACE center. All outreach, marketing and communication material will comply with the Texas ACE branding guidelines.

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)

ECISD's 21st CCLC program staff will identify interested community volunteers from several locations, stakeholders, and sources around the rural county, including local nonprofit organizations, businesses, churches, students' parents, and adult family members, college students, the Texas A&M AgriLife Extension Agency, Lion's Club, Sheriff's Department's GREAT Program, the Volunteer Fire Department, and the ECISD Education Foundation.

In collaboration with the Project Director, East Chambers ISD Human Resources staff will screen interested individuals who wish to serve as volunteers for the after school program. This is a standard East Chambers ISD policy, and it is in the best interest and safety of the students. All volunteers who will work directly with students will be required to submit a background check (in accordance with district policy) in order to ensure they are not a threat to students, and the school environment. Volunteers are not utilized until their background check has been completed and approved.

Once screened and approved, volunteers will receive the appropriate volunteer training as determined by the East Chambers ISD Human Resources Department. Further guidance and preparation for volunteers working specifically with children in the 21st CCLC Program will be designed, presented by the Project Director and Site Coordinators and evaluated and updated annually as needed. East Chambers ISD assures TEA that volunteers who have access to student data will do so in compliance with FERPA, the Family Education Rights and Privacy Act. In addition, the person, whether student or adult must demonstrate subject matter or program-area competency, experience, and expertise in working with people.

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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.

ECISD realizes that the institutional commitment to the 21st CCLC project extends beyond the resources to be acquired with grant funds to include much broader ranges of human, financial, infrastructure, facility, volunteer, and in-kind resources and support. Managing resources effectively includes continually assessing, updating, and communicating the need for such resources, monitoring, and adjusting project activities to bring them into alignment with these needs and quality performance. All ECISD campuses serving the after-school program will utilize existing building space in their schools, including access to computer labs, classroom space, cafeterias, food services, gymnasium, libraries, outdoor space, and utilities (including Wifi) during the school year and summer programs to ensure a safe and healthy environment for participating students and staff.

For maximum impact of program dollars, and with an eye toward effectively and efficiently managing funding from a variety of sources throughout the grant period, ECISD will coordinate project activities, strategies, and materials with the following array of district, federal state, local social services agencies, faith based organizations, volunteers, and business/industry sector resources to maximize delivery of program services, increase program outcomes, support each student's opportunity to succeed in school of at least 225 students (of which 55 will be HIT targeted) and a minimum of 115 parents who will participate in the 21st CCLC program in the rural community of Winnie, TX, and need the additional out of time services to improve academic performance and social skills development. Overall funds for the 21st CCLC program will be used to supplement not supplant funds from the federal, state, and local sources designated to support similar activities. Programming will combine academics with creative activities to foster student and parents' empowerment and self-development for competitive future job skills, college readiness, and psychosocial adjustment, . The district's local resources will expand services and activities.

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.

Although ECISD is a small rural district, its leaders and administrators are committed to continuing, and where appropriate, expanding the Texas 21st CCLC program beyond the initial funding period. ECISD will seek input from individuals, project partners, and community-based organizations involved in this project regarding their potential contributions to program sustainability and/or their connections to potential sources for continued program operation. ECISD will utilize tools and training provided by TEA including the Sustainability Starter Tool. This tool will empower ECISD administrators, ACE staff, and stakeholders to identify needs regarding quality performance activities, and perform a gap analysis to determine the strategies and executing an action plan to be implemented for successful sustainability in the areas of operation cost, contracted services, payroll, and supplies and materials.

The ECID Superintendent oversees all district grant-seeking activities, and works with Finance, Special Populations, Athletics, Health Services, Operations and Maintenance, and Human Resources staff as well as with the ECISD Education Foundation to coordinate the efficient use of local, per-pupil funding, grants from the state, and federal Title funds in the operation of grant-funded programs. The Foundation is a 501c3 nonprofit organization whose primary purpose is to support educational programs for staff and students. Their assistance in identifying money, in-kind, and volunteer resources in support of district programs is invaluable. These collective efforts to identify additional funding sources and to maximize state and local allotments will continue so that the 21st CCLC program can be sustained, expanded, and continued after the TEA funding period ends. Examples of funding sources include, but are not limited to, the National School Lunch Program (US Dept. of Agriculture), Title I, IDEA, Federal (USDE) grants, state (TEA) competitive grants, per-pupil regular (ADA) funding, and weighted ADA (WADA) funding. All members of the ECISD Board of Trustees have signed a letter of support (see attached) indicating their willingness and intention to assist the Project Management Team in identifying sources of cash and in-kind support for program sustainability.

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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

ECISD being in the heart of several ravaged hurricanes, tropical storms flooding, and winter freezes, the district understands the perils of the sea and the damage it has caused to homes and families. To migrate the stress and to increase opportunities for the area, families, and students, ECISD has developed an innovative after school program to provide academic acceleration, enrichment, and family engagement. It is our mission to be a harbor for our youth where they are offered a safe physical space, nourishment, and access to the tools they need to inspire hope and restore their dreams for the future.

Utilizing multisensory approaches in a variety of educational interests, we will offer multiple programs covering a broad area of the curriculum spectrum. Our program will explore from STEM to STERN, a nautical term covering the full length of a ship, from the front end of the vessel to the back end. ECISD will offer projects and programs from Science, Technology, Engineering, Math (STEM) to Speech, Theatre, Entrepreneurship, Research, and Networking (STERN). In keeping with the all-encompassing nature of the program as proposed in this application, ECISD's Texas 21st CCLC Project Partner, is the Ministerial Alliance of Winnie/Stowell.

The Ministerial Alliance's key partnership strength is its longevity in serving the rural community. Representing 11 area churches, the Ministerial Alliance has a long history of involvement with youth, education, and programming while building relationships with school and district leaders, teachers, parents, families, and students. During the project period, the Ministerial Alliance will demonstrate supportive partnership through the following activities:

1. Communicate with the broader community and membership about the ECISD STEM to STERN program offerings
2. Encourage families to participate in education and engagement opportunities
3. Provide character education and mentoring for youth
4. Identify, screen, and coordinate community members wishing to volunteer in the program
5. Serve on the Project Advisory Team in support of ECISD district efforts to identify sustainable funding sources and program practices.

In addition to the Ministerial Alliance partnership, local nonprofits, government agencies, and business groups further round out ECISD's comprehensive STEM to STERN program support. The Lion's Club will provide eyesight screenings; the Optimist Club and the Chambers County Sheriff's Department will provide drug prevention and safety programming and outreach; the Winnie Area Chamber of Commerce will connect ECISD and STEM to STERN staff with volunteers from the business community; the Texas Rice Festival's local agricultural museum will provide programming related to the local agricultural economy; the Texas Parks and Wildlife Department will provide opportunities for field lessons at the McFaddin and Anahuac National Wildlife Refuges.

Representatives from the Ministerial Alliance and selected partners noted above will be invited to serve on the Project Advisory Team, which will meet at least quarterly to provide partner feedback, present challenges, and suggest solutions, and review input from stakeholders for future planning purposes.

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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.

School Day Coordination:

ECISD will offer students and their families a variety of programs and activities that are supported by the 21st CCLC ACE Program, identified by the needs assessment, and support overall campuses goals and cohesiveness for successful outcomes. Site coordinators, the ACE project director, and ECISD staff will work collaboratively to receive and share crucial insight into lesson plan preparation, understanding the support of TEKS, and classroom standards to support academic enrichment and the development of a well-designed quality after-school program. The ECISD after-school program through targeting students of need, will be instrumental in working with teachers and parents to ensure consistency in aligning to regular school day instruction, helping students to meet state and local standards in core academic subjects, and providing enrichment activities that complement the regular school-day academic program so students will learn and continue to grow. Students participating in the after-school program will be pre-tested upon entry, participate in ongoing individual assessments, ACE staff will have weekly communication with school-day teachers, and each student will be post-tested at the end of each term to assist in monitoring student progress, and intentional outcomes from academic tutorials and quality enrichment activities.

Priority 1: By utilizing the (4) ACE components (academic, enrichment, parent and family, and college and workforce readiness) driven by SMART goals based on grade-level TEKS, ECISD after-school program will offer student activities to improve the academic success of at-risk students and add-value with the integration of other approved TEA initiatives such as D11 HQAS, CRIMSI, and others designed to help increase student outcomes and accelerate learning of students in need of more academic time to enhance their learning skills. ECISD will also identify and implement supportive strategies (more time for students to learn through targeted tutoring, quality instructional materials and lesson plans, engaging and collaborative teacher relationships) approved by TEA to assist in the accelerated learning process of students for intentional successful outcomes.

Priority 2:

Small group tutorials at least three times a week will be provided by teachers to offer academic support to at-risk students. ECISD ACE program will utilize research-based, TEA approved, HQIM (high quality instructional materials) and HIT software, products, innovative techniques and other instructional materials to improve math application, increase reading skills, and expose students with STEM to STERN driven activities, academic enhancements, and supplemental product support such as Amplify mClass and Intervention, Amplify Reading, ST Math, Carnegie MATHia, Robotics, and Zearn Math. Program leadership will work closely with Site Coordinators and teachers to identify and provide training for preparation of product implementation, and ensure school-day alignment at centers. In implementing the accelerated component, ECISD will provide continuous engagement of discussion involving school-day teachers to track progress. ECISD will update the materials as needed to ensure they are effective, researched-based proven instructional materials to support increasing reading skills and math applications for students at-risk and need. The addition of these products will assist ECISD in providing high-quality learning activities that include small group instruction, targeted tutoring, academically aligned hands-on enrichment, and individualized core-subject assistance.

For TEA Use Only:

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

9. Equitable Access and Participation

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

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

Group	Students, Teachers, Others	Barrier	Cultural, Linguistic, or Economic Diversity
Group	Students, Teachers, Others	Barrier	Other Physical Disabilities or Constraints
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 (required)	\$79,213
2.	Site Coordinators (required) 3 @ \$44,786	\$134,358
3.	Family Engagement Specialist (required)	\$44,679
4.	Professional Staff extra duty pay (\$177,188) Support Staff extra duty pay (\$37,800)	\$214,988
5.	Employee benefits @ 25%	\$118,310

Professional and Contracted Services

6.	Contracted enrichment service providers	\$22,500
7.	Independent program evaluator	\$9,000
8.		
9.		
10.		

Supplies and Materials

11.	Supplies and materials (ex: academic enrichment activities, tutorials, printing)	\$72,000
12.	Supplies and materials to support parental involvement and classes (\$2,000 per center)	\$6,000
13.		
14.		

Other Operating Costs

15.	Out-of-state travel for employees - 2-3 program staff to attend one afterschool conf. a year	\$3,500
16.	Travel for PD, FES, and all SC to attend required in-state trainings and meetings 2-day trips	\$7,380
17.	Educational Field Trips to enhance academic learning (\$3,000 per center)	\$9,000

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

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Appendix I: Negotiation and Amendments

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

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the [Administering a Grant](#) page of the TEA website and may be emailed to competitivegrants@tea.texas.gov 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
<input type="text"/>	
<input type="text"/>	
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