



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

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

Amendment Number

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

1. Applicant Information

Name of organization Crystal City ISD

Campus name District Office CDN 254901 Vendor ID 174600638 ESC 20 DUNS 070477583

Address 613 W. Zavala Street City Crystal City ZIP 78839 Phone 8303742367

Primary Contact Norma Carranza Email norma.carranza@crystalcityisd.org Phone 8303742367

Secondary Contact Edward Churchill Email edward.churchill@crystalcityisd.org Phone 8303742367

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 Norma Carranza Title Fed Prg Dir. Email norma.carranza@crystalcityisd.org

Phone 8303742367 Signature Norma R Carranza Digitally signed by Norma R Carranza Date: 2021.01.21 22:45:28 -06'00' Date

Grant Writer Name Norma Carranza Signature Norma R Carranza Digitally signed by Norma R Carranza Date: 2021.01.21 22:47:06 -06'00' 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
Economically Disadvantaged students need to be assisted to progress in reading and math.	Differentiated Instruction, interventions in math and reading, instructional services to meet students' needs at time of enrollment, alignment methods and techniques need to be used in the classroom to ensure educational continuity in order to meet state standards.
Special education students need to receive daily specified support that is identified in their IEPs to show progress in reading and math.	Identified accommodations will be on lesson plans to continuously plan for students and their instructional needs. Instructional needs will be provided through different methods; Online, live, face-to-face, rer-recorded, and through paper packets due to COVID-19.
All students including At-Risk students will be provided with additional resources for social, emotional, and academic difficulties.	Students will receive counseling services a by campus counselors and/or outside counselors. In addition, will be provided instructional resources, such as tutoring after or before school as necessary for the progress in math and reading. In addition, students will be provided social activities to assist with social difficulties.

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.

Crystal City ISD will utilize effective educational practices and resources to support and increase student performance to 70% in the aggregate of all tests taken by June 2022. Data will be collected through the Beginning of the Year, Middle of the Year, and the End of the Year assessments. This information will be collected at the elementary and the secondary campuses. Comparison of previous scores will be utilized to make improvements to curriculum, instructional strategies, and professional development for staff.

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

Method that will be used to measure progress will be the scores from Star Renaissance and M-class and/or locally developed benchmark tests. Star Renaissance will be from 2nd through 12th grade while M-Class will be in our primary schools/grades.

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8. Measurable Progress (Cont.)

Second-Quarter Benchmark

Method that will be used to measure progress will be the scores from Star Renaissance and M-class and/or locally developed benchmark tests. Star Renaissance will be from 2nd through 12th grade while M-Class will be in our primary schools/grades.

Third-Quarter Benchmark

Method that will be used to measure progress will be the scores from Star Renaissance and M-class and/or locally developed benchmark tests. Star Renaissance will be from 2nd through 12th grade while M-Class will be in our primary schools/grades.

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.

Crystal City ISD will use data from the academic interventions provided within the program, the academic enrichment portion of the program, the college and career readiness activities, and the family engagement component. Each of these components will be reviewed and evaluated every 3 weeks to determine the need for modification or the continuance of the activities. This will also be determined through progress in the classroom and through the 3 week grading period for each participant. In addition, the BOY, MOY, and EOY assessments will also be a significant part of any evaluation.

If we do not see progress within our program to meet the smart goals, the supplemental support in reading and math will be altered to reflect the need of the students. It will be assigned a longer period by minutes, it will be necessary to complete and designated amount of assignments before any other activities may be scheduled, and/or we will change the way the teacher delivers the instruction. This will be a more flexible environment and the instructional delivery can be modified and worked on to cater to the individual students through the program.

Consistency of all interventions,

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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.

9. Statutory/Program Requirements

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

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

1. An evaluation of community needs was done through the site-base committee. The evaluation of resources in the community that benefits students and families was gathered through conversations and lists by the process of selected activities. In addition, a tour of the community was successfully made to detail the activities being offered for both the parents and the students at different times of the day. This community is in need of "kid friendly" activities in the community in addition to the continued academic support after-school hours. The availability of activities is limited and the city does not have the resources to develop a place for entertainment or for an educational community environment other than the school district for school-age children. This program can bring in a variety of enrichment activities that will promote collaboration, commitment, and skill building behavior. This will give students self-confidence and the opportunity to continue to learn and improve academically.

1a. The assessment process was through conversations with the the Federal Programs Director, the Superintendent and the Student Support Services coordinator, which are also the elementary and secondary curriculum and instruction coordinators. Included in these conversations were also the Special Education Director and the Finance Manager. The district site-base committee members were also invited to a separate meeting to discuss this grant. A survey was then sent out to the site-base members for the interest and need for this program. The CIP, DIP, and Needs Assessment information was taken into account when preparing for this grant. An informational presentation was given to the school board members at a school board meeting by the superintendent. designee.

1b. Crystal City ISD is a Title I district and so therefore our most in-need student population is the at-risk population. With an estimated number of 1,005 at-risk students out of 1820 students enrolled in the district, with the total percentage being 56%. These students are creating the low rating for the district in the different campus and need to close the gaps in reading and math within this population.

1c. This program will offer families of students served by community learning centers opportunities for active and meaningful engagement in their children's education, including literacy, math, and related educational development. The center will provide continuous information through the website, the newspaper, district call-outs, and campus recruitment. Informational flyers will be sent home and parents will be called as necessary to discuss the program and its benefits. The parental involvement staff will be in communication with the community resources and the community at large to continue to provide services to students. The program staff will also make arrangement with the parents for home visits or through parental involvement activities to invite as many students as possible to participate in this program. Crystal City ISD will work with Benchmarks by tracking progress and develop tracking charts to improve the learning and the delivery of instruction. The use of student self-reflection to guide progress, having open minded conversations with families and students, and working together to meet the needs of all students and their families will be priority. The development of relationships between the parents and the district will introduce texts and topics that are culturally relevant to personalize learning.

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9. Statutory/Program Requirements (Cont.)

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

The center will positively impact students by connecting the instruction from school to home., It will provide the students and families with the opportunity to be involved and make progress through a more individualized instructional plan. Through this program, the students will also have the encouragement and the resources to become motivated and involved in their education and in their community. The families will also be the core of the program by involving them in every part of the program and promote good attendance.

SMART GOALS

Student Achievement and Success -Crystal City ISD will address the learning needs and diversity of all students by reducing the learning gaps and improving the academic performance of each subpopulation by 10 percentage points in benchmark data.

Safe and Healthy Learning Environment - Crystal City ISD will implement and provide comprehensive student support programs and systems to eliminate barriers to learning by 30 percent of students and their families utilizing the programs of support.

Parent and Community Engagement - Crystal City ISD will foster a culture of trust by effectively communicating with all stakeholders to provide opportunities for parent and community partnerships and participation in school district activities by successfully reaching out to 85 percent of the parents.

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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.

This program will support the continuous development of a students' social, emotional, cognitive, and academic development. It is the goal of the program to increase the reading and math assessments data by involving the parents in the education of their children in a more flexible environment. This will reduce the attendance problems and discipline concerns, while promoting the physical health of the students while providing a safe and supportive environment for the students and families of Crystal City ISD.

The program will continue a variance of the classroom setting that continues after-school to provide a structure for students while also continuing to teach through the content curriculum. This format will be the continuous of the of the day's teaching with time to complete homework. Certified teachers and instructional aides will be in the classroom to guide and teach all students regardless of the grade or the age. The appropriate staff will be on hand to positively intervene with after-school instruction. This setting will give the students assistance by allowing detailed individual student interventions. Technology will be a focus of each day to promote the use of Online instruction while also having the opportunity of face-to-face learning, as permitted. Each center will develop the schedule to incorporate core content instruction and the opportunity for enrichment activities according to grade and the ages of the students.

Through this program's schedule, each center will identify academic minutes, enrichment activity minutes, and time for parental involvement activities. As a district, a consistency of scheduling activities will be collaborative and integrating with the campus' planned activities. This program will promote a positive development for students and their families and will encourage a positive setting for positive interactions.

Crystal City ISD will plan for students, as done during the day, for the inclusion of students with diverse 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

Family Services will continue to provide service to our students and their parents during the after-school program. This agency will be able to provide educational service through Family Strengthening, Youth Education, Parenting Education, Early Childhood Education, and Rural Area Services. As a community agency, they know the community and the needs of the children. This program is already an asset during the school day but will continue to provide the service after-school to gain more time with the students and families.

This agency focuses on the education stability, the social and communication engagement, the education, the community neighborhoods, and the health and health care of all of our students and families.

"Home and community based Parenting Educational services are available in individual and group settings. Services include resource and referrals, counseling services, and parent enrichment activities to engage parents and help educate the community with more fun, exciting ways to engage with their children living in Dimmit, Frio, Kinney, Maverick, Uvalde, Valverde, Zavala counties." - Family Services Website

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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 that will be used.....

Encouraging discussion: This will be a daily implementation of the program. Discussions with students and discussions with parents promote the program and encourage participation.

Becoming an advocate: This will be the primary responsibility for the staff. Advocating for students encourages educational gains and promotes trust from the students and families which is a positive development in youths.

Being resourceful: Providing supplies and materials, community resources, and time will enhance the programs retention and academic performance in the areas of concentration: math and reading. It will also prepare students outside of the classroom for the workforce and for post-secondary achievement.

Timely feedback: Keeping the parents informed of the status of their child's academic performance speaks volumes to those in the program. This will support the students' learning and will encourage the parents to maintain the participation in the program.

Active Learning: Enrichment activities will support this best practice. Although math and reading instruction can implement the active learning, the enrichment activities will be seen as more engaging and will connect the traditional learning to learning outside of the classroom. This type of involvement will help maintain the interest of the program.

Life-long learning: This is a accumulation of student learning and preparation for the present and the future.

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.

Transportation will be scheduled by the need of the students.

Each site will have a designated bus to take the students to and from the program and will have transportation arrangement for students to be taken home at the end of the day. This will be dependent on the amount of students requiring transportation.

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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.

Crystal City ISD plans to promote the community learning center through different platforms. Information will be indicative of the purpose and goals of the program. It will include the educational goals and the enrichment activities opportunities. The information will also include the site addresses, times, and days of the program. The site director and coordinators will be sent to different community organizations to inform the members and to create an informational chain. We will develop an outreach and marketing plan that will appeal to students and the parents. It will include the importance and benefits of the program services.

The following will be different avenues that will be used to promote the centers and to gain the confidence, commitment, and the support from the community.....

1. Newspapers ads
2. Website on each district campus and on the district website.
3. Banner mounted on central office building
4. Flyers at businesses
5. District Call-outs
6. Promote the community learning centers at board meetings'
7. Visit community organizations with the information to members
8. Facebook
9. Share with Region 20 through our SSA
10. Share the information at Parent Advisory Meetings

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.

The community center program will be a supplement to other federal programs. Crystal City ISD is a Title I district and serves a high percentage of at-risk students. This will create an accumulation of support programs and documentation of student achievement and supplemental resources to be in compliance of the required services provided to students and families.

The goal for academic growth will be concentrated at all grade-levels. The following benchmark scores will be the focus of growth at the elementary campuses. These scores have not had a significant growth from previous years and will be the long range goal as the overall gain for the year. As Fall benchmarks scores, the short-term goal will be to improve benchmarks by BOY, MOY, and EOY data.

3rd - Math 28%	5th - Science 14%
3rd - Reading 39%	5th - Math 30%
4th - Math 29%	5th - Reading 41%
4th - Reading 30%	6th - Math 25%
4th - Writing 14%	6th - Reading 17%

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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.

The community learning center will rely on the existing staff to carry out the functions of the center. District staff will assist in the delivery of the program through modifying and addressing significant losses at each site. Budget adjustments will need to be made to compensate the staff that will be working after-school on a daily basis. Family Services may need to be given an MOU (Memo of Understanding) to service our students and staff at different hours of the day.

1. Curriculum will be the extension of the regular day but will be used in a more flexible setting.
2. Instructional delivery will be by certified teachers that can be paid as extra-duty pay at a lower-rate with fewer teachers. This may significantly reduce the number of students and families that will be served by the program.
3. Enrichment activities will be limited and offered once or twice a week instead in a more frequent and timely manner.
4. The director of the center will be a principal of a campus that alternates with other principals daily, weekly, or monthly.
5. Supplies and materials will be out of the classroom of each school to help the program with needed supplies to accomplish the tasks for the day.

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)

At this time, we will not be using volunteers.

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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.

Strategies for recruiting and retaining students:

1. Conduct community outreach to raise the awareness of the program, its purpose, and the intended outcomes for all participants.
2. Involve campus counselors.
3. Develop relationships with the students and the families to support the participation in the program.
4. Create procedures for the program that will provide consistency and fairness to all participants to gain the trust of the families.
5. Engage and support families with different activities and conversations.
6. Monitor the families' enrollment to retain their participation by meeting their needs.
7. Always provide "quality service" to all students/families. Make the program a place that they want to be a part of on a daily basis.

Crystal City ISD will provide a behavior support and discipline program to enhance the personal and social skills of all students and reduce attendance infractions by 20%.

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

The plan will identify the persons responsible for the daily tasks of the program. It involves individuals that will concentrate on the effectiveness of the program through daily instructional delivery, attendance monitoring, contracting of services, parental involvement, and teacher and student support. These people are the welcoming committee for the program. They are the persons that will identify and address the needs of all of our participants. In addition, this staff will be the stability and consistency for the families. Collaboratively, this staff and the accomplishment of their responsibilities, will meet the measures of the effectiveness of the program through formal and informal data collection.

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10. Equitable Access and Participation

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

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

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

11. PNP Equitable Services

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

- Yes No

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

Are any private nonprofit schools participating in the grant?

- Yes No

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

Assurances

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

Equitable Services Calculation

1. Total 21st CCLC program enrollment for all centers	<input type="text" value="1,000"/>
2. Enrollment in 21st CCLC of students attending participating private schools	<input type="text" value="0"/>
3. Total 21st CCLC program and participating private school students (line 1 plus line 2)	<input type="text" value="0"/>
4. Total year 1 proposed grant budget for serving students in all centers	<input type="text" value="739,596"/>
5. Applicant reservation for required staff payroll.	<input type="text" value="607,000"/>
6. Total grant amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text" value="0"/>
7. Per-pupil grantee amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text" value="0"/>
Grantee's total required ESSA PNP equitable services reservation (line 7 times line 2)	<input type="text" value="0"/>

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12. Request for Grant Funds

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

Payroll Costs

1.	<input type="text" value="1 Director"/>	<input type="text" value="\$70,000"/>
2.	<input type="text" value="20 Teachers"/>	<input type="text" value="\$432,000"/>
3.	<input type="text" value="Family engagement Specialist"/>	<input type="text" value="\$35,000"/>
4.	<input type="text" value="2 Site Coordinators"/>	<input type="text" value="\$70,000"/>
5.	<input type="text"/>	<input type="text"/>

Professional and Contracted Services

6.	<input type="text" value="Enrichment Activities Contractors"/>	<input type="text" value="\$55,000"/>
7.	<input type="text" value="Professional Development"/>	<input type="text" value="\$8,000"/>
8.	<input type="text" value="Food Service"/>	<input type="text" value="\$15,000"/>
9.	<input type="text"/>	<input type="text"/>
10.	<input type="text"/>	<input type="text"/>

Supplies and Materials

11.	<input type="text" value="Instructional Supplies"/>	<input type="text" value="\$20,000"/>
12.	<input type="text" value="Curriculum"/>	<input type="text" value="\$10,000"/>
13.	<input type="text"/>	<input type="text"/>
14.	<input type="text"/>	<input type="text"/>

Other Operating Costs

15.	<input type="text"/>	<input type="text"/>
16.	<input type="text"/>	<input type="text"/>
17.	<input type="text"/>	<input type="text"/>

Capital Outlay

18.	<input type="text"/>	<input type="text"/>
19.	<input type="text"/>	<input type="text"/>
20.	<input type="text"/>	<input type="text"/>

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

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Appendix I: Negotiation and Amendments

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

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

You may duplicate this page.

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

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

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

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: 254901

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	254901101	Dr. Tomas Rivera Elementary 909 Javalina Drive Crystal City, Texas 78839 830-3748078	0	PK- 1 st	50%	50%
2	254901106	Lorenzo De Zavala Elementary 901 Javalina Drive Crystal City, Texas 78839 830-374-8080	1	2 nd -4 th	50%	50%
3	254901104	Benito Juarez Middle School 1301 N. Javalina Dr. Crystal City, Texas 78839 830-374-3486	1	5 th -6 th	50%	50%
4	254901042	Sterling Fly Jr. High School 715 Crockett St. Crystal City, Texas 78839 830-374-2371	1	7 th -8 th	30%	30%
5	254901001	Crystal City High School 1101 N. 11 th Avenue Crystal City, Texas 78839 830-374-2341	1	9 th -12 th	15%	15%
6						
7						
8						
9						
10						

Texas ACE							Program Year						
Center Operations Schedule (one per center)							2021-2022						
<i>(Part 3) Applicant will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>													
Center 1	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target				
Center	254901101	Dr. Tomas Rivera Elementary 909 Javalina Drive Crystal City, Texas 78839 830-3748078					PK-1st	50%	50%				
Feeder	NA	NA					NA						
Feeder	NA	NA					NA						
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>			June 19, 2021			June 29, 2021			2				
Fall Term			September 7, 2021			December 9, 2021			13				
Spring Term			January 5, 2022			May 19, 2022			19				
Summer Term			June 6, 2021			July 1, 2021			5				
Total number of weeks:									37				
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	6:00			3:30	6:00	8:30			2:00	
Tuesday			3:30	6:00			3:30	6:00	8:30			2:00	
Wednesday			3:30	6:00			3:30	6:00	8:30			2:00	
Thursday			3:30	6:00			3:30	6:00	8:30			2:00	
Friday													
Saturday													
Sunday													
Total Hours Per Week:	10				10				22				
Adjunct Sites, If applicable (site name and full address)	TBD												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Schedule will be Monday thru Thursday. Jump Start will be only for PK-1 st grades. Rotation of Enrichment activities –community based Remote Instruction for those not wanting to be on-campus learners No Field Trips for the summer or Fall semester; Possible Spring Field Trips Saturday events will occur one per semester												
Parent/Legal Guardian Activities	Holiday events – presentations, crafts, skills activities, enrichment activities performance Parenting Informational Meetings on progress/academics/community resources Parenting Training on different topics to assist students in and outside of the classroom												

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022					
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 2	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target			
Center	254901106	Lorenzo De Zavala Elementary 901 Javalina Drive Crystal City, Texas 78839 830-374-8080					2 nd – 4 th	50%	50%			
Feeder	NA	NA					NA					
Feeder	NA	NA					NA					
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>			NA			NA			0			
Fall Term			September 7, 2021			December 9, 2021			13			
Spring Term			January 5, 2022			May 19, 2022			19			
Summer Term			June 6, 2021			July 1, 2021			5			
Total number of weeks:									37			
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	6:00			3:30	6:00	8:30			2:00
Tuesday			3:30	6:00			3:30	6:00	8:30			2:00
Wednesday			3:30	6:00			3:30	6:00	8:30			2:00
Thursday			3:30	6:00			3:30	6:00	8:30			2:00
Friday												
Saturday												
Sunday												
Total Hours Per Week:	10				10				22			
Adjunct Sites, If applicable (site name and full address)	TBD											
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Schedule will be Monday thru Thursday. Jump Start will be only for PK-1 st grades. Rotation of Enrichment activities –community based Remote Instruction for those not wanting to be on-campus learners No Field Trips for the summer or Fall semester; Possible Spring Field Trips Saturday events will occur one per semester											
Parent/Legal Guardian Activities	Holiday events – presentations, crafts, skills activities, enrichment activities performance Parenting Informational Meetings on progress/academics/community resources Parenting Training: different topics for school and home											

Texas ACE Center Operations Schedule (one per center)						Program Year 2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 3	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP				Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target				
Center	254901104	Benito Juarez Middle School 1301 N. Javalina Dr. Crystal City, Texas 78839 830-374-3486				5 th -6 th	50%	50%				
Feeder	NA	NA				NA						
Feeder	NA	NA				NA						
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>		NA		NA		0						
Fall Term		September 7, 2021		December 9, 2021		13						
Spring Term		January 5, 2022		May 19, 2022		19						
Summer Term		June 6, 2021		July 1, 2021		5						
Total number of weeks:						37						
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	6:00			3:30	6:00	8:30			2:00
Tuesday			3:30	6:00			3:30	6:00	8:30			2:00
Wednesday			3:30	6:00			3:30	6:00	8:30			2:00
Thursday			3:30	6:00			3:30	6:00	8:30			2:00
Friday												
Saturday												
Sunday												
Total Hours Per Week:	10				10				22			
Adjunct Sites, If applicable (site name and full address)	TBD											
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Schedule will be Monday thru Thursday. Jump Start will be only for PK-1 st grades. Rotation of Enrichment activities –community based Remote Instruction for those not wanting to be on-campus learners No Field Trips for the summer or Fall semester; Possible Spring Field Trips Saturday events will occur one per semester											
Parent/Legal Guardian Activities	Holiday events – presentations, crafts, skills activities, enrichment activities performance Parenting Informational Meetings on progress/academics/community resources Parenting Training on different topics to assist students in and outside of the classroom											

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022					
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 4	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target			
Center	254901042	Sterling Fly Jr. High School 715 Crockett St. Crystal City, Texas 78839 830-374-2371					7 th – 8 th	30%	30%			
Feeder	NA	NA					NA					
Feeder	NA	NA					NA					
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>			NA			NA			0			
Fall Term			September 7, 2021			December 9, 2021			13			
Spring Term			January 5, 2022			May 19, 2022			19			
Summer Term			June 6, 2021			July 1, 2021			5			
Total number of weeks:									37			
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	6:00			3:30	6:00	8:30			2:00
Tuesday			3:30	6:00			3:30	6:00	8:30			2:00
Wednesday			3:30	6:00			3:30	6:00	8:30			2:00
Thursday			3:30	6:00			3:30	6:00	8:30			2:00
Friday												
Saturday												
Sunday												
Total Hours Per Week:	10				10				22			
Adjunct Sites, If applicable (site name and full address)	TBD											
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Schedule will be Monday thru Thursday. Jump Start will be only for PK-1 st grades. Rotation of Enrichment activities –community based Remote Instruction for those not wanting to be on-campus learners No Field Trips for the summer or Fall semester; Possible Spring Field Trips Saturday events will occur one per semester											
Parent/Legal Guardian Activities	Holiday events – presentations, crafts, skills activities, enrichment activities performance Parenting Informational Meetings on progress/academics/community resources Parenting Training on different topics to assist students in and outside of the classroom											

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022					
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 5	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target			
Center	254901001	Crystal City High School 1101 N. 11 th Avenue Crystal City, Texas 78839 830-374-2341					9 th -12 th	15%	15%			
Feeder	NA	NA					NA					
Feeder	NA	NA					NA					
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>			NA			NA			0			
Fall Term			September 7, 2021			December 9, 2021			13			
Spring Term			January 5, 2022			May 19, 2022			19			
Summer Term			June 6, 2021			July 1, 2021			5			
Total number of weeks:									37			
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			4:30	6:00			4:30	6:00	8:30			2:00
Tuesday			4:30	6:00			4:30	6:00	8:30			2:00
Wednesday			4:30	6:00			4:30	6:00	8:30			2:00
Thursday			4:30	6:00			4:30	6:00	8:30			2:00
Friday												
Saturday												
Sunday												
Total Hours Per Week:	6				6				22			
Adjunct Sites, If applicable (site name and full address)		TBD										
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Schedule will be Monday thru Thursday. Jump Start will be only for PK-1 st grades. Remote Instruction for those not wanting to be on-campus learners Rotation of Enrichment activities –community based No Field Trips for the summer or Fall semester; Possible Spring Field Trips Saturday events will occur one per semester										
Parent/Legal Guardian Activities		Holiday events – presentations, crafts, skills activities, enrichment activities performance Parenting Informational Meetings on progress/academics/community resources Parenting Training on different topics to assist students in and outside of the classroom										

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

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

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

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

Texas ACE Center Operations Schedule (one per center)						Program Year 2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 10	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP				Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target				
Center		NA										
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												



Memorandum of Understanding

This Memorandum of Understanding (MOU) is entered between Family Service Association of San Antonio, Inc. (Family Service) and Crystal City Independent School District (CCISD) for the purpose of creating a communitive collaborative focused on providing Healthy Outcomes through Prevention and Early Support (HOPES). HOPES is a community based child abuse and neglect prevention service offering parenting education, service coordination, parent advocacy, and basic needs support for families with children between the zero (0) through five (5) years of age.

Family Service Association: will be responsible to provide the following tasks:

1. Provide administrative oversight, overall coordination and implementation of HOPES Program.
2. Network and coordinate with CCISD and staff to meet the needs of the parents and students enrolled in school trough referrals and coordination of appropriate services.

Crystal City Independent School District (CCISD) : agrees to support and assist in the following tasks:

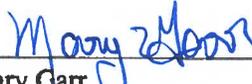
1. Network and coordinate with Family Service staff for the provision of HOPES services.
2. Refer students and parents who qualify for services to benefit the participants and family.
3. Appoint a CCISD staff member to participate and commit to attend a monthly Community Collaborative meeting that will focus on identifying service gaps, decrease barriers and increase social support for current and potential program participants.

Terms and Termination:

1. The terms of this memorandum of understanding shall begin September 1, 2021 through August 31, 2022 with an agreed upon annual renewal option.

Other Conditions:

1. This agreement is contingent upon availability of funds. If Family Service does not receive funding to manage HOPES, this agreement is not binding.



Mary Garr
President/ CEO
Family Service Association of S.A., Inc.

 FEB - 4 2021

Edward Churchill
Superintendent of Schools
Crystal City ISD