



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

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

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

**Required attachments:**

**Amendment Number**

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

**1. Applicant Information**

Name of organization

Campus name  CDN  Vendor ID  ESC  UEI

Address  City  ZIP  Phone

Primary Contact  Email  Phone

Secondary Contact  Email  Phone

**2. Certification and Incorporation**

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

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

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

Authorized Official Name  Title  Email

Phone  Signature  Date

Grant Writer Name  Signature  Date

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

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**3. Shared Services Arrangements**

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

**Check the box below if applying as fiscal agent.**

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

**4. Identify/Address Needs**

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

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

CISD leadership regularly conducts needs assessments involving the campus improvement committees (CIC) comprised of staff, students, parents, and community leaders. Not an exhaustive list, some of the data sources used includes TAPR, program data (e.g. Istation, Amplify), safety audits, attendance, discipline reports, student/parent surveys, grades and an inventory resources available at each proposed center. The percent of at-risk students who did not meet grade level standards on the most recent 2022 STAAR for grades 3,4,5 were 71%, 76%, 65% in math and 67%, 62%, 52% in RLA respectively. ISIP early reading results BOY indicate only 41% of grade K and 43% of grade 1 students are at Tier 1. Based on these and other academic indicators, closing the gaps in math and reading for our at-risk population is a top priority and indicates a need for targeted academic support after school and during the summer.

Parent input indicates a high desire for students to have access to high quality, academic based enrichment programs in STEAM, literacy and sports. High program cost, suburban/rural location requiring travel and family work schedules make similar programs in the surrounding El Paso area out of reach for the majority of our families. For each enrichment program our district has offered, interest far surpasses availability. At one proposed center, more than 80 students recently submitted applications for a robotics program that could not accommodate half that number. According to the 2021-2022 Gallop Student poll, 60% of district students expressed a feeling of being stuck or discouraged regarding their future career possibilities on the poll's hope index. This also reinforces that interest-based enrichment is needed to help students develop a sense of belonging and hope for their future. This feeling of hopelessness stems in part from lack of career awareness in proposed center communities where the number of adults age 25+ with a Bachelor's degree or higher is relatively low (7.3%- 24.7%), the median household income is \$28,673-\$55,461, and the number of children under 18 living in poverty is 29.7%-59.2% based on U.S. Census Bureau Data by zip code for proposed centers. U.S. Bureau of Labor Statistics projects that many of the high pay, in demand jobs will be in the STEM fields making early exposure to STEAM enrichment programs that include career exploration and academic support in math, science and technology, a critical 1st step to placing our students on a pathway toward this fast growing, in-demand career sector. In addition, proposed centers will provide working families with the security of knowing that their children are receiving the academic help they need in a safe environment while they work evenings and summer, opportunities that would not be possible without the grant.

Recruitment and participation will be continually targeted and modified to maximize participation of our at-risk population. Based on targeting strategies, available resources and historical district data, we expect to serve a minimum of 35% of at-risk and ED students. At-risk/ED number at centers-1,576 students x 35%= 552 participants with 60% receiving HIT. All centers will focus on strengthening reciprocal relationships between our schools and 100% of participant families through strategic engagement opportunities based on identified needs. Hours of operation for family services will be varied, and available in both English and Spanish, to provide opportunities for everyone; no matter what their work schedule may be.

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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.

Ensuring the successful implementation and strong program operations from start to finish will be a team effort in which all CISD departments and staff will be fully invested. As soon as the project director and site coordinators have been hired, they will work with the SSS, SPED, ALS, C&I departments, campus administration and teachers to identify the students most in need of program services. Site coordinators and parent liaisons will begin to host a variety of recruiting activities, including open-house and personalized phone calls, to recruit students. CISD will begin using all district communication methods (i.e. twitter, webpage) to educate and inform students and their parents about the program and goals. There will be an emphasis on continual communication between centers and families to ensure that the services fit student and family needs in order to retain students. Program activities will be modified as needed based on benchmark data.

CISD will also communicate program goals with staff to recruit staff for after school and summer. Flexible scheduling will be used to ensure that sufficient staff is available during all program operation hours including food service and safety officers. CISD high school students will be hired during summer camps to assist the supervising certified teachers with the hands-on curriculum that requires extra attention and planning time. Additionally, CISD will contract with Sylvan learning centers for some tutoring services to ensure that groups remain small and HIT with a 3:1 ration can be offered as needed.

District curriculum coordinators (CC) will assist in evaluation and implementation of the program curriculum to make sure that it aligns with the school day. CC also assist in training tutors, breaking down TEKS and providing professional development.

The site coordinators will make sure that attendance is entered daily and all other important data including the SMART goal benchmarks recorded and analyzed in a timely manner. In-depth evaluation of the program will occur at least once a month to ensure that corrective procedures can be addressed in a timely manner if needed. Benchmarks are carefully selected to monitor and measure progress toward SMART goals and are described below.

To meet the program goal and close gaps in Reading performance for grades K-5, CISD will analyze several vetted program assessments (Interim assessments 1 and 2, monthly progress monitoring in ISIP, Texas KEA for kinder, TPRI & Tejas LEE for grades 1 and 2, STAAR assessments for grades 3,4 and 5). 90% of students who attend at least 15 days of the Super reader Academy and receive continued targeted support during the school year through the program should be at Tier 1 or 2 as measured by Istation by the end of the year.

Math progress will be measured using Zearn reports, MSTAR, Interim 1 and 2 and common unit assessments aligned to TEKS. These reports will be used to inform the standards to target during HIT, small group tutoring and STEM curriculum. We hope to increase the number of students who meet standards on the math STAAR assessment by 3% each year.

Attendance and student engagement will be monitored with weekly TEAMS reports of school day attendance, and careful documentation of all after school and summer program attendance including type of sessions attended and time spent in each on. For each small group and HIT session in math and reading we will also document the standards targeted for each student for each session. A Pre and Post program survey will be developed to help understand and measure student and family engagement. In addition, we will measure student engagement with the annual Gallop poll engagement and hope index scores, report cards and discipline reports. Surveys, sign-in sheets, communication logs will be used to monitor family engagement with 100% of participant families attending at least 2 events by the end of the school year. If any family may not meet the 2 event goal, they will be contacted to determine what would make participation more accessible or relevant for them.

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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.

CISD will commit to creating an ACE steering committee early in program implementation that will meet regularly with the site coordinators and project director to evaluate data for continuous improvement and progress toward summative SMART goals. This committee will carefully evaluate all benchmarks and other data sources such as HQIM program reports, attendance and surveys. If data does not show an improvement in reading or math performance, the program will reevaluate the instructional strategies and how well the enrichment activities are aligning with school day accelerated learning efforts and the rigor of the state standards. Through data analysis, adjustments, such as selecting specific priority TEKS for future sessions so that student participants are continuously receiving targeted, in-time, academic support based on frequent progress monitoring, will be made in an effort to increase student outcomes. Site coordinators will work with district curriculum coordinators, academic language services and SPED departments to revise materials. Should data reflect that attendance or engagement are not meeting targets, professional development in student engagement and active learning will be sought out and high impact tutors will receive additional quality professional development in evidence based best practices. Seeking input from students and their families, enrichment offerings will be evaluated and updated to maximize attendance. Efforts to adjust for needed improvement in family engagement efforts might include offering events during multiple times/days and increasing communication with families to inform and tailor family support. If selected, CISD commits to act in accordance with 100% of the state activities for continuous improvement including completing all items for state and local evaluation, data collection in TX21st, training participation, and utilizing state resources such as OSTI-CON and Texas ACE help desk to seek additional strategies and recommendations for modifications based on evaluation data.

## 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 21<sup>st</sup> 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.

Each school year dedicated staff and students work hard to make gains in academic achievement, however there is still a learning gap for our at-risk students especially English learners and special education which was only exacerbated after Covid 19. To help our most at-risk populations close these gaps, the proposed Canutillo ISD Community Centers will provide targeted academic support to students and their families with 3 key strategies: HIT, academic help centers and early childhood literacy support with a summer K-2 Super Readers Academy. HIT using HQIM in math and reading will be offered at multiple times each day (both after school and summer) to ensure flexible scheduling so that students have the opportunity to attend multiple sessions and content area tutoring as needed and maximize the number of students who will be able to benefit from the program. To ensure that HIT will improve overall student success, tutors will be scheduled time to participate in grade level or content PLCs, and site coordinators will regularly provide up-to-date individualized student performance data to tutors to inform and guide learning activities. Academic help centers will be established during after school center hours to provide a safe place where any student who wishes to seek academic support (including individual or small group tutoring) will have access to content area teachers and tutors as needed. To close the achievement gap especially for our high number of EB, attention to early childhood literacy is critical. A solid foundation in reading is paramount to future success in any course at any grade level. Early literacy support for K-2 students and their families will be offered as part of the summer curriculum. The Super Readers Academy curriculum will be TEKS aligned and developed utilizing the Texas ACE lesson plan template and combine HQIM K-2 RLA Literacy Program with Scholastic LitCamp curriculum. An emphasis on differentiating instruction to meet the needs of struggling learners will be a focus during curriculum development and delivery. Dinner program will be available at centers after school.

After school student interest-based enrichment activities may vary by center as these will be based on the most up to date student-family interest, needs and center resources. The program director and site coordinators will work with the ACE steering committee to survey and collect data to determine which activities to offer each period; fall, spring and summer. For example, each center might select a different service-learning project based on student interest or offer different sporting activities influenced by resources such as teacher/coach or volunteer's expertise. Because after school student-based enrichment will have the largest impact on increasing student engagement and attendance, it is important that the selected activities be continuously evaluated to maximize their effect. Current data of student interest supports enrichment programs in robotics, coding, ballet folklorico, sports (i.e. soccer and dance), art and music. If selected, CISD will begin with these enrichment opportunities in the fall and update in spring and summer as new data is collected.

Initial data also supports a high desire for STEAM summer enrichment by both students and parents. As a result, summer sessions will offer STEAM camps to all 3-5 students in addition to HIT, small group tutoring and other enrichment options. STEAM camp curriculum that is TEKS based to improve student outcomes in math, science and technology standards will be developed by CISD teachers in partnership with UTEP teacher residents and include a variety of STEM career exploration activities. Because enrichment options are a key motivator for increasing participation and attendance, overall summer program will equally balance time between targeted academic support (HIT, small group tutoring) and student/parent options for enrichment including the Super Reader academy for K-2 and STEAM camps for 3-5.

Canutillo ISD's Parent and Family Engagement mission is to empower and engage families, students, and community to foster student academic and social and emotional success. In achieving our mission, the district's Student Support Services staff has created Parent University (PU) and Parent Academies (PA) which support cultivating school-parent partnerships, reinforcing knowledge and skills, and improving district mindsets on the Whole Child Approach. PU and/or PA sessions will be provided on a monthly basis located at all Community Learning Centers. Through our Parent University model, workshops and trainings assist parents in gaining knowledge, information and skills in the areas of academics, social services, technology, social and mental development, wellness and nutrition, substance and violence prevention, legal issues and military-connection. Each proposed center site coordinator will work with SSS to maximize the participation of our at-risk families. In addition to these monthly PA and PU opportunities that focus on family support and building capacity, centers will also include additional family engagement opportunities (i.e. STEM night, make and takes, student presentations) to engage families in their child's education in fun and inviting ways.

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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.

All academic support activities (Super Readers, STEM camps, HIT, academic help centers) will be taught by certified teachers or trained tutors with 100% TEKS aligned curriculum, often using HQIM curriculum and programs recommended by TEA. The Super Readers curriculum will be taught by K-2 teachers who have extensive knowledge of reading development and have completed HB3 Reading Academies. The summer Super Reader opportunity will be targeted to our most at-risk K-2 population (ED and EB) to avoid the summer slide that contributes to the loss of instructional gains, especially for low-income families, during the summer months. Attention to K-2 literacy development provides a strong foundation for later success at any grade level. Access to STEM opportunities with career exploration in elementary is supported by research to improve the likelihood that students will continue to enroll in STEM courses in secondary and postsecondary education. STEM curriculum will be developed by certified teachers and UTEP education students to complement and enhance academic performance in math and science. STEM curriculum also equips students with critical 21st century career readiness skills such as problem solving, collaboration, communication and information literacy. Small group tutoring and HIT will be intentional and targeted to individual student needs based on a variety of up-to-date data sources. To enhance academic performance, the development of after school academic help centers will provides academic help to any student as needed. Finally, student-interest based enrichment and family engagement as key motivators to increasing attendance, engagement and positive youth development will continually be evaluated and modified to maximize their effectiveness.

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.

All CISD school proposed centers have students who rely on the district's transportation system daily to get to and from school. Canutillo ISD also has a large number of working families that depend on the district's transportation system in the summer and after school. With that in mind, part of the grant funds will be used to provide transportation services. All program participants who do not have transportation home from after school or to and from the summer program will be provided with transportation using the district's bus system.

The bus system is owned, operated and maintained by the district. The safety of our students on district transportation is a top priority and parents trust the district to provide this service to their children. All bus drivers are licensed and must maintain district guidelines to remain employed. Every school bus is maintained and regularly inspected.

While traveling from the center to home, riders will be expected to adhere to the policies within CISD Student Code of Conduct. This will ensure the travel is safe for the riders and drivers. Additionally, the bus driver would be in constant communication with the Project Director and campus administrators to report any unsafe behavior that would need to be addressed.

Our districts transportation department with work with the Program Director and each campus to provide bus routes and pick up-drop off times. This information will be shared with each center's office and all families. The district will ensure that availability to safe transportation to and from each center and home will not be a barrier to any student who wishes to participate in the program.

For students who are picked up from the center, safety procedures will be in place. Every participant would have documentation that details including how they get home, and who is authorized to pick them up from the center.

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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.

So much of the success of our learning center will depend on student and family participation that getting the word out to our students and families will be an "all hands on deck" effort throughout the entire span of the program. Dissemination of information will be led by the Program Director and involve a coordinated effort between several groups including the Curriculum & Instruction (C&I), Student Transportation, Academic language services, Student support services (SSS), Public Information Office (PIO), Food services, campus staff, and Site Coordinators. First, the Program Director will work with the each campus and site coordinators to determine the student/family needs and interest at each center. Using this data, the Site Coordinator, C&I, and the Program Specialist will develop a schedule of academic and enrichment activities. Student transportation will work out times and bus route information and Food services will work out dinner schedules for after school and breakfast and lunch schedules for summer. Once hours of operation, scheduling, activity descriptions, locations, bus information and other pertinent information is ready, the Program Director will meet with all district stakeholders to share information so that staff know where and how to direct questions and to provide suggestions for improvement. Once all information has been carefully examined and accurate, our Academic Language Services department will help translate all information to Spanish for our high number of Spanish speaking families and PIO will design announcements that adhere to the Texas ACE brand. To reach as many families as possible, announcements will be shared through district and individual campus websites, newsletters, district and campus Facebook page, Twitter, District APP, phone messenger, texts, email and an information flyer that will be sent home with all students. To make sure to reach those students and families who are most at-risk, Site coordinators will work with SSS to reach key students and families through personal phone calls and if necessary, home visits. Additionally, the team will continuously evaluate participation data for the program and make necessary adjustments as needed.

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)

Through a longstanding partnership with the University of Texas at El Paso (UTEP), many of our district's volunteers are often UTEP students in the College of Education. These undergraduate students volunteer to work in our classrooms during the regular school year and summer programs to collaborate with our teachers in creating engaging lessons for our students. In return, the students work with highly qualified teachers to gain valuable work experience. CISD plans to continue to encourage UTEP undergraduate students to volunteer as academic tutors and assist in enrichment programs at our centers. These volunteers will work under the supervision of Canutillo ISD teaching staff and receive proper training for effective HIT and use of HQIM.

We plan to seek qualified volunteers from our community to lend their expertise in providing a variety of opportunities in the Arts and physical fitness/wellness, including but not limited to activities such as softball, soccer, Ballet Folklorico, music and other activities as determined by student and family interest surveys. We also plan to seek community business volunteers to help with family engagement based on their needs and interests. For example, a local credit union may be able to offer financial literacy classes or a local restaurant could offer a cooking class.

Canutillo has a strict policy for screening and placing volunteers. In order to apply as a volunteer, an individual must complete and submit a volunteer application with the Human Resources department that requires an official photo ID and a background check. Only volunteers that have passed the screening process with the district's HR department are allowed to work around Canutillo ISD students. The Program Director and Site Coordinators will ensure that any individuals volunteering to work for the program undergo the required district screening.

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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.

The proposed program will coordinate local, Title I, Title III, State Compensatory Education (SCE) funds with 21st CCLC funds. Through the coordination of these funds, Canutillo students will have greater opportunities to attend and receive targeted academic support in all four core content areas. Currently, Title I and Title III funds are used during the school day to provide academic tutors to decrease the teacher student ratio needed for small group and HIT. State Comp Education funds help with the purchase of resources for at-risk students and additional after school help. All students receive free breakfast, lunch and dinner through the Community Eligibility Provision.

The 21st CCLC will allow a greater number of students to be served and allow the district to purchase more high quality resources and personnel. Most importantly, distinct from these other programs, the 21st CCLC will provide Canutillo students opportunities for enrichment activities that are aligned with their regular academic program and are key to nurturing student excitement and drive participation and attendance in academic programs. We anticipate that this important difference will play the most significant role in attracting and retaining our at-risk students which stand to benefit most from program initiatives.

Current personnel funded through Title I, Title III, and SCE funds such as district curriculum coordinators, lead teachers, Response to Intervention Teachers and Aides, social workers and parent liaisons will assist the program director and site coordinators in developing positive interactive relationships with parents, identifying and recruiting at-risk students, developing high quality instruction and continual evaluation and improvement of the program.

If selected for this opportunity, all district departments will support the learning centers to create a rich community of educators and staff dedicated to the program outcomes. This includes food services that will prepare and provide snacks and meals, the school police department and security that keep our schools and centers safe, student support services that provide family counseling and support, and our academic language and SPED departments which provide training to support our at-risk populations.

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.

Classroom teachers are the most important school-related factor influencing student achievement and engagement. Extra-duty pay for teachers after school and in the summer will continue to be a priority and a potential barrier to sustaining the program. For this reason, the vast majority of the funding provided through the grant will be invested in teachers and their professional development. To sustain the opportunities provided by the centers beyond the grant period, the district will look at utilizing different resources such as the district teacher residency program, in-house professional development, federal (e.g. Title I, Title IV) and local funds.

Professional development plays a key role in sustaining any high quality program. One way Canutillo plans for sustainability is through a grow your own approach with professional development of a stable core of program managers that include curriculum leaders and campus administration in addition to the teachers who implement the program. Having a broad range of well trained staff that can provide continuing professional development through its own staff will greatly increase Canutillo's capacity for a sustainable program. The Program Director and site coordinators will be required to keep careful record of all procedures, documents, curriculum and training information so that all areas of the program can easily be sustained and reproduced by newcomers to our district.

The district plans to seek additional community partners to partially fund the centers in the summer combined with federal funds such as Title I, Title III, Title IV to help support the continuation of the program after school. We also plan to continue to partner with the UTEP college of Education to train and mentor their undergraduate students through our teacher residency program in return for their time as volunteers in our centers. After graduation from the program, many of these UTEP teacher residents students seek full time employment with our district.

The resources provided by the grant will assist our district is providing the staff, professional development and materials needed for both academic and enrichment activities that would not otherwise be possible. With careful cultivation of these seeds, Canutillo will be able to carefully grow a high-quality program that can be sustained for years to come.

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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 most important organization in the world is the family. (Stephen Covey) A powerful statement that CISD believes in and is supported by a partnership with Educational Achievement Services, Inc. for the current school year to incorporate the Parent Academy, Family Leadership Institute. Its educational curriculum focuses on providing families the knowledge, tools and inspiration to help their children in school and in life. Through a series of ten modules, cohorts of parents are provided the skills, abilities, and attitudes necessary to enhance their effectiveness as role models for their children. Parents are also encouraged to become engaged in their child's education in an effort to achieve academic success. Four main programmatic forces include 1) providing parents and caregivers with skills needed to enhance personal success; 2) guiding parents as role models for their children; 3) placing strong emphasis on school-family engagement; and 4) strengthening parent leadership at home and with schools and community. Under the current partnership, CISD has enrolled a total of 25 families district-wide with from our secondary schools. Acceptance of the grant would provide CISD with the means to expand participation to the elementary campuses of our proposed community centers, effectively multiplying accessibility 5X and targeted to those families who would most benefit from these services.

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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.

The proposed program will use a wide variety of data sources to continually inform all program decisions and coordinate with school-day.

9A

Our district has benefited from CRIMSI by adopting Zearn Math. Zearn Math will be implemented during intervention time. Two periods during the day have been dedicated to accelerating learning in each campus. This program is aligned to evidence-based best practices in the relevant content area and the Texas Curriculum (TEKS). Our program centers can build upon this framework to provide additional support using this HQIM to provide HIT during our after school programming.

9B

Canutillo ISD currently implements a variety of TLCAS HQIM products that benefit our accelerated learning initiatives. We currently use these tools to provide HB 4545 accelerated learning tutoring sessions and will integrate these resources into our afterschool programming. Each of our program sites are committed to providing HIT using HQIM products such as Imagine Math, Zearn, and Amplify to support our students' needs. The curriculum and instruction team will work directly with our Project Director and Program Specialist to ensure these programs are run with fidelity and employ HIT practices. To maintain high quality instruction, tutors will receive ongoing HQIM training that will be provided by the Curriculum and Instruction Department.. These HQIM materials, such as Zearn Math, are also used during the regular school day. Accelerated learning during the after school program will be a continuation and an extension of what students are targeting during the regular school day.

As part of the Super Readers Academy for students in K-2, CISD will incorporate K-2 RLA Literacy Program lessons from the TEA HQIM Texas Open Education Resources which were made available to Texas teachers during the COVID emergency release. Since these lesson are TEA vetted high quality and 100% aligned to the TEKS, teachers will be able to use student data to inform selection of lessons into the Literacy camp curriculum to ensure coverage of critical content based on student needs.

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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"/>
<b>Grantee's total required ESSA PNP equitable services reservation (line 7 times line 2)</b>	<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.	Required positions (project director, part time program specialist, 5 site coordinators)	\$497,000
2.	Extra-duty pay- Professional staff	\$444,200
3.	Extra- duty pay-Support staff	\$104,625
4.	Hourly pay for high school students during summer programing	\$64,800
5.	Substitute pay	\$7,500

**Professional and Contracted Services**

6.	Tutoring Services	\$48,000
7.	Professional Development	\$10,500
8.		
9.		
10.		

**Supplies and Materials**

11.	Instructional materials	\$30,000
12.	Supplies for family engagement activities	\$22,500
13.	Food and drink	\$22,500
14.	Supplies for enrichment avtivities	\$60,000

**Other Operating Costs**

15.	Student Transportation	\$10,396
16.	Field trips	\$25,000
17.	Travel to required Texas ACE training	\$12,000

**Capital Outlay**

18.		
19.		
20.		

Direct and indirect administrative costs:

**TOTAL GRANT AWARD REQUESTED:**

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**Appendix I: Negotiation and Amendments**

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

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

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