



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

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

NOGA ID

Application stamp-in date and time

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

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

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

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

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

Amendment Number

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

1. Applicant Information

Name of organization

Campus name CDN Vendor ID ESC UEI

Address City ZIP Phone

Primary Contact Email Phone

Secondary Contact Email Phone

2. Certification and Incorporation

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

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

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

Authorized Official Name Title Email

Phone Signature Date

Grant Writer Name Signature Date

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

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3. Shared Services Arrangements

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

Check the box below if applying as fiscal agent.

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

4. Identify/Address Needs

Evaluate the community needs and available resources for the community learning center by completing the community needs and community resource tables on the *Grant-Level Strategic Plan (Pre-Award)*. Then provide a narrative response describing the following:

- The multiple data sources used, and stakeholder feedback provided when conducting the need assessment.
- Why the needs assessment indicates the need for afterschool and summer programs.
- How the proposed program will address those needs, including the needs of working families
- How the needs assessment informed the targeted participation numbers for students and adult family members.

West Oso ISD (WOISD) is located in an impoverished community with a poverty rate that is nearly double the state's average (25.2% for WOISD compared to 14.2% for the state). In addition to battling poverty, post-secondary educational attainment is nearly non-existent. In fact, only 5.1% of the residents have a Bachelor's degree or higher, compared to 33.1% for the state. WHY NEEDS ASSESSMENT INDICATES NEED FOR PROGRAM: In addition to these statistics showing a need, WOISD completed the Grant-Level Strategic Plan to demonstrate a need for ACE programming. Based on this assessment, WOISD has demonstrated a dire need for the ACE program. Statistics that demonstrate a need include: an at-risk rate that is more than the state's average (2 priority points), an extremely high economically disadvantaged (ED) rate (99.1% for WOISD compared to 60.6% for the state), an absenteeism rate that is more than double the state average (35.1% for WOISD compared to 15% for the state), and substantially low SAT/ACT scores (12.1% of WOISD students met/exceeded criteria compared to 32.9% for the state).

MULTIPLE DATA SOURCES USED: To locate the statistics referenced above and garner stakeholder feedback, WOISD utilized the most recent Texas Academic Performance Report, US Census Bureau, and parent surveys that were administered by district administration and staff.

ADDRESSING THE NEEDS AND THOSE OF WORKING FAMILIES: To address the identified needs, West Oso ISD will incorporate numerous partners and research-based programs to promote social-emotional well-being, improve economic prosperity, and enhance student academic outcomes. Partners in ACE programming include Communities in Schools (provides case management, academic enrichment, etc.), The Purple Door (provides character-building techniques and activities), Methodist Children's Home (provides parent education classes based on Trust Based Relational Intervention), Coastal Bend Health and Wellness Center (provides information on social-emotional health, drug prevention, bullying, etc.), Workforce Solutions of the Coastal Bend: (Assists with job placement, job skill training, etc.), among others we listed on question 9.

To address the needs of parents, many of whom work two jobs to provide for their family, WOISD will operate until 6 pm during the Fall/Spring semester. This release time will ensure parents do not have additional childcare expenses. Additionally, in the Summer, ACE programming will operate for 25 days, which will reduce need for childcare and reduce food-related expenses, since WOISD will provide food as part of the programming. Lastly, parental engagement activities will be offered monthly. To ensure parents don't need to miss hours from work, the activities will be offered in a hybrid approach (online and in person), as well as, during after-work hours or on Saturdays.

INFORMED TARGETED PARTICIPATION: To ensure all stakeholders were informed during the development of the grant application, the district provided notice of submission on its website. Feedback provided from this notice, along with the needs assessment, enabled the district to determine the target number of participants for the program: 385 students and 98 parents.

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5. Measurable Goals and Progress

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

PERFORMANCE MEASURES: To ensure the availability and effectiveness of high-quality academic, enrichment, and family engagement opportunities, WOISD established the following performance measures to track: 1) Percentage (%) of students in grades 4 through 8 who have shown growth in reading/language arts state assessments. 2) Percentage (%) of students in grades 4 through 8 who have shown growth in mathematics state assessments. 3) Percentage (%) of students in grades 7 through 8 and 10 through 12 who had a GPA below 3.0 and demonstrated improvement. 4) Percentage (%) of students who had an attendance rate of 90% or less that showed improved attendance. 5) Percentage (%) of students that experienced in-school suspensions compared to the previous school year. 6) Percentage (%) of students who demonstrated teacher-reported engagement. 7) Percentage (%) of students who participate in counselor lead activities for positive mental health growth. 8) Percentage (%) of parents who participate in Workforce Solution job training and financial literacy.

BENCHMARKS: As part of the grant-level strategic plan, WOISD created SMART Goals that address the 5 key components of programming, which include improving: 1) Academic Performance in Reading. 2) Academic Performance in Math. 3) School Attendance. 4) Student Engagement in Learning. 5) Family Engagement. To ensure these SMART Goals are met, the following benchmarks have been created and others will be added accordingly:

- August 2023: 1) Hire/train staff for the 21st CCLC program. 2) Provide professional development for all 21st CCLC staff. 3) Design and execute a marketing plan to raise awareness. 4) Recruit members for the ACE Steering Committee. 5) Plan, evaluate, and facilitate activities/services for each site. 6) Develop a schedule for 21st CCLC staff to meet with campus administrators and staff.

- October 2023: 1) Carry out survey research to obtain feedback from 21st CCLC staff, teachers, and pupils about program activities provided. 2) Begin monthly workshops to raise parental involvement. 3) Gather grant and center-level data to create any necessary TEA assessment and monitoring reporting.

- January 2024: 1) Review local benchmark/simulated assessment results to identify areas of improvement and learning gaps to ensure academic activities strategically align with the regular day curriculum. 2) Administer surveys to receive feedback on programming to address areas of need. 3) Conduct data analysis on attendance rates. 4)

Meet with administrators and teachers to discuss program activities and resources in preparation for the state assessments. **ALIGNING TO THE SCHOOL DAY:** To achieve alignment between the regular school day and ACE Program there will be frequent collaboration between ACE Site Coordinators, administrators, and regular day teachers. As part of this collaboration, Site Coordinators, administrators, and teachers will be required to meet monthly to discuss upcoming lesson plans, learning objectives, and academic assignments. Additionally, regular school-day teachers will be recruited to join as part of the ACE after-school staff. These teachers will be recruited to provide tutoring assistance, which will prove beneficial since they will have already developed a rapport with students and will understand their strengths/weaknesses. Teachers will also receive training on alternative methods of instruction, so the after school teachers/tutors can present the content area in a different manner rather than just repeating the same instruction again, thus giving the students another opportunity to learn the material.

RECRUITING AND RETAINING STUDENTS: WOISD will utilize various recruitment strategies to ensure target numbers are met. Some of these strategies include, Distributing flyers and posters advertising the program to students and parents in both English and Spanish; Offering post-secondary and workforce opportunities (high school students and parents); Engaging parents through parental involvement workshops; and Providing programmatic responses to barriers, such as transportation and childcare. Additionally, WOISD will administer surveys every six weeks to receive feedback on the program activities, determine student academic deficiencies, and understand what new activities students and parents want. By giving students/parents this option and gathering their input, services can be tailored to meet participant needs; thereby, increasing retention.

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6. Project Evaluation and Modification

If the benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program. Include a description of how the state activities for continuous improvement will be utilized for project evaluation and modification.

MODIFY THE PROGRAM IF NOT SHOWING PROGRESS: West Oso ISD will assess grant and center-level data utilizing resources like surveys, external evaluator data reports, sign-in sheets, teacher and counselor anecdotal reports on student participation levels, and PEIMS-related data. Crucial group members such as the Project Director, Site Coordinators, Program Specialist, parents, and community members will be able to analyze the data weekly and monthly. If the quarterly objectives and SMART goals are not on track to being achieved, the ACE program will be altered/modified. To adjust/modify the program, the Program Director will contact the TEA-assigned specialist or other organizations implementing 21st CCLC programs for advice on addressing any issues noticed. Based on these discussions, the district can implement the best approach to modify the program. If adjustments must be made, key stakeholders of the district will be notified. Additionally, if required, WOISD will submit any amendments needed, to ensure adjustments can be made, while maintaining grant compliance.

CONTINUOUS IMPROVEMENT: To ensure continuous improvement, WOISD will, 1) Use of the Texas 21st CCLC Student Tracking system (TX21st) to collect and report data. 2) Engagement in State and Local Evaluation initiatives. 3) Annual Program Monitoring and Risk Assessment. 4) Holding meetings/conversations with the assigned Technical Assistance specialist. and 5) Participation in TEA-provided Training Resources such as the Out of School Time Initiatives Conference, Texas ACE Blueprint, etc. By implementing these activities, the district can ensure continuous improvement and progressions towards meeting their benchmarks and SMART Goals.

7. Statutory/Program Assurances

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

Check each of the following boxes to indicate your compliance.

- 1. The applicant provides assurance that they accept and will comply with [Every Student Succeeds Act Provisions and Assurances](#) requirements.
- 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- 3. The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.
- 4. The community has been given notice of an intent to apply and the application and any waiver request will be available for public review after submission of the application.
- 5. Complete the Title IV, Part B Affirmation of Consultation form with Private Nonprofit School (PNP) Officials and submit the signed Affirmation to *Every Student Succeeds Act (ESSA) Reports Application*, accessible through TEAL on the same date as this grant application. If awarded, Affirmations are due annually on the same date as the 21st CCLC continuation application.
- 6. The applicant provides assurance to adhere to assurances #6-#28, all Statutory Requirements, TEA Program Requirements, and Performance Measures, as noted in the 2023-2024 Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 12, Year 1 Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the grant program.

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8. Statutory/Program Requirements

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

PROPOSED ACTIVITIES: Below is a list of the activities that WOISD will offer through the ACE Program:

- Homework/Tutoring Assistance- WOISD will hire teachers and other certified staff to provide High Impact Tutoring (HIT) to a total of 116 students (3 priority points). All HIT will be done in a 1:3 student-to-adult ratio, instead of the traditional 1:15 ratio. Tutoring in small groups like this will allow students to ask questions and gain knowledge from each other. Additionally, WOISD will partner with Communities in Schools (CIS) to provide wraparound services, case management, and tutoring/homework assistance to students during the program's first hour each day. This will help guarantee that students comprehend their daily coursework and that the programming supplements their regular academics. (Academic support).
- Team Enrichment- Student-based enrichment activities include but aren't limited to: Dance, Basketball, Cheer, Gardening, Running Club, and Choir. These will be lead in a manner that promotes teamwork, enhances communication skills, fosters problem-solving skills, increases self-confidence, and builds strong friendships while also adding value to a student's education, as they help promote a range of essential skills and experiences. (Student interest-based enrichment).
- STREAM Programs – These will be offered to provide fun enrichment activities during the second hour of programming. These activities will improve science, math and reading and are TEKS-aligned. Students will use hands-on manipulatives, such as Pitsco's Elementary Units, Middle Missions, and High Expeditions to make rockets, solar cars and more. Competitions will be held after the project is completed. (Student interest-based enrichment).
- Mentoring Program – Mentors will be offered to students with issues with attendance and discipline, as well as students at-risk of being held back. These mentors will function as positive role models for students and will be able to give them the added motivation they may need. (Targeted academic support).
- College/University Tours- These tours will allow students to encounter college/university campuses firsthand as the students will; Participate in classes; Have lunch with other college students; Visit the dorms; And get a general feel of everyday life at each respected college/university campus. (Targeted academic support).
- Internships: WOISD will work with local businesses in the Health Science, Education, Business, Finance, IT, and Welding industries to coordinate paid internship opportunities for high school students. As part of these opportunities, students will perform real-world job activities such as: installing firewalls, bending and sawing pipe metal, and monitoring patient blood pressure/heart rates, etc. Not only will students be able to make \$15 an hour by participating in this opportunity, but they will be able to graduate with real-world work experience in a high-demand industry field. (Student enrichment).
- Workshops and Business Guest Speakers – Guest speakers will be targeting high school participants to increase their employability. These topics include leadership and team-building workshops, mock interviews, and confidence-building activities. (Student interest-based enrichment)
- Social-Emotional Well-Being: COVID-19 has not only left a lasting impact on individuals' financial well-being but has wrecked significant havoc on the mental health of students and parents. To combat these struggles, WOISD will contract guest speakers to highlight the importance of social and emotional health and discuss the 5 SEL competencies (self-awareness, self-management, responsible decision-making, social awareness, and relationship skills). Additionally, WOISD developed a Memorandum of Understanding (MOU) with Coastal Bend Health and Wellness Center (CBHWC). CBHWC will provide students with organized events that discuss the following topics: Bullying, Team Building, and Drug Prevention. Lastly, WOISD will work with a local nonprofit agency labeled "The Purple Door". The Purple Door will provide services to individuals affected by domestic violence and/or sexual assault – which unfortunately, is prominent in the area. Services provided by the Purple Door include: counseling, 24-hour safe shelter, crisis intervention, food, clothing, and criminal justice advocacy. (Family Engagement/Student Based Enrichment with an emphasis on Positive Mental Health)
- Family Engagement- During the grant development process, WOISD administered a survey that parents could use to select what services they would be most interested in the ACE program providing. Based on these results, the district will offer the following activities to parents: positive behavior parenting classes, suicide prevention, CPR classes, cooking while on a budget classis. In addition, other topics requested will be offered when possible. (Family Engagement)

Improve Student Success and Academic Achievement: West Oso ISD is proposing the activities listed above, which align with the district's values and should promote academic achievement. Monitoring and data collection will be utilized to track and improve achievement.

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8. Statutory/Program Requirements (Cont.)

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

WOISD has employed research- and evidence-based techniques to determine which activities should be featured in the ACE Program. The following research studies were considered:

- Postsecondary Preparation – College tour visits will be available to students taking part in this program. It is well known that these visits are advantageous to learners. College visits promote more active academic engagement, greater knowledge about college, a decreased desire to attend technical school, and a higher likelihood of enrolling in advanced math and science/social science courses in 9th grade. (Source: Swanson, Kopotic, Ritter, et al., 2021).
- Academic Performance and Achievement: Nickow, Oreopoulos, and Quan (2020) completed a meta-analysis on ten years of research that found tutoring is probably the most effective, transformative tool in education today. Therefore, West Oso ISD will make High Impact Tutoring a cornerstone of this program.
- Positive Youth Development – Froiland (2021) reviewed parental engagement from multiple countries and found that parent involvement promotes an increase in student academic engagement and motivation. The types of parent involvement that promote student expectations, student autonomous motivation, and academic engagement will receive more emphasis. Therefore, holding monthly activities that involve parents will be beneficial not only for the parent, but these activities will help improve students’ family relationships, self-esteem and confidence, and academic achievement as well.
- Workforce Preparation – As part of the ACE program, internships will be provided to students in high school. According to a study conducted by Dobbs-Oates in 2019, internships improve both academic learning and professional development. These benefits also improve student retention, graduation rates, and future job opportunities.

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.

West Oso ISD’s 21st CCLC Grant Program will feature four centers. The district will observe local transportation rules and hire an adult supervisor to guarantee students' safety while traveling to and from the centers and their homes. During regular program hours, WOISD will provide transportation to students after the program ends. During the summer, the district will pick up and drop off students at their homes. For any adjunct sites, transportation will be organized to get students to and from the center or even to and from their homes.

As part of the ACE program, exciting field trips may be arranged to explore college campuses, engaging museums, and nature centers. Safety will always remain a priority, and the following procedures will be in place to ensure that students have a safe journey to and from the Community Learning Centers:

- Once the school day ends, all students must report to the designated area on campus and sign in.
- At the end of the program day, Site Coordinators will ensure each student is safely on the evening school bus or is picked up by the parent, guardian, or designated individual.

Students eligible to participate in field trips or off-site activities must wear a name tag that identifies them as part of the program. Upon returning to the campus center, the established procedures for transportation home and pick-up will be followed.

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8. Statutory/Program Requirements (Cont.)

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

West Oso ISD plans to share information about its program through multiple channels. At the beginning of the program, each center will create flyers (in both English and Spanish) that include their location, contact information, hours of operation, and a list of available services. These flyers will be given to students at participating campuses and displayed at the participating campuses and in the community. The community outreach will focus on grocery stores, laundromats, apartment buildings, restaurants, community centers (e.g., public libraries), and other busy places easily accessible to community members and parents/guardians. The district website will also have a link dedicated to including new ACE information and upcoming events.

Moreover, throughout the program, the centers will regularly communicate with parents/guardians, family members, and community members. This will include updates on new activities, notifications of workshops and guest speakers, and a timeline of potential field trips for students. To ensure that all stakeholders understand this information, it will also be provided in English and Spanish, the region's main languages.

The district will also involve the community and family members by inviting them to join the ACE Steering Committee. By including these stakeholders on the committee, the district can ensure their voice is heard and that they are actively engaged in the ACE Program.

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)

VOLUNTEERS: Throughout the school year, the 21st CCLC will actively recruit volunteers to ensure sufficient assistance is available at each center. To find volunteers, WOISD may reach out to various sources, including senior citizen communities, service clubs, PTA organizations, local businesses, and parents. Additionally, to ensure appropriately qualified persons serve as volunteers, WOISD will recruit former/retired teachers, guidance counselors and coaches, who will receive priority in the volunteer recruitment process. Lastly, WOISD will do its best to find volunteers with ethno-cultural empathy and altruism, both of which promote more positive relationships (Source: Miranda-Diaz, Clark-Shim, Keller, and Spencer 2020). However, regardless of where they are recruited or their characteristics, all volunteers will undergo the same screening and training process.

SCREENING: As per the Texas statute, all volunteers will undergo a background check and provide a valid driver's license or ID before being allowed to volunteer on campus or at school-sponsored events. To complete the background check process, volunteers must visit the HR office and fill out a volunteer application at least one week before starting volunteering. Applications are only valid for the current school year, and volunteers must renew their status at the beginning of each school year or upon request. Volunteers who pass the background check will receive training from 21st CCLC administrators (Project Director and Site Coordinators) before working with students to ensure they can manage and supervise students safely.

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8. Statutory/Program Requirements (Cont.)

6. Demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources at each campus served and ensure an appropriate, safe, and equipped facility. This includes coordination with, but not limited to, food services, security, health services, and special education.

COORDINATION WITH FEDERAL, STATE, AND LOCAL PROGRAMS: The campuses will coordinate multiple federal, state acquired funding such as: ECHS, JET, CRIMSI, and local funds to enhance and supplement the ACE services provided to teachers, students, and parents. A description of how WOISD’s current TEA-funded initiatives will assist ACE programming can be seen in question #9. These grants and funding revenues, when coordinated with Title I, Part A (100% of the student population is Title I), and state compensatory funds, will ensure 21st CCLC Grant funds are maximized, and the program is cost-effective.

MOST EFFECTIVE USE OF PUBLIC RESOURCES: The district plans to employ district personnel not funded by the 21st CCLC Grant to help with grant implementation. These personnel, who will be paid by the district but play a role in the ACE Program, including the Chief Financial Officer, maintenance staff, security guards, and the district nurse. In addition, existing school facilities and equipment will be used for training teachers and partners. These resources include office space, classrooms, computer labs, telephones, Internet connections, and utilities. To further coordinate resources, the district will invite 21st CCLC personnel to participate in staff development opportunities throughout the school year to collaborate and better serve participating students and their families.

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.

West Oso ISD (WOISD) understands the impact and benefit to implementing an afterschool program. In fact, with district ESSER funds, it currently operates a “BEAR Center”. This center is an afterschool program open to elementary students Monday – Thursday from school release to 5:30 pm. This programming offers tutoring and includes dinner for participants. The program has had enormous impact on student growth. However, unfortunately, the district was forced to reduce programming this year to only service elementary students, due to budget constraints.

PLAN FOR CONTINUING PROGRAMMING AFTER FUNDING ENDS: The district will continue to work with the partners established through the 21st CCLC Grant to obtain volunteers, guest speakers, and supplies needed once funding ends. Additionally, the district will utilize existing resources provided by other grants (i.e. JET Grant, Citgo STEM Innovation Grant, and Citgo). Through other grants, the district has been able to purchase equipment/ supplies such as an: anatomage table; hospital bed; STEM/Robotics materials; and Project Lead the Way curriculum. These items will maximize grant funds, due to the fact that they will be used during ACE programming to provide enrichment activities as well as health science and anatomy classes.

HOW RESOURCES WILL PROVIDE SUSTAINABILITY: The district will utilize 21st CCLC grant funds as seed money to purchase long-term equipment and materials, such as sports equipment (softballs, baseball bats, kickballs, basketballs, badminton rackets, and birdies, etc.), that can be utilized to provide fun physical activities after the funding ends. Other equipment purchased, such as gardening supplies (hoes, shovels, watering cans, and trowels), gaming equipment (game consoles and board games), and reading materials for book clubs, will be utilized to continue offering enrichment activities to students. By purchasing quality equipment, the district can help ensure activities can still be offered after funding ends.

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8. Statutory/Program Requirements (Cont.)

8. Describe the proposed partnership(s) between local educational agencies, community-based organizations, and any other public or private entities. Include how the partnership will contribute to achieving stated objectives and sustaining the program over time. To receive priority points, the applicant must provide information that demonstrates the activities proposed in the application are, as of the date of the submission of the application, not accessible to students who would be served; or that it would expand access to high-quality services available in the community. TEA will provide the same priority to an application submitted by a local education agency (LEA) if the LEA demonstrates that it is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements of this grant. Check the box if applying for priority points under this special rule. If this box is checked, provide clear relevant evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements.

- This applicant is part of a planned partnership
- The applicant is unable to partner

The district has proposed partners that it will work with to help achieve grant objectives and expand high-quality services to students and participating families. While the district does have previously established partnerships with these entities, these entities collaborated to identify services referenced below that will expand beyond current offerings. Through the added services, WOISD will be able to increase the scope and quality of the services provided.

- Communities in Schools (CIS): This well-established organization has been around for over 50 years and has supported students in succeeding in school and life. Through this partnership, CIS will provide case management, academic tutoring, and coordinate community service projects for WOISD. Contribution to Grant: This will promote academic improvement and improve parental engagement. TEA supported program.
- Coastal Bend Health and Wellness Center: This partner will provide guest lecturers to discuss the importance of social-emotional health, the merits of staying out of trouble, how to avoid drug usage, why bullying isn't right, and provide informative sessions on safety programs available to families in the area. Contribution to Grant: To decrease in the number of disciplinary placements, decrease student truancy, increase positive mental attitudes, and increase parental involvement.
- Texas A&M Corpus Christi: Will provide mentorship opportunities for teachers and ACE staff. These mentorship opportunities will help staff identify areas for improvement and strengthen areas of their teaching craft. Beyond this, it will continue to provide direct tutoring support to the district's students after school. In particular, two sections of an undergraduate class (Reading Diagnostics), come to the district weekly to provide reading interventions.
- Workforce Solutions of the Coastal Bend: This partner will provide information on career placement opportunities, job readiness skills, and financial literacy to students and parents. Objectives To Be Met: To improve parental engagement and future job opportunities.
- The Purple Door: Will offer presentations throughout the school year that are designed to educate elementary, middle, and high school students through implementation of character-building techniques, teaching healthy relationship strategies, and establishing healthy boundaries.
- Methodist Children's Home: Will provide Connected Caregivers parent education classes based on Trust Based Relational Intervention (TBRI). TBRI® is an attachment-based, trauma-informed intervention that is designed to meet the complex needs of vulnerable children.
- Region ESC 2: Will provide professional development opportunities, as well as, support for Lesson Study in both literacy and mathematics. This will be provided for all staff as part of the ACE onboarding process.

Program sustainability: West Oso ISD realizes that it is troublesome, if not nearly unimaginable, to supplant 100% of the services given during the 21st CCLC Program. Therefore, in addition to slowly integrating manageable pieces of the ACE Program into future school budgets, the district will also hope to receive buy-in and financial support from the partnerships established through this grant program.

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8. Statutory/Program Requirements (Cont.)

9. Describe how the program will coordinate with school-day to ensure that measures of student success align with the regular academic program of the school and the academic needs of participating students.

- a. If applying for Program Priority 1- Program Integration, include a description of how the grant program will integrate with other TEA initiatives designed to accelerate learning and increase specific academic student outcomes.
- b. If applying for Program Priority 2 - Accelerated Learning, include a description of how the grant program will integrate supplemental HQIM and HIT product use.

MEASURES OF STUDENT SUCCESS WILL ALIGN WITH THE REGULAR ACADEMIC PROGRAM: Academic enrichment, accelerated learning, and tutoring activities will be tightly integrated with the regular school day, campus curricular programs, and state standards to boost student performance. All activities will be aligned with TEKS and STAAR, providing a scaffold for students to meet their educational objectives. Through interactive project-based learning, students will have the opportunity to have their academic learning enhanced. Additionally, Texas ACE Site Coordinators will meet with administrators and teachers twice monthly to share lesson plans and identify struggling students from the regular school day, ensuring a seamless learning experience. Finally, regular school-day teachers will be enlisted as part of ACE staff to reinforce the school-day lessons during ACE program hours, ensuring no learning gaps exist.

PROGRAM PRIORITY 1: The district was awarded the COVID Recovery Materials (CRIMSI) Grant (Priority pts – 3 pts.). The purpose of this grant is to support educators in reducing COVID-related learning loss. To do this, TEA provided WOISD with unique research-based printed unit materials, texts, and manipulatives; professional development; and going coaching. These manipulatives will be used during after-school programming to promote academic growth. Additionally, since regular school-day teachers will be hired for afterschool tutoring, these will be the same individuals who have already benefitted from the professional development provided through the CRIMSI Grant; hence, making them more effective during ACE program hours. WOISD also received the Texas COVID Learning Acceleration Supports Grant, which provided WOISD with high-quality instructional mathematics materials and decodable reading materials, both of which can be used during ACE programming. Lastly, the district was awarded a Summer Career and Technical Education Grant. This grant allowed high school students to participate in job training coursework, as well as obtain a summer internship in the CTE pathway. The ACE program will utilize the same business partnerships established through this grant to continue to provide students with further skills and industry experiences throughout the year.

PROGRAM PRIORITY 2: As seen in the needs assessment located on the strategic plan, many students require additional academic assistance and currently need to improve. To help with this, WOISD will integrate supplemental HIT and HQIM product use (Priority pts – 3 pts). To ensure each student gets the assistance they need, HIT will be offered 3 days a week, 30 minutes per day, for a total of 30 days. Unlike traditional tutoring, instead of following a 1:15 adult-to-student ratio, HIT will be implemented in a 1:3 adult-to-student ratio. This size reduction will lighten the teachers' workload, enabling them to focus on the quality rather than the quantity of their tutoring. Additionally, in this smaller group, students will be more likely to feel comfortable voicing their opinions, asking questions, and making their needs known. To go along with this HIT, HQIM will be purchased and implemented daily during HIT sessions. Thankfully, WOISD has already had prior experience in implementing HQIM from vendors such as Eureka math and Carnegie. These vendors and others will be contracted to ensure students received the HQIM needed to improve their academics. Decisions on materials to be purchased will be made by program staff and approved by the Steering Committee.

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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"/>

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11. Request for Grant Funds

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

Payroll Costs

1.	Salary for the Project Director.	\$65,000
2.	Pay for 3 required Site Coordinators.	\$135,000
3.	Program Specialist pay.	\$25,000
4.	Bus drivers, teachers, and paraprofessionals will assist with implementing program activities.	\$266,480
5.	ACE Program Staff Employee Benefits	\$73,722

Professional and Contracted Services

6.	External Evaluator Costs	\$9,000
7.	Nonprofit for case management, tutoring, community service projects, etc.	\$70,000
8.	STREM Vendor for TEKS-aligned academic activities that improve academics.	\$25,000
9.	Contracted Agency for Lesson Study Training	\$8,000
10.	Agency for Professional Development, family engagement, and encirclement activities.	\$51,115

Supplies and Materials

11.	Educational Field Trips and Pay for Student Internships	\$22,900
12.	Nutritional Snacks	\$6,000
13.	Travel for students to ACE program.	\$12,500
14.	Travel for staff to and from conferences and to and from program sites.	\$12,500

Other Operating Costs

15.	Student Supplies and Materials for activities.	\$109,725
16.	Program Specialist and Site Coordinators supplies to operate and track program activities.	\$14,700
17.	Supplies for Project Director to track and implement program.	\$2,833

Capital Outlay

18.	Technology Flat Panels for SAT/ACT prep courses and financial literacy courses.	\$15,000
19.		
20.		

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

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Appendix I: Negotiation and Amendments

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

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

You may duplicate this page.

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

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

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

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