



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

Competitive Grant Application: Due 11:59 p.m. CT, January 07, 2021

NOGA ID

Application stamp-in date and time

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

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

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

Grant period: From 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 DUNS

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 80% reserve on the NOGA is lifted.

4. Identify/Address Needs

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

Quantifiable Need	Plan for Addressing Need
Ensure all participating schools meet standard on STAAR Math and R/LA and demonstrate 95% of students will be passing all classes on track to closing achievement gaps.	All program Centers will provide tutoring services in the core subjects of reading, mathematics, science, and social studies and will feature researched-based best practices such as differentiating instruction, hands-on curriculum, project-based learning, small group session instruction, and other strategies.
Ensure all participating schools demonstrate a measurable increase in attendance rates.	HMPS will ensure that all students have daily access to social and emotional support in an effort to minimize absenteeism and provide home-visits to keep students on track. Provide academic enrichment activities to enhance student participation.
Ensure all participating schools demonstrate a measurable increase in current parental involvement.	To address the needs of working families, HMPS will open computer labs and offer enrichment activities to parents designed to enhance parental growth and involvement.

5. SMART Goal

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

By 07/31/2022, at least 90% of targeted students at all participating schools will meet standard on STAAR Math and R/LA.
 By 07/31/2022, all participating schools will show a measurable increase in attendance rates to meet HMPS target of 97.5% average daily attendance.
 By 07/31/2022, all participating schools will show a measurable increase in current parental involvement.

6. Measurable Progress

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

First-Quarter Benchmark

HMPS will establish a set of performance measures aimed at ensuring the effectiveness of high-quality academic enrichment opportunities through pre/post benchmarks administered to all participants. Periodic benchmarks will demonstrate the following Fall Measures of Program Progress:

100% of targeted students will be engaged in program; 90% of targeted students attend 45+ days; and 25% of family engagement will be implemented to involve all parents and families with opportunities to be partners in their children's education.

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8. Measurable Progress (Cont.)

Second-Quarter Benchmark

HMPS will establish a set of performance measures aimed at ensuring the effectiveness of high-quality academic enrichment opportunities through pre/post benchmarks administered to all participants. Periodic benchmarks will demonstrate the following Winter Measures of Program Progress:

100% of targeted students will be engaged in program and will demonstrate academic improvement;
 90% of targeted students attend 45+ days and demonstrate a measurable increase in daily attendance; and
 25% of family engagement will be implemented to involve all parents and families with opportunities to be partners in their children’s education and personal growth through implemented parental programs.

Third-Quarter Benchmark

HMPS will establish a set of performance measures aimed at ensuring the effectiveness of high-quality academic enrichment opportunities through pre/post benchmarks administered to all participants. Periodic benchmarks will demonstrate the following Spring Measures of Program Progress:

90% of targeted students at all participating schools will meet standard on STAAR Math and R/LA;
 all participating schools will show a measurable increase in attendance rates to meet HMPS target of 97.5% average daily attendance; and
 all participating schools will show a measurable increase in current parental involvement.

7. Project Evaluation and Modification

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

Throughout the funding cycle, as mandated by TEA, the District Dean of Instruction and Program Director will compile, aggregate, analyze, and report on academic, attendance, and other data points. Objective assessment can be accomplished by collecting both quantitative and qualitative data from participating schools.

The program director and district dean will use an objective set of measures to monitor, increase, and modify programming for maximum efficiency. In order to generate an academic comparative analysis percentage of program versus non-program students, a demographic profile analysis will be performed each term. Measures will concentrate on two-year comparative analysis of the percentage of core course passes, absent school days, and changes in state standardized math/reading score. In addition to program modification, a participant participation analysis will be used to track the attendance and distribution of targeted students, a participant dosage analysis will track the enrollment of student activity, and a participant portfolio analysis will provide student needs identified by student expectations to staff.

Data Measure	Data Instrument	Collection Schedule
<i>Program</i>	1. Number of participants targeted/enrolled/served 2. Attendance/participation data (by frequency and activity)	1. Weekly 2. Daily
<i>Participants</i>	1. Testing (STAAR, EOC) 2. Student grades (progress reports, report cards) 3. Student demographics and language status	1. Benchmarks: Semi-annually/Actual: annually 2. Every 3-4 weeks 3. Annually: upon enrollment
<i>Program and Participant</i>	1. Participant Feedback (pre/post tests, surveys, self-reports)	1. At least semi-annually

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8. Statutory/Program Assurances

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

Check each of the following boxes to indicate your compliance.

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

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9. Statutory/Program Requirements

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

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

Needs Assessment Process: The Project Planning Team (District Dean of Instruction, school leaders from each participating campus, and Leadership Team) met to determine programming and related funding needs based on district and campus improvement plans, school and community economics and demographics, student achievement gaps, campus needs and assets, current parent involvement, and informal input from school leaders, teachers, parents, and students. Each campus leader was asked for formal feedback through a survey that captured input about the needs of each campus, preferred project partners, the approximate number or percentage of students who will likely participate, planning team suggestions, and examples of how this 21st CCLC program will help each school to achieve its specified goals. In addition, input from educators, counselors, students, and parents was evaluated and discussed by the Planning Team.

Community Needs and Gaps: HMPS defined the following school/community-specific needs based on careful review of student, school, and program-level data, including student achievement outcomes:

- 43% of adults in Cameron County and 50% of adults in Hidalgo County are illiterate (do not have Basic Prose Literacy Skills) as compared with 19% of average adult Texans (source: <http://www-tcall.tamu.edu/docs/09illitmap.html>);
- 65.2% of students in all targeted schools are economically disadvantaged (compared to 60.6% statewide), with little or no extra services available before or after school for academic support or enrichment opportunities outside of those available. (source: schools.texastribune.org/districts/horizon-montessori-public-schools/);
- 57.8% of students are at-risk due to various social, economic, and academic factors as compared with 50.1% statewide (source: schools.texastribune.org/districts/horizon-montessori-public-schools/);
- Over 37% of students are English Language Learners, as compared with 19.5% statewide, increasing learning disparities (source: schools.texastribune.org/districts/horizon-montessori-public-schools/); and
- The existing slate of family participation operations of HMPS is campus-specific and not organized across targeted campuses.

Programmatic Response/Addressing Needs and Gaps: The Campus Improvement Plans (CIPs) of the participating schools address student performance, attendance, discipline, and participation of parents, among other concerns. HMPS will continue to meet individual student needs with Texas 21st CCLC Program funding, enhance student academic performance, close differences in achievement between student classes, improve participation rates, and increase parental involvement. All program Centers will provide tutoring services in the core subjects of reading, mathematics, science, and social studies and will feature scientifically researched-based best practices such as differentiating instruction, hands-on curriculum, project-based learning, small group session instruction, and other strategies. Students in need of remediation, at-risk of falling, or with recent academic failures, as determined by HMPS' internal data tracking system, will be assigned to participate in individualized tutorials, homework assistance, and other targeted academic support activities by content area. Individualized placement will be calculated through data from benchmark assessments, progress reports, weekly formative assessments and report cards, together with feedback from teachers at weekly grade team meetings. All students will participate in programs for academic enrichment designed to boost their success in the fields of content. The Program Director and Site Coordinators will ensure that the Special Education modifications of students will be honored during the funding cycle during extended-day activities. HMPS will open computer labs for parents for evening activities, such as developmental training, in order to meet the needs of working families.

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9. Statutory/Program Requirements (Cont.)

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

Improving Student Academic Performance: GRANT OBJECTIVE: All participating schools meet the STAAR Math and R/LA standards; HMPS OBJECTIVE: 90% of all students will pass STAAR;
 Implementing the Texas 21st CCLC Program at HMPS will give each participating campus extra time with students to fill educational gaps, develop the reading and language skills of English language learners, and provide tailored tutoring in key subject areas. Strategies to increase the academic success of students include: weekly review of student achievement data (e.g. Direct Instruction data tracking), biweekly (teacher data meetings), and monthly (TPRI, STAAR, EOC tests, progress reports, grades, etc.), noting struggling students; targeting, attracting, and enrolling students most in need of academic help; Planning, implementation and evaluation, as appropriate for each grade level, of reading/language arts, math, science tutorials and peer tutoring/coaching; Providing time for help with individual and small group homework; offering preparation for STAAR tests; Offering learning opportunities for parent participation that foster parent support for student learning; and acknowledging and celebrating gains in student achievement.

Improving Attendance: The goal of HMPS is 97.5 percent average regular attendance; the 21st CCLC curriculum proposed by HMPS has been structured with input from the CIP as well as students, workers, and parents/families. One key lesson learned is that the more stimulating and compelling the design of the program, the more students have to participate, and this enthusiasm for participating in the after-school program often increases their participation on school days. Strategies to improve attendance include: Soliciting student voice and choice to ensure ongoing program attractiveness; Sharing campus, district, and program attendance goals with students and parents through meetings, one-on-one sessions, newsletters, school marquees, and other media; Providing an appealing variety of 21st CCLC academic enrichment, sports/recreation, art/music, cultural/social, and service-learning opportunities that facilitate school and program participation as well as parent support for the program; directing a portion of the time of the Family Engagement Specialist to interact directly with parents about the effects of the absences of their child; and Acknowledging and celebrating improved attendance.

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9. Statutory/Program Requirements (Cont.)

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

For after-school services and educational performance, HMPS will use educational background information as well as research-based best practices that will include direct supervision of intensive coursework, mentoring, tutoring and enrichment opportunities primarily aimed at math, science, reading, and writing.

HMPS will include district dean of instruction and business personnel at all levels of the project who will provide guidance to the program director to ensure compliance with all appropriate local, state, and federal policies. The program director will work with district administrators and business personnel to ensure fiduciary and financial responsibility for all grant activities in addition to managing and organizing regular program management; maintain reliable accounting documents, records and archiving of supporting documentation for all charges; properly identify and record accounting transactions; certify expenditures that are true and correct; and, in collaboration with district managers and business personnel, prepare and submit written expenditure reports.

The program director, district dean of instruction, and campus administrators will use an objective set of indicators to track, increase, and adjust programming for optimum effectiveness. Each term will be conducted with a specific and continuous data collection plan to establish an academic comparative benefit analysis of programs versus non-program students; and to report on the performance measures specified. Quantitative data obtained from district databases such as DMAC, CLI, IXL, MentoringMinds, and PEIMS will concentrate on student grades, absent school days, percentage of course passes, pre/post exams, and outcomes and modifications of state standardized tests; which will be utilized to measure achievement and assist the staff in modifying services that are not in line with performance measures and specific student needs.

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9. Statutory/Program Requirements (Cont.)

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

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

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

HMPS will collaborate with various school-day curriculum software, such as IXL and MentoringMinds, to provide more academic support and opportunities for enrichment through a formal tutoring and enrichment plan to be provided in this Cycle 11 initiative to targeted participating schools. This collaboration would lead to the achievement of identified targets in overall academic achievement at the school level in math and reading, persistence year-over-year, and passing rates/number of students on track.

Workshops for parents and students will be supported by campus parental liaisons through in-kind collaborations, who will work with the Family Engagement Specialist in offering parental services at all grant-funded locations. In an effort to implement a Family Engagement Program for students and families and to encourage the empowerment and self-development of each individual as a bridge to higher education and career skills, HMPS will collaborate with Region One Education Service Center and other local community groups to provide adult education programs such as English Second Language certifications, GED certification courses, Computer Literacy, Financial Literacy, etc.

In addition, the program director (who will visit each site on a rotating schedule) will work with site coordinators to accomplish the following:

1. Streamline customization of each Center's own unique programming student needs;
2. Ensure all Centers are providing the requisite number of overall hours and academic support/enrichment/family engagement time;
3. Ensure an equal quantity and quality of site visits by the Family Engagement Specialist; and
4. Guarantee the overall program is coordinated and running smoothly, efficiently, and cost-effectively.

During a site-specific needs assessment, programmatic decisions will be focused on voice and choice resources from students, parents, and teachers to be revised by the program director upon notice of funding.

Intended Student Programming	Intended Adult Programming
Homework Help	English Second Language
TEKS-based Academic Tutorials	GED Courses
Robotics/STEM Clubs	Computer Courses
Academic Clubs	Financial Literacy
Fine Arts	Healthy Habits
Chess	
Sports and Recreation	

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9. Statutory/Program Requirements (Cont.)

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

Best Practices: Programming Research has shown that young people in a number of environments, at home, in the classroom, among their peers and in their culture, develop essential skills required to become conscientious citizens. Related learning is an educational method that exemplifies this awareness of how children learn and develop. Linked learning tackles the lack of learning participation by building on the interests and peer networks of young people and introducing them to lessons both within and outside of school. Flexible after-school programs encourage students to explore their interests further, bring students together with their peers and colleagues, and enrich students academically, discovering innovative ways for students to engage in meaningful, hands-on activities while developing skills and expertise in the workplace.

Best Practices: The Program Director will collaborate with the Family Engagement Specialist and supervise the Site Coordinators. Together, these positions make up the Project Management Team that is collectively responsible for achieving all project goals and providing immediate action and service redirection should the need to do so be exposed by data analysis. The Project Director will be a member of HMPS's Coordinators Team who meet biweekly to share best practices, student progress, and campus needs. In educational and related programs, ensuring best practices are used to complement and boost academic success, achievement, positive youth growth of participating students, and research-based staff development will be part of the post-secondary and workforce readiness project team. Within one week of the cycle, campus leaders will follow up to see if the best practices are being implemented with fidelity, and then repeat the process with a new observation. This is fundamental to the ethos of constant development of HMPS. In addition, all required program orientations, training, and meetings will be attended by the Project Director, Family Engagement Specialist, and all Site Coordinators, as well as participating in at least one state or national conference to stay up to date on research-based best practices in parent and family engagement.

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

HMPS does not provide school-day transportation; therefore, same will apply to program. Each participating school will be utilized as a physical host site for after school programming for students and family members assigned to the school during the regular school day. Every participant's guardian/s will be required to complete a reference notice that contains students name, address, contact number, emergency numbers, and authorized individuals for pick-up. Any adult who signs out a student will be required to be listed on the reference notice or existing school-day system and must provide proper identification.

The center will have defined hours of operation available to participants and staff to ensure a consistent reliable schedule. As a safety measure, pick-ups will be physically signed out by authorized individuals before being radioed that their ride is onsite.

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9. Statutory/Program Requirements (Cont.)

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

HMPS will disseminate Information about the 21st CCLC program in the following manner:

For recruitment purposes, the information will be distributed via flyer's and weekly parent newsletters (in English and Spanish, sent electronically and on paper), campus/district website, announcements made during parent meetings, emails to parents with Online access, and calls to student's homes made by campus parent liaisons.

For sharing the program's success, that information will be disseminated at board, school leader, and HMPS's senior leadership team meetings and by parent newsletters (in English and Spanish, sent electronically and on paper), campus/district websites, through announcements made during parent meetings, and through HMPS newsletters, publications, video messages, and/or website.

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

This Cycle 11 21st CCLC program will serve at least 430 students (approximately 40% of the 1,078 K-8 students enrolled at the 3 targeted schools) and 90 parents (30 per Center) in the Rio Grande Valley.

HMPS recognizes that the institutional commitment to this 21st CCLC project extends to include a much wider range of human, financial, infrastructure, facility, voluntary, and in-kind resources and support beyond the resources to be acquired with grant funds. Effectively managing resources involves continuously reviewing, updating and communicating the need for certain resources and tracking and modifying project activities in order to bring them into alignment with these needs.

HMPS will coordinate project initiatives, plans, and materials with the following collection of district, city, state, and federal resources to optimize the delivery of program programs with the full impact of program dollars, and with a view to effectively and efficiently leveraging funding from a variety of sources during the grant cycle.

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9. Statutory/Program Requirements (Cont.)

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

HMPS is committed to continuing past the initial funding span of this 21st Century initiative and supports the following: maintain correct, up-to-date records of grant activities and expenditures; file in a timely manner accurate, detailed interim and final progress and financial reports; thoroughly account for the achievement (or failure to achieve) of each purpose of the program and performance goal; to demonstrate intent and commitment to the implementation and operation of the 21st CCLC grant program in subsequent years, should continuation funding be available; to continue to participate in the grant program in subsequent years if available and awarded; and to seek input and guidance from TEA.

As such, HMPS is dedicated to building an enduring after-school program; a logical model will be built to coordinate knowledge and resources for the program to highlight program milestones and create buy-in. This will provide another opportunity to address and prepare for program sustainability by establishing an alternative funding source targeting local district funds by the end of the grant cycle.

These efforts to find new sources of funding and optimize state and local contributions, as well as the use of sustainability, will continue throughout the year so that, after the conclusion of the TEA funding cycle, this 21st CCLC initiative can be maintained, extended and continued. Furthermore, the annual budget process of campus administrators will require the distribution of any portion of their discretionary after-school programming funds, such as 21st CCLC sustainability.

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

HMPS's 21st CCLC program staff will identify interested volunteers from several locations and sources around the Rio Grande Valley. The experiences of the volunteers from outside the HMPS learning community will also be invaluable in providing program support and mentoring, and students can reciprocate with community service club activities in off-site locations.

Recruited volunteers will qualify upon full completion of a school district application process and clearance of a criminal background check and fingerprinting with local, state, and federal agencies.

Recruitment of volunteers will be conducted by program staff, family engagement specialist, campus administration, and campus parent liaisons. Individuals with specialized skills and training in core academic and enrichment activities will be the highest priority, specifically individuals who are able to provide fine arts activities, homework help, and computer literacy. In addition, the program will partner with local universities and technical colleges to recruit college students as volunteers to expose students to local youth who are completing a post-secondary education and specialization in certain fields.

Best practices on how to provide successful after-school training will be given to all volunteers. The program director, family involvement advisor, and site coordinators will supervise the volunteers.

Volunteer sources include parents, adult family members of students, college students, and HMPS alumni to target volunteers who contribute and develop student program activities.

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9. Statutory/Program Requirements (Cont.)

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

Meeting Program Objectives and Student Service Targets: The Site Coordinators are responsible for recruiting and enrolling the targeted number of participating students at their site and ensuring a variety of engaging programming to maintain their regular (45+ days) participation throughout the program year. The program director will ensure all site coordinators know and understand the overall program objectives and will support them in making a programming plan to achieve the objectives at their campus. Weekly project team meetings will feature data collection and analysis to track progress toward achieving all objectives and program goals. The project director will solicit collaborative input from all site coordinators to monitor and adjust program offerings to this end.

Continuous monitoring utilizing the participant attendance analysis by the program director, district dean of instruction, and campus administration will ensure the targeted students are attending the program. The participant dosage analysis will identify which activities the student is attending, for example core content versus enrichment. Monitoring staff will also review qualitative and quantitative data to determine program effectiveness and areas in need of modification.

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

Management Plan: HMPS will involve district dean of instruction and business staff and will focus on hiring a high-quality program director to transfer knowledge and best practices to ensure the effective and efficient management of this multi-site project. HMPS will also include essential instruction and preparation, student services, and company personnel at all levels of the project that will assist the program director and ensure compliance with all relevant local, state, and federal policies. The program director will collaborate with district financial and business personnel to ensure fiduciary and financial transparency for all grant programs, in addition to monitoring and managing regular program management. The project team of the 21st CCLC will consist of the Program Director, the Family Engagement Specialist, and all Site Coordinators. Throughout the program implementation phase, this team will meet regularly to identify program-wide needs, plans, concerns, and solutions; communicate about program events, staffing, training opportunities; and track and change program activities as dictated by the need for data. In order to ensure district-wide project support, organize resources, and prepare for project sustainability, the Program Director will record program changes electronically and connect with the District Dean of Instruction, through email, phone calls, and in person at least twice a month during the project duration. Team meetings will take place in person or through technology, so travel concerns will not impede participation. Each Center will be visited on a rotating basis (or as needed) by the Program Director and Family Engagement Specialist to provide direct resources and support and to ensure program quality, program enforcement, and participant safety.

Center Operations and Budget Plan: Each Center-level budget provides for a Site Coordinator, family engagement funding for center-specific programming, supplies and materials for Center operations. Each Site Coordinator will manage the per-student funding allotted for their Center and will choose vendors and activities to support and extend specific school-day initiatives, provide high-interest academic, enrichment, and family engagement/education programming, and expand access to high-quality services for students, parents, and families.

For TEA Use Only:

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

10. Equitable Access and Participation

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

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

Group		Barrier	

11. PNP Equitable Services

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

- Yes No

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

Are any private nonprofit schools participating in the grant?

- Yes No

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

Assurances

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

Equitable Services Calculation

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

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

12. Request for Grant Funds

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

Payroll Costs

1.	Payroll Costs	\$304,000
2.		
3.		
4.		
5.		

Professional and Contracted Services

6.	Academic and Enrichment Programs	\$12,000
7.	Parental Workshops	\$6,000
8.	Professional Contracted Services that do not require specific approval	\$4,500
9.		
10.		

Supplies and Materials

11.	Supplies and Materials that require specific approval	\$45,000
12.	Supplies and Materials that do not require specific approval	\$45,000
13.		
14.		

Other Operating Costs

15.	Educational Field Trips	\$7,500
16.	Other operating costs that do not require specific approval	\$6,000
17.		

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

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

Appendix I: Negotiation and Amendments

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

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

You may duplicate this page.

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

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

Section Being Negotiated or Amended	Negotiated Change or Amendment

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

Center Operations Schedule

County-district number or vendor ID: 108802

Part 2: Center Overview Table

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

Center #	9 Digit campus ID #	Name of Center/Host Site, Physical Address, City, ZIP, Program Contact Phone	# of Feeder Schools	Grade Levels Served (PK to 12)	Proposed "Regular" Student target to be served 30 or 45 days or more annually	Proposed Parent/Legal Guardian Target
1	108802-101	Horizon Montessori I – McAllen	1	PK to 8	150	60
2	108802-102	Horizon Montessori II – Weslaco	1	PK to 8	150	50
3	108802-103	Horizon Montessori III – Harlingen	1	PK to 8	150	50
4						
5						
6						
7						
8						
9						
10						

Texas ACE	Program Year 2021-2022
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(Part 3) Applicant will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.

Center 1	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP	Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target
Center	108802-101	Horizon Montessori I – 320 N. Main St, McAllen 78501	PK to 8	150	60
Feeder					
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start <i>(Must be approved in NOGA)</i>			
Fall Term	08/30/21	01/07/22	14
Spring Term	01/10/21	05/13/22	17
Summer Term	06/06/22	07/01/22	4
Total number of weeks:			35

Center Schedule

Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday			3:30	6:30			3:30	6:30	8:30			1:00
Tuesday			3:30	6:30			3:30	6:30	8:30			1:00
Wednesday			3:30	6:30			3:30	6:30	8:30			1:00
Thursday			3:30	6:30			3:30	6:30	8:30			1:00
Friday			3:30	6:30			3:30	6:30				
Saturday												
Sunday												
Total Hours Per Week:	15				15				18			

Adjunct Sites, If applicable (site name and full address)	
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Educational Field Trips
Parent/Legal Guardian Activities	Language Acquisition Computer Literacy Social-emotional Support Services

Texas ACE	Program Year
Center Operations Schedule (one per center)	

(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.

Center 2	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP	Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target
Center	108802-102	Horizon Montessori II – 1222 W. Sugarcane Dr, Weslaco 78596	PK to 8	150	50
Feeder					
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start <i>(Must be approved in NOGA)</i>			
Fall Term	08/30/21	01/07/22	14
Spring Term	01/10/21	05/13/22	17
Summer Term	06/06/22	07/01/22	4
Total number of weeks:			35

Center Schedule

Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday			3:30	6:30			3:30	6:30	8:30			1:00
Tuesday			3:30	6:30			3:30	6:30	8:30			1:00
Wednesday			3:30	6:30			3:30	6:30	8:30			1:00
Thursday			3:30	6:30			3:30	6:30	8:30			1:00
Friday			3:30	6:30			3:30	6:30				
Saturday												
Sunday												
Total Hours Per Week:	15				15				18			

Adjunct Sites, If applicable (site name and full address)	
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Educational Field Trips
Parent/Legal Guardian Activities	Language Acquisition Computer Literacy Social-emotional Support Services

Texas ACE	Program Year
Center Operations Schedule (one per center)	2021-2022

(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.

Center 3	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP	Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target
Center	108802-103	Horizon Montessori III – 2802 S. 77 Sunshine Strip, Harlingen 78550	PK to 8	150	50
Feeder					
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start <i>(Must be approved in NOGA)</i>			
Fall Term	08/30/21	01/07/22	14
Spring Term	01/10/21	05/13/22	17
Summer Term	06/06/22	07/01/22	4
Total number of weeks:			35

Center Schedule

Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday			3:30	6:30			3:30	6:30	8:30			1:00
Tuesday			3:30	6:30			3:30	6:30	8:30			1:00
Wednesday			3:30	6:30			3:30	6:30	8:30			1:00
Thursday			3:30	6:30			3:30	6:30	8:30			1:00
Friday			3:30	6:30			3:30	6:30				
Saturday												
Sunday												
Total Hours Per Week:	15				15				18			

Adjunct Sites, If applicable (site name and full address)	
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Educational Field Trips
Parent/Legal Guardian Activities	Language Acquisition Computer Literacy Social-emotional Support Services

Texas ACE	Program Year
Center Operations Schedule (one per center)	2021-2022

(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.

Center 4	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP	Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target
Center					
Feeder					
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start <i>(Must be approved in NOGA)</i>			
Fall Term			
Spring Term			
Summer Term			
Total number of weeks:			

Center Schedule

Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												
Total Hours Per Week:												

Adjunct Sites, If applicable (site name and full address)	
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	
Parent/Legal Guardian Activities	

Texas ACE	Program Year
Center Operations Schedule (one per center)	2021-2022

(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.

Center 5	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP	Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target
Center					
Feeder					
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start <i>(Must be approved in NOGA)</i>			
Fall Term			
Spring Term			
Summer Term			
Total number of weeks:			

Center Schedule

Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												
Total Hours Per Week:												

Adjunct Sites, If applicable (site name and full address)	
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	
Parent/Legal Guardian Activities	

Texas ACE	Program Year
Center Operations Schedule (one per center)	2021-2022

(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.

Center 6	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP	Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target
Center					
Feeder					
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start <i>(Must be approved in NOGA)</i>			
Fall Term			
Spring Term			
Summer Term			
Total number of weeks:			

Center Schedule

Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												
Total Hours Per Week:												

Adjunct Sites, If applicable (site name and full address)	
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	
Parent/Legal Guardian Activities	

Texas ACE	Program Year
Center Operations Schedule (one per center)	2021-2022

(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.

Center 7	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP	Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target
Center					
Feeder					
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start <i>(Must be approved in NOGA)</i>			
Fall Term			
Spring Term			
Summer Term			
Total number of weeks:			

Center Schedule

Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												
Total Hours Per Week:												

Adjunct Sites, If applicable (site name and full address)	
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	
Parent/Legal Guardian Activities	

Center Operations Schedule (one per center)	2021-2022
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(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.

Center #	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP	Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target
Center					
Feeder					
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start <i>(Must be approved in NOGA)</i>			
Fall Term			
Spring Term			
Summer Term			
Total number of weeks:			

Center Schedule

Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												
Total Hours Per Week:												

Adjunct Sites, If applicable (site name and full address)	
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	
Parent/Legal Guardian Activities	

Texas ACE Center Operations Schedule (one per center)	Program Year 2021-2022
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(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.

Center 9	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP	Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target
Center					
Feeder					
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start <i>(Must be approved in NOGA)</i>			
Fall Term			
Spring Term			
Summer Term			
Total number of weeks:			

Center Schedule

Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												
Total Hours Per Week:												

Adjunct Sites, If applicable (site name and full address)	
Special Schedules <small>(i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)</small>	
Parent/Legal Guardian Activities	

Texas ACE	Program Year
Center Operations Schedule (one per center)	2021-2022

(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.

Center 10	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP	Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target
Center					
Feeder					
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start <i>(Must be approved in NOGA)</i>			
Fall Term			
Spring Term			
Summer Term			
Total number of weeks:			

Center Schedule

Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												
Total Hours Per Week:												

Adjunct Sites, If applicable (site name and full address)	
Special Schedules <small>(i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)</small>	
Parent/Legal Guardian Activities	



Horizon Montessori Public Schools

"Tomorrow's Education Today"

2402 E. Business Hwy. 83 • Weslaco, Texas 78596

HORIZON MONTESSORI PUBLIC SCHOOLS PARTNERSHIP AGREEMENT

SCHOOL DISTRICT COMMITMENT 2021-2022

This agreement, dated January 21, 2021, shall be used as a reference for the 2021-2022 Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 11, Year 1 Competitive Grant coming from Texas Education Agency and entering into agreement with Horizon Montessori Public Schools.

Horizon Montessori Public Schools' primary focus is to work collaboratively for the purpose of programming academic enrichment opportunities during non-school hours for children and the families of participating children. Horizon Montessori Public Schools will provide non-school hours programming at Horizon Montessori I, Horizon Montessori II, and Horizon Montessori III as follows:

1. Provide safe facilities that are properly equipped and easily accessible;
2. Active collaboration with the schools that participating students attend, including but not limited to, sharing of relevant data;
3. District personal will provide support to ensure compliance with all applicable local, state, and federal policies; and
4. Shared services of active school-day curriculum programs and partnerships.

Horizon Montessori Public Schools agrees to participate in the 2021-2022 Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 11, Year 1 for the 2021-2022 school year contingents on award.

Signature

01/21/2021

Date

Alim U. Ansari

Name of Authorized Administrator

Superintendent

Title

**Tel. (956) 969-3092
Fax (956) 969-8614**