



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

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

NOGA ID []

Application stamp-in date and time

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

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

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 07/01/2021 to 07/31/2022 Pre-award costs: ARE NOT permitted for this grant

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

Amendment Number

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

1. Applicant Information

Name of organization: Culberson County-Allamore ISD
Campus name: Van Horn School, CDN: 055901, Vendor ID: 1746002434, ESC: 18, DUNS: 100074491
Address: 400 W. 7th Street, City: Van Horn, ZIP: 79855, Phone: 432.283.2245
Primary Contact: Sondra McCoy, Email: smccoy@ccaids.net, Phone: 432.283.2245
Secondary Contact: Susan Forthman, Email: acontracts@icloud.com, Phone: 210.896.1690

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):

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

Authorized Official Name: Kenneth Baugh, Title: Superintendent, Email: kbaugh@ccaids.net

Phone: 432.283.2245, Signature: Ken Baugh, Digitally signed by Ken Baugh, Date: 2021.01.21 19:45:44 -06'00', Date: 01/21/2021

Grant Writer Name: Susan Forthman, Signature: Susan Forthman, Digitally signed by Susan Forthman, Date: 2021.01.21 19:47:18 -06'00', Date: 01/21/2021

[] Grant writer is an employee of the applicant organization. [x] Grant writer is not an employee of the applicant organization.

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3. Shared Services Arrangements

Shared services arrangements (SSAs) are permitted for this grant.

Check the box below if applying as fiscal agent.

- The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing the fiscal agent and SSA member responsibilities. All participants understand that the "Shared Services Arrangement Attachment" must be completed and signed by all SSA members, and submitted to TEA before the 80% reserve on the NOGA is lifted.

4. Identify/Address Needs

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

Quantifiable Need	Plan for Addressing Need
Based on the mCLASS Dibels Reading Assessment, 80% of CCAISD kindergarten - 2nd grade students are reading below grade level.	Literacy will be a primary focus for the CCAISD ACE Program. In partnership with the Van Horn City and County Library, we will engage students in rich literacy and language experiences daily using a variety of texts.
62% of CCAISD students achieved a score approaching grade level or above on the Reading/ELAR STAAR and only 61% scored approaching grade level or above on the mathematics STAAR	Engaging reading, writing, and STEM activities will be designed and implemented strategically to address weaknesses and build upon the strengths and interests of students, particularly those who are identified as at-risk because of STAAR performance or reading levels. Tutoring will target specific standards.
Over 50% of CCAISD parents responding to a survey distributed to secure their input on this proposal said they have difficulty securing quality after school and summer child care.	The CCAISD ACE Program, while providing a safe and secure environment for students after school and during the summer, will ensure students are engaged in high-quality academic enrichment activities. We will also provide social emotional and wellness supports.

5. SMART Goal

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

By the 2025-2026 school year, at least 90% of CCAISD kindergarten - 2nd grade students will be reading on grade level as measured by mCLASS assessments. In order to achieve this 5-year goal, by the end of the 2021-2022 school year, the percentage of kindergarten-2nd grade students reading on grade level, as measured by mCLASS assessments, will increase from 20% to at least 35%.

By the end of the 2025 school year, at least 80% of CCAISD students will meet grade level expectations on STAAR Reading/ELAR and mathematics exams. For the 2021-2022 school year, at least 66% of students will score at least approaching grade level in Reading/ELAR and at least 65% will score at least approaching grade level in math.

6. Measurable Progress

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

First-Quarter Benchmark

1. High quality, engaging literacy activities will be implemented daily.
2. High quality, engaging STEM activities will be implemented at least twice weekly.
3. 100% of enrollment target will be met with enrolled students attending regularly/on track to meet TEA attendance targets.
4. 100% of qualified staff will be hired and providing services to students.
5. 100% of staff will be trained on the CCAISD ACE Strategic Plan and the TEA Quality Assurance Indicators.
6. A minimum of two parent engagement activities will have been held with at least 50% of parents attending at least one.
7. All TEA Quality Indicators (Qis) observable with a rating of at least compliant.

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6. Measurable Progress (Cont.)**Second-Quarter Benchmark**

1. Middle of year mCLASS assessments show k-2 targets on track to meet annual SMART Goal for reading on grade level.
2. STAAR Benchmark results show students on track to meet annual SMART Goal for STAAR Reading/ELAR and Mathematics
3. Program attendance will be on track to meet TEA-required attendance requirements.
4. A minimum of 4 activities will have been held for parents with at least 70% of parents participating in at least one activity.
6. Internal evaluation processes will show the CCAISD ACE program is meeting all QIs with a rating of at least compliant and at least 50% at a level of implementing .

Third-Quarter Benchmark

1. Program attendance will be on track to meet TEA-required attendance targets, including enrollment for summer program.
4. A minimum of 6 activities will have been held for parents with at least 90% of parents participating in at least one activity.
6. Internal evaluation processes will show the CCAISD ACE program is meeting all QIs with a rating of at least compliant, at least 50% at a level of progressing

7. Project Evaluation and Modification

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

The CCAISD ACE Program Director will collaborate with the CCAISD Director of Academic Programs to lead the project evaluation with a focus on continuous improvement. Data will be collected, analyzed, and shared with stakeholders quarterly, including quantitative and qualitative data aligned with the TEA Qis and the program SMART Goals. Data will include program-level and student-level data. Processes as well as products will be examined for alignment to program requirements and strategic plan and effectiveness in meeting program requirements and goals.

The purpose of sharing internal evaluation data quarterly will be to identify areas of strength and growth, as well as root causes for each. Then, to seek stakeholder input on any modifications that need to be made to the program in order to build upon strengths to improve areas requiring growth. CCAISD ACE will use a Plan-Do-Study-Act model of continuous improvement to determine, implement, and evaluate modifications when they are needed.

Sustainability of the program will serve as one consistent goal of the continuous improvement process as the effectiveness, efficiency, and positive results of the program will directly impact our ability to sustain it long-term.

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8. Statutory/Program Assurances

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

Check each of the following boxes to indicate your compliance.

- 1. The program will take place in a safe facility that is properly equipped and easily accessible.
- 2. The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.
- 3. The program will target students who primarily attend schools eligible for schoolwide programs under ESEA as amended, Section 1114 and the families of such students.
- 4. Applicants that receive priority points for serving: 1) students in schools implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA as amended, Section 1111(d) and other schools determined by the local education agency to be in need of intervention and support and 2) students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities or who lack strong positive role models assure that they will target these students.
- 5. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy. Funds will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case, supplant federal, state, local, or non-federal funds.
- 6. The community has been given notice of an intent to apply and the application and any waiver request will be available for public review after submission of the application.
- 7. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- 8. The applicant provides assurance to adhere to all Statutory Requirements, TEA Program Requirements, and Performance Measures, as noted in the 2021-2022 Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 11, Year 1 Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the grant program.
- 9. The applicant agrees to all applicable program-specific assurances as described in the 2021-2022 Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 11, Year 1 Program Guidelines.

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9. Statutory/Program Requirements

1. Applicants are required to evaluate community needs and resources and describe the results, including the resources available in the community, and how the program strategies and activities proposed to be carried out in the center(s) will address the identified needs of students and their families. In alignment with the information provided in the application, *Part I: Identify Address Needs*, please provide the following information related to needs assessment.

- a. Describe the needs assessment process, center-level needs assessment process, multiple sources of data used, and stakeholder feedback that occurred for this grant application.
- b. Describe the results including the student population deemed “most in need” for each campus proposed to be served and provide the estimated number of students that meet the need-based criteria, including the percent of eligible students at the campus that the program plans to serve.
- c. Describe the plan for how the center will continually assess and recruit the students most in need and how the plan addresses the needs of working families.

A. Needs Assessment Process

CCAISD conducts an annual comprehensive needs assessment in the spring of each school year to inform our district and campus planning, particularly to inform the strategies we design to meet our goals, objectives, and performance measures. Although the initial data review and conversations begin with a snapshot in time in the spring, through our campus and district improvement monitoring process, we update data and successes/needs each quarter. The CCAISD ACE planning team built upon the data and findings from our annual comprehensive needs assessment and improvement plan monitoring when identifying the greatest needs of our students and parents for this grant application, at both the district and center level. We sought parent input through a parent survey distributed to 100% of our parents, and we met with community partners to discuss the needs they see in our community that impact our students and to identify the resources they possess to assist us in meeting those needs.

B. Results

Through this needs assessment process, we identified the high percentage of students who are currently reading below grade level (currently 80% of our kindergarten, first, and second grade students) and the high percentage of our students who do not even meet a level of approaching grade level on the STAAR Reading/ELAR and Math exams (38% on STAAR Reading/ELAR and 39% on Mathematics) as our highest priority. 48% of our students were identified as At-Risk during the 2019-2020 school year, based on this data and other state-determined criteria, but we know from our local assessments that the number is growing due to the effects of the pandemic. We have restarted face-to-face instruction several times beginning in the summer of 2020 only to return to remote instruction because of Covid-19 cases confirmed for our students and staff. Although we have continually made improvements to our remote delivery of instruction, data shows that student mastery of standards has been negatively impacted. In addition to performance on assessments, our student failure rate has increased and their attendance rate decreased. Our city/county library provides many resources to improve literacy, but the widespread, rural area in which are students live means they have difficulty accessing the physical library resources, activities, and events because they rely on school bus transportation to travel to town which is currently only provided to and from school. In the parent responses to our surveys, they expressed a need for tutoring and academic enrichment that extends beyond the school day/calendar.

The student population determined most in-need for the CCAISD ACE program are both centers are those who are identified as At-Risk, likely because they are reading below grade level in grades K-2 or failing to meet grade level expectations on STAAR Reading/ELAR and/or Mathematics. For the PK-8 ACE Center, there are 143 students who meet this criteria and we propose to serve 50% of those students. For the 9-12 ACE Center, there are 89 students who meet that criteria and we propose to serve 42% of them.

C. Continually Assessing and Recruiting

Through a quarterly review of student data and progress, we identify students who are at risk and the criteria that is causing them to be identified as such. As a committee we determine and arrange the interventions that will help them progress and we monitor their progress with these interventions. Parents and teachers are involved in this process. Through this process, we will continually assess students to determine who would benefit from CCAISD ACE and recruit those students for attendance.

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9. Statutory/Program Requirements (Cont.)

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

The CCAISD ACE Program will help students meet high academic standards in the following ways:

1. High-quality tutoring by certified teachers that is based on individual student performance data and uses engaging strategies and resources.
2. Academic enrichment activities that are designed to teach TEKS and College and Career Readiness Standards through activities that students are interested in. Students will be able to choose from an array of activities based on their interests and goals.
3. Homework assistance for regular class homework as well as dual credit courses and courses that earn industry certifications.
4. Daily literacy activities integrated into multiple ACE activities to include vocabulary development, fluency, read alouds, book clubs, research, journals, creative writing, poetry, and projects.
5. Hands-on STEM activities such as coding, robotics, project-based learning, and virtual experiments.
6. Credit recovery and support for online dual credit courses.
7. Collaboration with school day teachers, counselors, administrators, and with parents.
8. Partner supports and activities.

The CCAISD SMART Goals describe the impact over time on reading on grade level and performing on grade level in mathematics:

By the 2025-2026 school year, at least 90% of CCAISD kindergarten - 2nd grade students will be reading on grade level as measured by mCLASS assessments. In order to achieve this 5-year goal, by the end of the 2021-2022 school year, the percentage of kindergarten-2nd grade students reading on grade level, as measured by mCLASS assessments, will increase from 20% to at least 35%.

By the end of the 2025 school year, at least 80% of CCAISD students will meet grade level expectations on STAAR Reading/ELAR and mathematics exams. For the 2021-2022 school year, at least 66% of students will score at least approaching grade level in Reading/ELAR and at least 65% will score at least approaching grade level in math.

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9. Statutory/Program Requirements (Cont.)

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

The CCAISD ACE Program will improve student academic achievement and overall student success an array of activities that are designed to close gaps in current performance compared to TEKS and College Readiness Standards.

Academic Intervention: We will provide tutorials by certified teachers that target areas identified by classroom teachers and assessment data for individual students and groups of students and engage students with high quality activities and resources. In addition, we will provide homework assistance to ensure students are completing all required work and are receiving additional support for work they cannot do independently. Opportunities will be provided for credit recovery. We will coordinate with the school's AVID program to ensure we are integrating the AVID best practices in our tutorials.

Academic Enrichment: Students will be able to choose among several strands of academic enrichment depending on their interests and goals. Community and business partners will collaborate with us to ensure those activities are challenging, hands-on, and connected to college and career opportunities and standards. Examples of activities include coding, ARC 100 Book Reading Club, and FIRST Lego League and FIRST Robotics activities.

Social/Emotional Learning: Students will participate in community service projects where they will have the opportunity to build leadership, communication, and teamwork skills under the mentorship of community and business leaders.

Wellness activities: Opportunities for physical activity will be woven throughout the schedule of activities at each center as well as opportunities to learn about nutrition and general wellness. Family activities promoting healthy eating and physical activity will also be provided monthly.

Center-level programs will coordinate with the school day staff by:

- Aligning instruction with the TEKS, Texas College and Career Readiness Standards, and local curriculum.
- Daily and weekly check-ins with school day teachers to ensure students are on track.
- CCAISD ACE staff participation in PLCs so they are familiar with student data and goals.
- CCAISD ACE staff participation in professional development at the school and in the campus planning activities.
- Participation in parent conferences.

The CCAISD ACE Director, site directors, Director of Academic Programs, and school instructional leaders will provide professional development and coaching for the ACE staff to ensure activities are engaging for students, including participating in lesson planning with them.

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9. Statutory/Program Requirements (Cont.)

4. Describe the planned partnership between the applicant and the proposed eligible partner organization. Include how the partnership will contribute to achieving stated objectives and sustaining the program over time. Check the box if applying for priority points for such a partnership. To receive priority points, the applicant must provide information that demonstrates the activities proposed in the application are, as of the date of the submission of the application, not accessible to students who would be served; or that it would expand access to high-quality services available in the community.

TEA will provide the same priority to an application submitted by a local education agency (LEA) if the LEA demonstrates that it is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements of this grant. Check the box if applying for priority points under this special rule. If this box is checked, provide clear relevant evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements.

This applicant is part of a planned partnership

The applicant is unable to partner

CCAISD ACE is partnering with the Van Horn City County Library to implement the 21st Century Community Learning Center Program as one of our primary areas of need and focus is literacy. This partnership will increase access to the activities and resources at the library that students and parents currently have difficulty accessing because our county is so spread out and so many of our students do not live in town. A signed memorandum of understanding is attached to this application.

Our partnership with the library will assist our program to meet stated objectives for literacy by providing activities such as:

1. Read alouds
2. Book Clubs
3. Literacy games, projects, and activities
4. Access and assistance to research materials
5. Field Trips

Activities will take place at the library, at school, and virtually. Family activities will also be included.

In addition to this primary partnership, CCAISD will also build upon current partnerships with local businesses and colleges for career and college exploration and preparation.

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9. Statutory/Program Requirements (Cont.)

5. Explain how the program will apply best practices, including research- or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students.

CCAISD ACE will use research-based strategies from our Advancement Via Individual Determination (AVID program) to enhance academic performance, achievement, postsecondary workforce preparation, and positive youth development of students. These strategies are research- and evidence-based to enable students who are the first in their family to attend college to develop skills, attitudes, and support systems to succeed. They include strategies such as:

- 1. Note taking
- 2. Studying for Exams
- 3. Studying as a Team
- 4. Navigating application, registration, and financial aid systems

In addition, AVID provides college visits and supports for parents such as financial literacy education.

6. Describe the transportation needs of participating students and how those needs will be addressed. Specifically describe how students participating in the program will travel safely to and from each center and home.

The majority of our students ride buses to school so they will require transportation home from the after school program and to and from school for the summer program. We will use district school buses as we do for our regular routes, following all local and state guidelines to ensure safety. Transportation will not be a barrier for our students to attend the program.

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9. Statutory/Program Requirements (Cont.)

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

CCAISD ACE will disseminate information about the community learning center in English and in Spanish through:

1. The city newspaper
2. Our website and our partner's websites
3. Parent and community meetings
4. Churches
5. Brochures
6. Parent Conferences
7. Phone calls to parents

8. Demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources at each campus served. If applying for Program Priority 1- Program Integration, include a description of how the grant program will integrate with other TEA or local initiatives designed to increase specific academic student outcomes. Use data to explain how the program will realistically impact short- and long-term goals for student academic achievement.

CCAISD ACE will coordinate all federal, state, and local programs to ensure that services are complimentary and there is no duplication of services. We will integrate the CCAISD ACE program with several TEA initiatives currently in place for career and college readiness. These include the Texas GEAR UP Grant and the PTECH Implementation grant. The CCAISD ACE Coordinator will serve on the leadership team for these grants. The programs will work collaboratively to achieve the College, Career Readiness, and workforce goals and objectives outlined in our district improvement plan and the PTECH designation application. The ACE grant will provide additional supports for students involved in these challenging programs by providing additional time and assistance to earn college credits and certifications by the time they graduate from high school.

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9. Statutory/Program Requirements (Cont.)

9. Describe a preliminary plan for how the community learning center will continue after funding under this grant ends. Include how the resources provided by this grant will assist the program in local sustainability efforts.

We will leverage resources from partners developed during the implementation of this grant as well as other state and federal grants such as Title 1. Our board and administration is committed to supporting this program long-term.

10. If the program plans to use volunteers in activities carried out through the community learning center(s), describe how the program will encourage and use appropriately qualified persons to serve as the volunteers. Explain the policy for screening and placing volunteers. If the entity does not plan to use volunteers, please indicate that in the space provided. (Choosing not to use volunteers will not lower review scores)

We will not use volunteers in our program.

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9. Statutory/Program Requirements (Cont.)

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

SMART goals for student attendance targets for elementary/middle school are:

Fall/Spring

Each student enrolled in the program will attend at least 45 days (minimum 120 minutes) during the school year (fall and spring semesters)

Summer

Each student enrolled in the summer program will attend at least 12 days (minimum 240 minutes) during the summer.

For high school:

Each student enrolled will attend at least 45 days for a minimum of 90 minutes (fall, spring and/or summer).

We will recruit and retain students by aligning our program with their needs and goals and those of their parents through and providing engaging activities that contribute to student success.

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

The operations schedule, staffing, and budget plans will meet measures of effectiveness and student service targets while maintaining center-level quality because they were designed based on the needs of the students and parents and the goals, objectives, and requirements of the grant. The needs assessment directed the schedule, transportation, staffing, partners, and activities.

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10. Equitable Access and Participation

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

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

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

11. PNP Equitable Services

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

- Yes No

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

Are any private nonprofit schools participating in the grant?

- Yes No

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

Assurances

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

Equitable Services Calculation

1. Total 21st CCLC program enrollment for all centers	<input type="text"/>
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"/>

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12. Request for Grant Funds

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

Payroll Costs

1.	Program-Level Staff	\$110,000
2.	Site Directors	\$100,000
3.	Teachers	\$200,000
4.		
5.		

Professional and Contracted Services

6.	Student and Parent Activities	\$50,000
7.		
8.		
9.		
10.		

Supplies and Materials

11.	Student and Parent Activities and Office Supplies	\$150,000
12.		
13.		
14.		

Other Operating Costs

15.	Transportation, snacks, staff travel, and field trips	\$150,000
16.		
17.		

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

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Appendix I: Negotiation and Amendments

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

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the Administering a Grant page of the TEA website and may be mailed OR faxed (not both). **To fax:** one copy of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to either (512) 463-9811 or (512) 463-9564. **To mail:** three copies of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to the address on page 1. More detailed amendment instructions can be found on the last page of the budget template.

You may duplicate this page.

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

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

Section Being Negotiated or Amended	Negotiated Change or Amendment
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For TEA Use Only:
 Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

Center Operations Schedule

County-district number or vendor ID: 055901

Part 2: Center Overview Table

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

Center #	9 Digit campus ID #	Name of Center/Host Site, Physical Address, City, ZIP, Program Contact Phone	# of Feeder Schools	Grade Levels Served (PK to 12)	Proposed "Regular" Student target to be served 30 or 45 days or more annually	Proposed Parent/Legal Guardian Target
11	055901001	Culberson County-Allamoore ISD, 200 W. 7th Street, Van Horn, TX 79855; 432-283-2245		Pk - 8th	71	40
22	055901001	Culberson County-Allamoore ISD, 200 W. 7th Street, Van Horn, TX 79855; 432-283-2245		9th - 12th	30	20
3						
4						
5						
6						
7						
8						
9						
10						

Texas ACE							Program Year						
Center Operations Schedule (one per center)							2021-2022						
<i>(Part 3) Applicant will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>													
Center 1	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target				
Center	055901001	Culberson County-Allamoore ISD, 200 W. 7th Street, Van Horn, TX 79855; 432-283-2245					Pk - 8th	71	50				
Feeder													
Feeder													
Program Operations			Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks				
Summer Term Jump Start <i>(Must be approved in NOGA)</i>													
Fall Term			09/06/2021			12/17/2021			14				
Spring Term			01/10/2022			05/20/2022			18				
Summer Term			06/06/2022			07/15/2022			6				
Total number of weeks:									38				
Center Schedule													
Day of the Week	Fall Term				Spring Term				Summer Term				
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	
Monday			3:30	6:30			3:30	6:30	8:30	2:30			
Tuesday			3:30	6:30			3:30	6:30	8:30	2:30			
Wednesday			3:30	6:30			3:30	6:30	8:30	2:30			
Thursday			3:30	6:30			3:30	6:30	8:30	2:30			
Friday													
Saturday			8:30	11:30			8:30	11:30					
Sunday													
Total Hours Per Week:	15				15				24				
Adjunct Sites, If applicable (site name and full address)													
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Field trips to partner sites such as Pecan Grove Farms, Blue Origin, the library, and Odessa College will be scheduled in collaboration with partners and in alignment with the curriculum.											
Parent/Legal Guardian Activities		At least two opportunities for parental engagement will be offered each quarter. They will be offered at different times of the day, different days of the week, and virtually to accommodate different schedules and preferences. Examples include a College and Career Readiness Parent Fair, Parent Orientation, and Cooking/Nutrition Classes.											

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022					
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 2	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target			
Center	055901001	Culberson County-Allamoreo ISD, 200 W. 7th Street, Van Horn, TX 79855; 432-283-2245					9th - 12th	30	20			
Feeder												
Feeder												
Program Operations		Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks				
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term		09/06/2021			12/17/2021			14				
Spring Term		01/10/2022			05/20/2022			18				
Summer Term		06/06/2022			07/15/2022			6				
Total number of weeks:								38				
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday			3:30	6:30			3:30	6:30	8:30	2:30		
Tuesday			3:30	6:30			3:30	6:30	8:30	2:30		
Wednesday			3:30	6:30			3:30	6:30	8:30	2:30		
Thursday			3:30	6:30			3:30	6:30	8:30	2:30		
Friday												
Saturday			8:30	11:30			8:30	11:30				
Sunday												
Total Hours Per Week:	15				15				24			
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Field trips to partner sites such as Natural Mineral, Blue Origin, the library, and UTEP will be scheduled in collaboration with partners and in alignment with the curriculum.										
Parent/Legal Guardian Activities		At least two opportunities for parental engagement will be offered each quarter. They will be offered at different times of the day, different days of the week, and virtually to accommodate different schedules and preferences. Examples include parent orientation; FAFSA Fun Night; and Van Horn TECH Information Event										

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

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>													
Center 4	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target				
Center													
Feeder													
Feeder													
Program Operations		Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks					
Summer Term Jump Start <i>(Must be approved in NOGA)</i>													
Fall Term													
Spring Term													
Summer Term													
Total number of weeks:													
Center Schedule													
Day of the Week	Fall Term				Spring Term				Summer Term				
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	
Monday													
Tuesday													
Wednesday													
Thursday													
Friday													
Saturday													
Sunday													
Total Hours Per Week:													
Adjunct Sites, If applicable (site name and full address)													
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)													
Parent/Legal Guardian Activities													

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

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

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

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

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

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



Culberson County-Allamoore Independent School District

Memorandum of Understanding

This agreement is between Culberson County-Allamoore Independent School District (CCAISD) and the Van Horn City County Library. The agreement is effective only upon receipt of a Notice of Grant Award from the Texas Education Agency for the Nita M. Lowery 21st CCLC Cycle 11, Year 1 Grant.

If the Nita M. Lowery 21st CCLC Grant is awarded, the Culberson-County-Allamoore Independent School District and the Van Horn City County Library will enter a collaboration to provide after school and summer programs that meet the requirements of the Texas ACE Program and benefit the school community as stated in awarded grant application.

Culberson County-Allamoore Independent School District agrees to:

- Serve as the fiscal agent for the Nita M. Lowery 21st CCLC Grant Program
- Administer the Nita M. Lowery 21st CCLC Grant, including meeting all requirements stated in the TEA Program Guidelines and Notice of Grant Award (NOGA).
- Develop and implement a strategic plan to provide a safe and enriching environment for students before and after school at no charge to families.
- Schedule and lead collaborative evaluation, planning, and implementation meetings with the Van Horn City County Library.
- Collect and submit all required data and reports to the Texas Education Agency for the Nita M. Lowery 21st CCLC Grant.

Van Horn City County Library agrees to:

- Provide enriching literacy activities to the students participating in the Nita M. Lowery 21st CCLC Grant Program including but not limited to book clubs, book talks, read-alouds, book projects, book presentations, and research assistance as determined and scheduled in collaborative planning meetings.
- Attend collaborative evaluation, planning, and implementation meetings at least quarterly.
- Assist in publicizing the CCAISD ACE Program to recruit students.
- Provide requested data for reporting and evaluation at least quarterly.

This agreement can be voided by either party with a 30-day written agreement.

As indicated by our signature, we agree to follow the guidelines of the Nita M. Lowery 21st CCLC Grant Program per the program guidelines and NOGA.

1-20-21

Kenneth Baugh, CCAISD Superintendent

Date

1-20-21

Becky Brewster, Van Horn Mayor

Date