



2023-2024 Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 12, Year 1

Competitive Grant Application: Due 11:59 p.m. CT, January 23, 2023

NOGA ID

Application stamp-in date and time

TEA will only accept grant application documents by email, including competitive grant applications and amendments. Submit grant applications and amendments as follows:

Competitive grant applications and amendments to competitivegrants@tea.texas.gov

Authorizing legislation: Public Law 114-95, Elementary and Secondary Education Act of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)

Grant period: From 08/01/2023 to 07/31/2024 Pre-award costs: ARE NOT permitted for this grant

Required attachments: Refer to the program guidelines for a description of any required attachments.

Amendment Number

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

1. Applicant Information

Name of organization: Harlingen CISD
Campus name:
CDN: 031903 Vendor ID: 1746001053 ESC: 01 UEI: 069463784
Address: 407 N. 77 Sunshine Strip City: Harlingen ZIP: 78550 Phone: 956-430-9765
Primary Contact: Jesus Saldivar, Jr. Email: jesus.saldivar@hcisd.org Phone: 956-427-3425
Secondary Contact: Ida Ambriz Email: ida.ambriz@hcisd.org Phone: 956-430-9732

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: Dr. Alicia Noyola Title: Superintendent Email: alicia.noyola@hcisd.org

Phone: 956-430-9502 Signature: [Signature] Date: 1/23/2023

Grant Writer Name: Alma Rock Signature: [Signature] Date: 1-20-23

Grant writer is an employee of the applicant organization. Grant writer is not an employee of the applicant organization.

For TEA Use Only:

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

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.

Harlingen CISD consulted with our Curriculum and Instruction staff and our Data Governance and Outcomes department and utilized internal data reports, campus improvement plans, district-wide strategic plans, and campus demographic information from the TAPR 21-22 when conducting the needs assessment. The demographic information reviewed consisted of percentage of at risk students, economically disadvantaged, and English Learners. Based on the TAPR 21-22 academic outcomes, staff looked at the campus accountability rating, percentage of students at Meets Grade-level or Above in both math and reading, percentage in need of accelerated learning support through HB4545, and percentage of chronically absent students. In examining the data, Harlingen CISD focused on identifying campuses where the at risk percentages were above the state wide at risk percentage and campuses rated below an "A". With a high population of Hispanics, 93.8%, 77% of economically disadvantaged students, and 59.2% students classified at-risk, our goal is to expand the educational opportunities of traditionally under-served individuals by increasing their abilities in math, literacy, fine arts and STEM.

Based on feedback from our community partner, the Boys and Girls Club of Harlingen, and parents' responses from surveys conducted in the current 22-23 school year, families continue supporting the ACE program and express their approval and appreciation for the learning and enrichment opportunities provided to both students and parents. Families have stated that they would not be exposed to or engage on presentations, activities, and family literacy subjects they partake in on family engagement events if weren't for ACE. This is the same for their children as well as the opportunity they have to receive tutoring, learn about different subject matters and complete projects they don't do in the classroom, which nourishes their learning, boosts their self-esteem, and heightens interest for education. It is noteworthy that the majority of families also rely on the program to ensure their children are in a safe, supervised setting after school and during the summer while parents are at work; the fact that this is available at no cost helps our families tremendously since 77% are economically disadvantaged and unable to cover alternative child care costs.

Based on the community needs, the targeted student participation is based on 20% of total campus student enrollment and 7% family members. Programming will address needs identified by supporting an after school and summer program that provides a safe environment where students will receive intentional instructions with the implementation of High Quality Instructional Materials. Utilizing the HQIM materials, and with coordination between Site Coordinators and campus staff, students will improve their academic performance in the classroom resulting in better grades and testing scores. We will address school day attendance by providing a program that is engaging to students, fun, and provides unique and fun experiences and activities they don't have in the classroom. When there is an attendance problem, we will work with our district family engagement staff to contact parents and help address the issue. Family engagement opportunities will be monthly and include family education presentations, enrichment activities that allow parents and children to connect, information about and access to community resources, and inform parents about students' performance in the program and learning outcomes.

For TEA Use Only:

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

5. Measurable Goals and Progress

Establish a set of performance measures aimed at ensuring the availability and effectiveness of high-quality academic, enrichment, and family engagement opportunities by completing the Grant-Level Summative SMART goals on the *Grant-Level Strategic Plan (Pre-Award)*. Then provide a narrative response describing the benchmarks that will be used to measure progress toward meeting the SMART goals. Include key strategies for recruiting and retaining students, engaging with adult family members, recruiting staff, ensuring strong program operations, aligning with the school-day, and monitoring fidelity of program implementation.

SMART goals progress: 1 & 2) Improve Academic Performance in Reading and Math: Harlingen CISD will use NWEA MAP reading and math assessment for beginning of year, middle of year, and end of year data monitoring as benchmarks to measure progress towards students RIT growth goal. K-8 students RIT growth will be tracked at all three points of the year. Student projected proficiency will be monitored for beginning of year, middle of year, and end of year to track progress on Approaches, Meets, and Masters performance levels in order to reach the goal of 90-60-30. 3) Improve School Day Attendance: Harlingen CISD will use quarterly attendance summery reports from eSchoolPlus to measure attendance. By engaging students in interactive collaborative activities, which will allow them to voice their interest and incorporate their input, will help increase students' willingness to attend school. In addition, program staff will build relationships with students to encourage and support them and their families to address barriers that impact their school attendance. 4) Improve Student Engagement in Learning: Harlingen CISD will use quarterly project benchmarks to meet SMART goals. First quarter benchmark would be to implement project-based activities in the fall/spring. Teachers will have the opportunity to showcase their student's initial activities to their peers, families and campus staff. Within the semester, students will develop and increase their foundational skills which will be instrumental for enhancing student education in STEM, fine arts, math, and literacy. Second quarter benchmark program will be to continue to build on our project-based activities in the fall/spring semester by incorporating mid-semester projects. Within the semester, students will practice soft skills by presenting to their peers in preparation for mid-year and end of year exhibition. Third quarter benchmark will be utilized to continue enhancing student project-bases learning by collaborating with community partners. Students will gain knowledge with real-world experiences by working cooperatively with community professionals. Students will continue to display their progress of their projects to their peers but will highlight their complete project at the end of the semester during community exhibition. Along with the implementation of the project-based activities, student progress measures will be based on academic grades, school attendance, disciplinary record, and teacher feedback. 5) Improve Family Engagement: Harlingen CISD will review attendance reports for monthly activities; parents will complete a post-event survey to communicate their thoughts about the event, and make suggestions on future activities, presentation topics, and timelines.

Key strategies for student recruitment and retaining and engaging adult family members includes program staff providing resources available within the district and in the community that address families' needs, such as food insecurity, counseling services, accessing basic health care, clothing resources, and community learning centers. Social media platforms, paper fliers, and direct communication with parents (phone calls, meetings) will be utilized for recruitment and done in both English and Spanish. Information sessions for parents during campus events will also take place. Engaging family members with surveys, evening events, and hosting presentations on topics such as nutrition, financial literacy, wellness and behavioral health, and computer literacy have been well received in the past, so we plan to continue implementing these activities. Staff will be recruited at the campus level initially, and then district wide. There will be information sessions, social media posts, and emails sent to staff explaining the program and listing opportunities available. To ensure strong program operations, quarterly evaluations with the Program Director and campus administration/staff will take place. Monthly observations of program implementation and staff performance appraisals will be done to ensure policies and procedures are being followed and working to achieving the SMART goals. There will also be required, regular trainings and opportunities for staff to ask questions and request advice. School day alignment will be ensured with coordination between our Coordinators and campus staff as we monitor student progress. Monitoring fidelity for program implementation will be achieved with monthly campus visits by Program Director and Evaluator(s), quarterly program evaluations, data reports tracking program outcomes/outputs, review of attendance rates, and incorporating parent feedback from monthly family events.

For TEA Use Only:

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

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.

Program Director, Site Coordinators, campus administration, and program evaluator(s) will review program data monthly; any identified problems will be addressed timely to minimize the impact on grant performance and benchmark progress. Plan for modifications for SMART Goals: 1&2) Improve Academic Performance in Reading and Math: Analyze student data, including grades, test scores, completion of projects/assignment, and implement small group learning opportunities for those that are struggling. Communicate and collaborate with student's homeroom teacher to develop strategies to help the student. 3) Improve School Day Attendance: Collaborate with district attendance officers to contact parents/guardians and inquire why student is absent. Provide resources to address barriers families are facing that impact attendance (e.g. clothing access, food insecurity, counseling, etc.). 4) Improve Student Engagement in Learning: Analyze student survey feedback (fall and spring) and incorporate their comments into program implementation. Any disciplinary or behavioral problems will be communicated with parents and counselors as needed. 5) Improve Family Engagement: Evaluate parent survey feedback to adjust programming. When family event attendance is low, we will contact families (phone/email/visit) to inquire why they are absent. If we identify barriers preventing them from engaging, we will provide resources to address these challenges.

Compliance with state activities will provide guidance on the necessary program modifications needed. We will utilize the TX21st system to collect data and monitor student programs; data from reports generated will be analyzed to ensure adherence to grant requirements. Any deficits or problem areas identified will be addressed by making program modifications. An external evaluator(s) will help with data review, conduct observations, and make program recommendations. We will participate in required program monitor and risk assessment activities, state and local evaluations, and utilize available education specialist as needed. Training of staff will be done on a regular basis.

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.

For TEA Use Only:

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

8. Statutory/Program Requirements

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

Activities offered at each proposed campus will be determined through a detailed needs assessment. Activities will be aligned and developed utilizing the ACE Blueprint quality components in order to achieve the SMART goals. The after-school program will implement a module-based system. We are a small city; therefore contractible services with outside agencies are limited so we rely on our campus staff, tutors, and volunteers to assist with the program. The module system will allow flexibility in providing multiple intentional activities that correlate and reflect the regular school day. Currently, each campus provides tutoring funded by other sources, the proposed program will provide additional academic intentional activities through disguised learning. In addition, the Boys and Girls Club of Harlingen will assist our campus tutorial program through TEXAS AIM. Students will also have time to work on homework and receive assistance from program staff. The enrichment activities will focus on providing students with opportunities that have otherwise been unavailable to them. Intentional activities will give an opportunity for students to be innovative, creative, and work with applications where they can apply critical thinking and problem solving skills to explore challenges that we face in a global competitive society through disguised academic learning.

Harlingen CISD is currently implementing Carnegie Learning for 6th - 8th grade students. The Mathia component will be an extension to the regular academic school day program. This program will accelerate math learning and support students at their level. Furthermore, Harlingen CISD is actively exploring options for K-5 math HQIM but will integrate STmath as the after school extension for HQIM to accelerate student math learning.

Targeted Academic Support:

TEXAS AIM - Increase math, reading, and writing performance over time through Sylvan tutors funded through the program.

Increase reading and writing performance through a Scholastic research-based system to improve academic performance. Math HQIM implementation of 30 - 60 minutes 3x a week in a small group setting. Teachers will facilitate and support small group learning and growth.

Student Interested-Based Enrichment:

Extra-curricular Activities - Improve academic performance in all areas through intentional extra-curricular activities that will promote health/wellness as well as the 4C's (Creativity, Critical Thinking, Collaboration, and Communication). Subject areas for activities include STEM, fine arts, student financial literacy, and culinary lessons. Motivational speakers, professionals from the community, and upperclassmen volunteers will be invited to speak to our students, share their experiences, and encourage and motivate them to strive for academic success and a brighter future. If possible, professional speakers will possess a variety of backgrounds (i.e. engineering, law, fine arts, business, etc.).

Family Engagement:

Increase parental engagement by offering classes to support families in learning skills such as social/emotional, financial literacy, and continuing education. College and workforce readiness activities will be age appropriate and provide the opportunity for ALL students to be aware of post-secondary options. Enrichment activities will be designed to cover different academic areas (e.g. STEM, fine arts, literacy, etc.), create collaborative efforts between parent and child to complete a project/activity, foster communication, and strengthen their relationship. We will aim to organize activities that allow parents and children to engage, connect, and work together. Family events will be held at proposed campus sites, Harlingen CISD Administration building, and the Boys and Girls Club of Harlingen partner facility. Events will take place on a monthly basis throughout the grant period. We will provide information session and community and district resources available that can help family address barriers they may be facing, including clothing access, food insecurity, counseling, and health care access.

For TEA Use Only:

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

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.

A decade of research and evaluation studies, as well as large-scale, rigorously conducted syntheses looking across many research and evaluation studies, confirms that children and youth who participate in after-school programs can reap a host of positive benefits in a number of interrelated outcome areas—academic, social/emotional, prevention, and health and wellness. (Little, Wimer, and Weiss, 2008, p. 2). This research supports the design of our program which intends to not only provide a safe and structured environment for students, but impact their academic performance as well as the holistic child including character development and wellness. To ensure we are providing an intentional after-school program the following research based practices will be integrated into our activities. The programs listed below attest to the success of each of these activities and partnerships.

- TEXAS AIM - This program is run through the Boys and Girls Club and is nationally known to improve academic performance. With certified teachers and through small group learning, TX AIM students who start out behind are able to surpass the statewide testing average for students from similar backgrounds (Rockman, et al., 2017).
- Project Based Learning (PBL) - Will be incorporated into after-school activities to improve academic performance as well as capitalize on student skills in collaboration, critical thinking, creativity, and communication. PBL is a strategy for closing the achievement gap by engaging lower achieving students (Boaler, 2002; Penuel & Means, 2000).
- Literacy Libraries - Literacy libraries are known for supporting literacy instruction, helping students learn about books, providing a central location for resources, providing opportunities for independent reading and curricular extensions as well as serving as a place to talk about and interact with books (Reutzel & Fawson, 2017).
- HQIMs are aligned to evidenced based best practices that support all learners. Math HQIM will support our after-school students as an adaptive program to accelerate learning and strategically prepare students for success in grade level content.

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.

Bus transportation with district buses and drivers will be offered daily to all students in the after school program at the selected proposed centers to ensure they have a safe means of arriving at home. Our drivers maintain communication with the transportation department to report occurrence of delays and student disciplinary problems. Buses will be available to accommodate students with disabilities. When students are required to travel to adjunct sites or on field trips, buses will transport students and will follow the same safety protocol guidelines used during the regular school day. The center Site Coordinator will work with campus administration to ensure buses are available on time and that students are on the bus or picked up by their parent/guardian. It is expected that most of participating students will require bus transportation. Bus safety protocols include:

- Upon boarding the bus, students will scan designated bus id card that can be utilized as a tracking device for parents and transportation department.
- Students must remain seated while bus is in motion.
- Students must keep hands and head inside the bus. Do not throw, hand, or dangle any items out the bus windows.
- Help keep the bus clean by not throwing things on the floor.
- Rowdiness, loud talking, pushing, shoving, bad language, destruction of property, and general discourtesies toward fellow students or the bus driver will not be tolerated and will result in disciplinary actions.
- A Bus Disciplinary Referral Transportation Form will be submitted by the driver to the Site Coordinator/campus administration to handle misconduct on the bus.
- Where the age span of the students covers several grades, the older children are asked to look after the safety of the younger children.
- The driver will not drop off students at places other than their own regular bus stops on the route or at the school unless proper authorization from the principals.
- In case of emergency, children remain in the bus unless otherwise directed by the driver. First aid kits are available in each bus.

For TEA Use Only:

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

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.

Harlingen CISD will deploy four strategies to disseminate information about the community learning centers, including locations, to the community in a manner that is understandable and accessible. Each center will operate 10 - 13 hours a week, 5 days a week throughout the school year. A six week summer program will also be provided 6 hours per day, 4 days per week. All information will be disseminated in both English and Spanish. The information below provides a brief description of each of those strategies:

1. Student/Parent Enrollment-Personal Invitation: Priority enrollment will be given to at-risk students of academic failure in previous year's testing scores and academic grades. Parent conference, written communication, and/or phone call will be utilized as a form of invitation. Remaining student slots will be on a first come/first serve basis.
2. Student/Parent Enrollment: Coordinators will enroll students at the start of the school year and throughout the school year, (based on availability).
3. Program Changes and Success-Media: The school district and partnering organizations benefit from their positive relationships with media of all kinds. Information about the centers including location, goals, objectives, activities, schedule, etc. will be shared through media including print, web-based, radio, television and social media avenues.
4. Social Media and Fliers-Youth and Adults: Fliers will be distributed to parents, posted on campuses and on local community spots (e.g. public library, coffee shops, local bulletin boards). Electronic messages will be posted on the district's and campus websites and social media pages (Facebook, Instagram, Twitter) in order to engage the community and inform them about the program and benefits students will gain by participating.

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)

Harlingen CISD plans to recruit and train volunteers to support our program. Our volunteer target population is Harlingen CISD high school students needing community service hours and adult family and community members. Volunteer roles include assisting teachers, speaker roles, and helping with weekend/family engagement events.

We will encourage high school students to volunteer who need community service hours or are interested in going into the field of education. Assisting with the after school program provides an authentic experience in working with students both academically and socially. Interested students will go through a vetting process, which will consider their grades, discipline, ability to work with others, and teacher recommendations. Interviews will be conducted with each student who meets the criteria to determine the best fit for each center. We will particularly target high school students from both our comprehensive and specialty high schools, who have expressed interest in becoming teachers, engineers, musicians, artists, etc., and who participated in ACE in the past. Our past programs have utilized student volunteers and the experience has been very positive; high school volunteers easily connect and act as a role model to the program students.

We will also seek adult volunteers including students' parents and community members that have experience on working with children, in a school setting, and with skills and knowledge in a variety of professions. These individuals provide support in many ways: from mentoring and tutoring younger generations, to providing career guidance, and offering companionship and care. To recruit adults, program staff will work with Harlingen CISD campus sites and the family and community engagement department. Volunteers will be vetted and trained using the school district's volunteer training process and undergo fingerprinting and criminal background checks. Utilization of adult volunteers has been very successful in the past. Volunteer placement is prioritized based on the campus' needs for additional individuals that can help program staff and teachers with program implementation.

For TEA Use Only:

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

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.

Funding from the Nita M. Lowey 21st CCLC grant will be used to supplement and not supplant the existing local, state, and federally funded programs. Funds will be utilized to supplement the district's efforts to increase academic performance levels, increase attendance rates, improve behavior, increase promotion rates, engage families, and ultimately improve graduation rates. Any program activities required by state law, SBOE rules, or local board policies will not be paid with the requested grant funds; nor will state or local funds be decreased or diverted for any other uses because of the availability of these funds. Harlingen CISD will maintain effective documentation which will demonstrate the supplementary nature of these funds. In addition, we will be pooling together resources and expertise with our Boys and Girls Club of Harlingen partner in order to maximize efficiency and reach as many high need students and their families as possible. These include funding from the TEXAS AIM program, shared facilities from both entities, and utilizing qualified staff that is already employed with one of the entities.

The program plans to supplement the after school tutoring program. Each campus currently provides basic STAAR tutoring to all students in need of assistance. These services are provided by OEYP funds or through local funding. This program will work to extend the services offered and provide year round activities that supplement the tutoring already in place. Site Coordinators will work with campus administration to create a smooth transition between programs and collect accurate data for documentation of students in the program. Our goal is to create a seamless flow of activities that align with the regular school day and prepare students for a brighter future.

Program staff will coordinate with Harlingen CISD departments and campus administration to ensure snacks are provided to students, security and safety personnel are available after school and during weekend events, availability of a school nurse, and special education staff is present to assist students who need assistance. Meetings to coordinate these elements will take place prior to the start of the grant period. Implementation of these elements will be reviewed on a quarterly basis to ensure satisfaction to program's and facilities' needs and safety.

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.

Harlingen CISD Superintendent and School Board members fully support the 21st CCLC grant programming and commit to provide sustainability support both during and at the end of the grant cycle. If awarded, our district will provide support in the form of transportation, personnel (teachers), and professional development opportunities for staff. See attached Letter of Support.

Our grant program is designed to service as many students as possible, without excess administration or consultants that could hinder sustainability in the future. Harlingen CISD administration and key stakeholders will develop a full sustainability plan to continue offering the same high-quality ACE programming after the grant ends. This plan will build on the skills, mindset, and capacity enabling our district to collaborate with community partners and share resources with organizations such as the Boys and Girls Club of Harlingen. In addition, we will explore partnering opportunities with other collaborators such as Region One ESC, Cameron County Workforce Solutions, Texas State Technical College, UT Rio Grande Valley, Texas A&M Agrilife Extension Services, Behavioral Health Solutions of South Texas, United Way of Southern Cameron County, City of Harlingen, and the Harlingen Area Educational Foundation. Our district will also explore additional funding opportunities, including grants (state, federal, and private), to support programming.

If awarded a Cycle 12, Year 1 grant, the Program Director will regularly meet with district leadership and discuss the steps needed to achieve sustainability using the steps outlined in the Texas ACE Blueprint. The team will explore the possibility of incorporating additional after-school programming funding into the campus' budget. We will also involve our Family and Community Engagement department in discussions and determine how they can contribute to program support utilizing family and community resources we have available.

For TEA Use Only:

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

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

Based on the community needs assessment, plausible partners have been identified that would expand both organizations capacity to reach program goals. These include the Harlingen CISD various departments, City of Harlingen, Behavioral Health Solutions of South Texas, Prairie View A&M Extension Services, UT Rio Grande Valley, etc. The most notable partner, the Boys and Girls Club of Harlingen, will work with us in the endeavor to increase student academic performance, provide extracurricular activities for all students including those with special needs, organize family engagement opportunities, and support for literacy and workforce readiness.

The Boys and Girls Club of Harlingen is an external non-profit organization that has a strong record of success in running and implementing after-school and summer programs. Harlingen CISD and the Boys and Girls Club of Harlingen have a historical relationship and collaboratively have worked on various projects to benefit the community. Currently the Boys and Girls Club of Harlingen has five sites, three of which are housed on elementary campuses. This long partnership is thriving and is ready to expand and enhance the quality of the after-school programs with both organizations.

The mutual partnership with the Boys and Girls Club of Harlingen will enhance the after-school program by implementing the following which will assist in achieving the stated objectives:

- Improve academic performance in math, reading, and writing. Providing the opportunity for students to participate in the TEXAS AIM program at the Boys and Girls Club of Harlingen which is a Sylvan based tutoring program in the areas of math and reading.
- Improve academic performance in all subjects through extracurricular activities.

Recruit and support students to participate in sports leagues provided by the Boys and Girls Club of Harlingen through after-school activities.

Expand experiences for students interested in participating in the Boys and Girls Club Summer Program.

The Behavioral Health Solutions of South Texas is a 501c3 nonprofit that promotes quality of life across the lifespan meeting core behavioral health and wellness services with integration across other human domains. They have collaborated with us to conduct family engagement events and presentations covering topics such as: health and behavioral wellness, bullying, empowerment, and family art night activities providing opportunities for parents to engage with their children.

Prairie View A&M Extension Services has also been a great partner through the years. They conduct presentations for us on financial literacy, culinary lessons, and overall health and wellness tailored to both parents and children.

Harlingen CISD Family and Community Engagement (FACE) Department works with us to address student attendance, provide family literacy/education skill sets (e.g. nutrition, parenting, financial literacy, etc.), resources to families (e.g. clothing, counseling, etc.), and engage and build relationships to support parents and their children.

These partnerships will assist in sustaining the grant once funds are diminished as it leverages each of our alternative resources to supplement our after-school programs. If it weren't for our ACE program many of our families would not have access to the services offered by our community partners. In addition, during the grant period, our staff will strive to add new partnerships that can benefit our students, parents, and the district.

For TEA Use Only:

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

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.

b. Priority 2 - Harlingen CISD has completed the Math Instructional Framework under the Strong Foundations Grant. This award is being used to create and implement a math framework that will provide guidance for the teaching and learning of mathematics for all K-12 students. HQIMs are designed with the RBIS in the forefront. Harlingen CISD is currently implementing Carnegie Learning for 6th - 8th grade students. The Mathia component will be an extension to the regular academic school day program. This program will accelerate math learning and support students at their level. Furthermore, Harlingen CISD is currently exploring options for K-5 math HQIM but will integrate STmath as the after school extension for HQIM to accelerate student math learning.

We envision HQIM implementation of 30 - 60 minutes 3x a week in a small group setting. Teachers will facilitate and support small group learning and growth.

Harlingen CISD is building teacher capacity with the RBIS training for all district teacher and administrators. The 21st CCLC, Cycle 12, Year 1 program staff will receive Mathia and STmath overview to support implementation and monitoring of fidelity. In addition, 21st CCLC program staff will collaborate with campus staff and work closely with campus administrations/staff to ensure the program is meeting the academic needs of participating students.

Campus administrators will work with Site Coordinators in triangulating data from HQIM materials (Mathia STmath), NWEA Map Assessment RIT GROWTH, and students' STAAR projected proficiency. This will be monitored quarterly.

Harlingen CISD is currently exploring other opportunities to sustain and expand the work in other content areas with HQIM. Literacy Libraries will be implemented to increase reading and writing performance through a Scholastic research-based system to improve academic performance.

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

10. PNP Equitable Services

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

- Yes
- No

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

Are any private nonprofit schools participating in the grant?

- Yes
- No

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

Assurances

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

Equitable Services Calculation

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

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

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	\$75,000
2.	Program Specialist	\$55,000
3.	10 Site Coordinators	\$550,000
4.	Secretary / Assistant	\$35,000
5.	Campus Variable Cost	\$751,994

Professional and Contracted Services

6.	Evaluator	\$20,000
7.		
8.		
9.		
10.		

Supplies and Materials

11.	Supplies	\$250,000
12.		
13.		
14.		

Other Operating Costs

15.	Out-of-State Travels	\$3,000
16.	Remaining 6400's - other operating costs	\$60,000
17.		

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs: 0

TOTAL GRANT AWARD REQUESTED: \$1,799,994

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

Appendix I: Negotiation and Amendments

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

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

You may duplicate this page.

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

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

Section Being Negotiated or Amended	Negotiated Change or Amendment

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