



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

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

NOGA ID []

Application stamp-in date and time

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

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

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

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

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

Amendment Number

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

1. Applicant Information

Name of organization San Benito Consolidated Independent School District (SBCISD)
Campus name Multiple campuses CDN 031912 Vendor ID 1746002224 ESC 01 UEI VUQKWNGGJ
Address 240 N. Crockett Street City San Benito ZIP 78586 Phone 956-361-6100
Primary Contact Nancy R. Casas Email ncasas@sbcisd.net Phone 956-361-6450
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2. Certification and Incorporation

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

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

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

Authorized Official Name Theresa Servellon Title Superintendent Email tservellon@sbcisd.net
Phone 956-361-6100 Signature [Signature] Date 1/19/23
Grant Writer Name Lisa Seiser Signature [Signature] Date 1/16/2023

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

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3. Shared Services Arrangements

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

Check the box below if applying as fiscal agent.

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

4. Identify/Address Needs

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

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

SUMMARY - San Benito CISD (SB) serves a student body that is 98.9% Hispanic, 88.7% economically disadvantaged (ED), 70.9% at risk, 25.8% Emergent Bilingual (EB), who live just miles from the US-Mexico border in one of the poorest cities in all of America (32% poverty rate, compared to 14.2% statewide). All of these factors create significant hurdles to success and achievement, including a lack of life and travel experiences due to high levels of working poor and unemployment (5.9%, compared to 3.7% statewide), and distance between the Rio Grande Valley and the rest of Texas. Not only are people in poverty here, but the median home value is \$68,500 (compared to \$202,600 in Texas), median household income is half that of the state (\$33,245, compared to \$67,321, and educational attainment is low - only 12.4% of residents older than 25 have a bachelor's degree or higher (31.5% statewide). These issues reveal the struggles SB students face when comparing standardized test scores in San Benito to those around the state, and especially are evident when comparing the 2019 scores to the results in 2021 (2020-21 TAPR). It appears for many of the reasons already noted, students in San Benito were more significantly impacted by the loss of in-person schooling during the COVID-19 pandemic. Looking at reading, math and science, not one of the schools in this proposed program met the state's grade-level percentage, meaning "all grades" failed to meet grade level in all 21 subjects analyzed. Overall, only 31% (45% statewide) of students in these schools met/meets grade level in reading, 18% math (37% state), and 21% science (44% state). When looking at all subjects in all grades, just 23% of these San Benito students met/meets grade level (41% statewide).

DATA SOURCES - In order to remain consistent, the district used the 2020-21 TAPR for student STAAR performance, discipline data, attendance, demographic, enrollment and other information for the required "stratplan" attachment. In addition, community stats were obtained from the most recent Census Bureau Quickfacts and surveys about after school of students, parents, and stakeholders were used for feedback purposes. This revealed a continued need for activity expansion and capacity to provide comprehensive programs to all district schools.

NEEDS/ADDRESSING NEEDS - In addition to STAAR test scores well below the state average, only 61.6% of households have Internet accessibility (86.9% statewide) leaving these students at an extreme disadvantage. Several of the schools proposed in this application are well below the district's percentage for meeting grade level. For example, Oscar De la Fuente students meet reading levels at 12%, math at 5%, and science 6%. Only 9% in all grades meet the standards in all subjects. These issues could be positively impacted significantly with access to resources after school and in summer. By providing caring staff, interesting enrichment activities, an Accelerated Learning Coach, and a Family Engagement Specialist, students and parents will receive the supports they need.

TARGETED PARTICIPATION - Based on a combination of years of experience operating after school programs and the numbers of EB/EL (536) and at-risk students (1,839) at the campuses in this application, district leaders determined the targeted number of 670 for this Cycle 12 (about 35% of total enrollment). In the past, the district's after school program has always met similar target participation goals so staff understands parent interest/student needs, which all were discussed when determining these target numbers, and in line with previous programs.

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5. Measurable Goals and Progress

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

SMART GOAL BENCHMARKS - ACADEMICS - First, the district will identify and prioritize students most in need to enroll (at least 75% of Economically Disadvantaged students/Emerging Bilingual). Upon that effort, throughout the duration of the grant, San Benito CISD will use comprehensive assessment tools such as Eduphoria to track individual progress, from initial and continued bench marking (BOY, MOY, and EOY) for various assessments, including STAAR, TELPAS, EOC, grades, local testing, and TEKScores (online/real time interim assessments). As part of the students' localized plans, this collection of up-to-date insight data will also shed light on whether the program is moving toward its center and district objectives. At MOY and EOY, students are expected to show at least 5% improvement in test scores and grades at each analysis in order to ensure progress is being made on SMART goals. Monitoring attendance daily and analyzing that data weekly, while comparing it to the students' previous year attendance, will provide the benchmarks to meet center-specified daily attendance percentages - no less than 80% of enrollment at each site, and meet 75% of center program targets (students for 60 days and parents) at each site by the end of February, which will result in increases in school day attendance. ACE students as a group will be tracked for regular school day attendance with an expectation of 10% year over year increases.

RECRUITMENT/RETAINMENT - School site administration, teachers and counselors will focus on HB4545, economically disadvantaged, EB, SPED students, and those who are struggling at home. The at-risk students will be invited to enroll in the program first and ACE staff will communicate regularly with parents through phone calls and technology (emails, texts, and Facebook). Students of siblings also will be targeted for enrollment in the program. ACE staff will monthly monitor, survey, and discuss with students activities they desire and also track attendance daily to determine if there are variances depending on the specific activities being held. Retention will be achieved through engaging, research-based practices, self-selected activities, community outreach events, family engagement, educational field trips, and student incentives based on attendance/participation. Staff will track daily attendance and will immediately contact parents if a student misses 3 straight days or is absent consistently.

ENGAGING WITH FAMILY - ACE staff will collect data on existing parental involvement, including attendance at open houses, parent-teacher conferences, and other events. ACE activity parent attendance data and survey information will be collected and analyzed monthly to track engagement with the expectation for parents of ACE students to show a 10% increase in attendance at school meetings/conferences/events. ACE staff also will survey at least 75% of the parents regarding school and program satisfaction to determine reasons for participation levels.

RECRUITING STAFF - More than 40% of the staff recruited to participate in this program will be regular school day certified teachers versed in math, reading, and writing, and have a mix of grade-level experiences. These recruiting efforts will be led by district and school leadership asking specific staff to join the program to support academic success and achievement. In addition, qualified and experienced site coordinators (former UTRGV interns now graduates) will lead each center, train staff, and work with school day teachers to analyze lesson plans for quality assurance. All of these efforts are intended to ensure the challenges of school day alignment are minimized.

MONITORING FIDELITY - The recruitment and use of high quality, invested, skilled, grade level teachers and staff is integral to the success of a program such as this. Having them take the lead will naturally build regular school day alignment, provide quality tutoring, and build hands-on complementary enrichment curriculum. To ensure all programming is running as needed, the local evaluation team will measure dosage, adherence to the program, quality of program delivery, and student responsiveness and engagement. Observational data collection (data-based individualization, data and decision making and program features), development of a rubric and creating and utilizing student intervention implementation logs, and implementation meetings led by the evaluation team will help effectively measure whether the program's efforts can be linked to student outcomes. Comparing progress monitoring/measurement data and fidelity data will be used to determine success and needed adjustments.

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6. Project Evaluation and Modification

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

CONTINUOUS IMPROVEMENT ACTIVITIES - The ACE Program Director, Site Coordinators, staff, and district stakeholders, some of whom make up the Community Advocates Targeting Children needing Help (CATCH), will utilize 21st CCLC data, including performance measures, SMART goals, and logic models to review, analyze and compare at monthly meetings so responses and resolutions to develop program modifications are timely and based on need. SBCISD will utilize feedback from the Texas ACE Quality Assurance Process (QAP) monitoring annual submissions which measure standardized/local testing, parent/student/teacher survey feedback, implementation/improvement over time, daily attendance compared to school day attendance, annual STAAR scores, 6-week grades, and daily lesson plan alignment with the intention to ensure student success and achievement. If progress is not being shown, pathways and plans will be discussed to create an overall strategic improvement plan to address measures not being met. Depending on what those are, the committee will determine the modifications required, including, but not limited to targeted professional development (for example - class management, HQIM integration, and overall use of best practices), and adjustments to program elements such as dosage, amount of time, curriculum (especially the use of HQIM/HIT products), the activities offered, staff use, and overall implementation. The district will use the "develop, assess, and review processes" as described in the Continuous Improvement Cycle of the local evaluation guide. CATCH also will analyze the annual state and local evaluations provided by TEA to track the challenges similar programs are facing to meet objectives. Changes to operations will be closely monitored by designated district staff to ensure fidelity of program implementation per TEA assurances and requirements.

STATE ACTIVITIES - San Benito will turn to the TEA's technical assistance educational specialists and the training and resources (online and in-person) provided by the state. SBCID also will reference the My Texas ACE website, Texas ACE Blueprint, and the Texas ACE Resource Network for additional support as needed.

7. Statutory/Program Assurances

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

Check each of the following boxes to indicate your compliance.

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

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8. Statutory/Program Requirements

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

Student success and specific academic achievement gains will succeed through a program built on student needs, engagement, quality curriculum, and choice, combined with pedagogical soundness and the use of High Quality Instructional Materials, which are observed, monitored, and assessed for fidelity and continuous improvement. Focused on the standardized testing data obtained about the 7 center schools, program activities will be continually developed based clearly on academic needs, but also students' interest for enrichment programs they may not otherwise be exposed to.

ACADEMICS - All centers will provide each student in the program 45 minutes of daily homework assistance and small group and HIT for targeted students, utilizing individualized learning plans (created by the Accelerated Learning Coach) and led by grade level school teachers to help students meet the challenging state academic standards. All schools will focus on its math and reading challenges. However, leaders from each site and the ALC will regularly meet with administrative staff to discuss specific campus priorities, with priorities always placed first on academic core instruction. In addition, a focus will be placed on hands-on math, reading, and writing using HQIM that provides alternative learning styles and repetition for students. All of these efforts will be aligned with regular school day objectives through comprehensive and collaborative lesson planning by ACE staff and faculty. These activities are intended to ensure students have the time, repetitions, support, and teachers available to help them complete schoolwork and thus improve grades and academic achievement.

INTEREST-BASED ENRICHMENT - Depending on the center site, student ages/interests, and staff/volunteer knowledge, San Benito CISD will offer an array of mostly hands-on, interactive opportunities/topics for students to choose that will complement and reinforce school day learning, while providing opportunities and experiences students in this area rarely receive, except for in a program like this. Offerings will include chess, arts and crafts, photography, fitness, sports, eSports, cooking/nutrition, music, gardening, technology, STEM, robotics, and dance, with a purpose to promote creativity, health, critical thinking, communication, and collaboration. Social Emotional Learning (SEL) activities led by trained counselors to support student mental health, improves academics, reduces bullying and buildings character. Fitness, dance, sports, and cooking/nutrition activities will address the obesity risk factors and excessively high diabetes rate in South Texas, which is 20% higher than the entire state of Texas. Activities such as chess and music impacts academic success for students. According to the Growing Room, chess is "one big science experiment; every time participants play a game, they are testing hypothesis and learning by trial and error. Through chess, players are required to think abstractly, analyze concretely and plan while juggling multiple considerations simultaneously." There is a correlation between children who learn chess in elementary school and increased math and science performance (San Benito CISD all grades math meets grade level percentage is 14% and 21% in science), something sorely needed in these schools. Music training develops language and reasoning, mastery of memorization, supports emotional development and is a way to keep students engaged in school.

For middle school and the 9th grade campus (Veterans Academy) activities are focused even more on technology, robotics, STEM, sports, and college readiness, which all are part of San Benito's Re-Imagine 2021 Strategic plan. To improve career readiness, middle school participants and the students on the 9th grade campus will be introduced to CTE programming, including the types of industry-based certification is incorporated into the district curriculum so these at risk/EB students are aware of potential career opportunities, even if that does not involve attending a 4-year university.

FAMILY ENGAGEMENT - Parents and families at San Benito CISD want to be involved and part of the school culture, but some may lack the linguistic or requisite schemata to navigate a successful academic journey with their children. Having little formal education, few financial resources, and demanding work schedules all pose challenges that prevent and/or intimidate the neediest parents from engaging in the school culture. San Benito hopes to create a program atmosphere of non-judgement and open inquiry to foster trusting relationships among parents, program staff, and school faculty. Family-inclusive events like end-of-year ACE showcases, family cooking and gardening events, group fitness activities, sports, picnics, and outdoor recreation activities will be used to address and build an atmosphere that reaches out, rather than closes in. In addition, to address potential communication hurdles with parents and adults, literacy/financial literacy and computer educational programs will be offered at the Boys and Girls Club to provide a central location for the adult education for these ACE parents. Additionally, one of the goals of the 2021 Strategic Plan is to expose all students and their parents to higher education through visits in person or virtually to a college or university. This creates a goal for students who want to attend college and can impact overall student achievement and engagement because of goals being made.

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8. Statutory/Program Requirements (Cont.)

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

The San Benito CISD 21st CCLC program will implement highly engaging, specific educational skills, and social and emotional learning activities research shows improves performance and benefits developmental skills. These similar activities will be used in all schools and also utilize information from the 21st Century Blueprint and You for Youth to identify additional best practices and build robust evidence-based programming. In addition to the below included best practices, SB ACE staff will continue to pay attention to emerging best practices and evidence-based activities that lead to student success and achievement. Among other best practices include small class sizes, no more than 15:1, but preferred at 12:1, scaffolding, and repetition of academic skills and knowledge.

STRATEGIC TARGETING - In addition to focusing on enrolling the most at-risk students, HB4545, and SPED students, ACE staff, teachers, and the Program Specialist (Accelerated Learning Coach) will analyze real-time student-level data to recruit students and develop academic activities and support focused on each student, campus, and district needs. The individualized learning plans using Eduphoria and other data will provide specific areas for ACE staff to focus on for each student creating targeted recruitment and support for each individual.

SOCIAL EMOTIONAL LEARNING (SEL) - Incorporating regular, robust, UTRGV counselor-led activities in this ACE program integrating the 5 core competencies has shown a powerful combination of evidence and support leads to improved academic performance, classroom behavior and an ability to manage stress and depression.

HIGH DOSAGE TUTORING (HIT) - These efforts can significantly impact student achievement, attendance and behavior. According to a February 2021 EdResearch for Recovery study called Accelerating Student Learning with High-Dosage Tutoring, programming 3 or more days per week, between 30 and 60 minutes per day, in person, using high quality instructional materials aligned with classroom content, in small groups 3 students taught by talented teachers can "produce large learning gains for a wide range of students, including those who have fallen behind academically." San Benito will follow each research-based practice to ensure HIT is successful.

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

MEETING THE NEEDS - Being mostly city schools with working parents, safe transportation can be a barrier to participation in after school and summer programs. The 7 proposed ACE centers and the activities therein are located at the district schools, so there will be no need for transportation of students to any other facilities after school. Boys and Girls Club sanctioned SMART programs and other activities provided by the planned partners will occur at the individual centers led by center staff. For elementary and middle school students, ACE participants gather after school in the cafeteria, where they sign in to rosters, collect their snack, and then are dispersed to their specific ACE activities. Instructors lead students to the location of their programming, be it classrooms, computer or STEM labs, recreation areas, or other locations/facilities on each campus, respectively.

Transportation will be provided home following programming. District-provided/funded late activity buses will be offered to 21st CCLC ACE program attendees in each of the 7 San Benito CISD site schools. The district's bus safety, behavior and all other protocols will be followed. So, each participating student will be required to have a Parental Consent form, which must be signed by a parent or guardian to identify the method in which the student will leave and be signed out of the program daily. This will be provided to the Site Coordinators alerting them of whether the student will be utilizing the late bus to go home or be picked up at the school and who will be picking them up. Students who leave early from the program will be required to be signed out by an approved parent/guardian or designee to be allowed to pick up the student and must provide identification to sign the student out. ACE staff will safely and strategically dismiss students when parents are at the site for pickup and verified.

For summer camp/program activities, the process will be similar to the travel home during the school year, but in this case, buses will be provided both in the mornings and afternoons to safely transport children to and from the sites as needed. If students are picked up by parents, forms will have to be filled out stating the method of pickup. During educational field trips, district buses will be used, parents will sign approval documentations understanding and all typical transportation guidelines for all districts will be utilized, including requirements for hiring bus drivers.

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8. Statutory/Program Requirements (Cont.)

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

PLAN TO INFORM COMMUNITY - San Benito CISD has an extensive history of providing after school programming to its struggling and economically disadvantaged students. For nearly 25 years, the district has offered after school activities for its mostly at-risk students in this poverty-stricken area of the state. The district has a link on its website to after school programming providing staff information. There will be Facebook pages for all schools to promote participation, activities offered, benefits to students/families, and how parents can sign up their students at each campus. All 7 sites proposed in this Cycle 12 application and their addresses and websites will be listed on the ACE landing page located on the San Benito CISD Website. In addition to already prepared and utilized local documents (fliers and other materials) the district will utilize the Texas ACE branding in the local program materials and promotions as these marketing materials will be conveniently available in Spanish and English (nearly 60% of the district's adult population speaks Spanish at home). The district will also expand on its accessibility efforts through direct parent communications, specifically using technology such as text messages, the district's Class Dojo, Google Meets, Remind, and Zoom, while providing an updated and detailed calendar of events for families to ensure the highest participation levels. In addition to these efforts, the district will utilize its communication advisory council (CATCH - Community Advocates Targeting Children needing Help), to promote and report the successes of the ACE program in the community, and also provide opportunities for parent and community member feedback to ensure the district's communication plan properly and fully is disseminating information, including for adult education opportunities and that all stakeholders understand the program's goals, objectives and activities.

At least twice per year, the 21st CCLC Program Director will present an in-person update to the district's Board of Education and other stakeholders. The Program Director also will provide monthly written reports to the Board of Education to update members on SMART goal achievements, student academic achievement, and successes.

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

VOLUNTEER RECRUITMENT - San Benito CISD loves, needs and understands the importance of its volunteers. Luckily, the area is wrought with volunteers of all ages who are excited and ready to step up and help the district improve in any way possible. Texas State Technical College (TSTC), the University of Texas-Rio Grande Valley (UTRGV), and Texas A&M AgriLife Extension all provide regular volunteers and provide subject matter specific knowledge to the district throughout the school year and summer. TSTC provides several students who volunteer through a work-study program (22 hours per week) and receive life lessons and experiences during their work with these at-risk students. In numerous situations, TSTC volunteers have been hired as ACE part-timers or have ended up being hired as site coordinators. In addition, UTRGV provides social work interns, which is a free service. These students play a significant role as members of the ACE staff providing Social Emotional Support and programming. In the past, SBCISD has provided a \$500 per semester stipend for each of the UTRGV interns, who typically volunteer as many as 480 hours. The Texas A&M AgriLife Extension provides volunteer personnel to support numerous enrichment programs, including coding and robotics, and gardening/horticulture. San Benito also is home to a significant number of Winter Texans, who live in area's RV parks, (including Fun'n Sun, one of the largest in all of the Rio Grande Valley) from November through April. Many of these visitors are Midwestern senior citizens (age 60+) who have time, knowledge, experience, love and caring to share with the students.

VOLUNTEER ONBOARDING - All of these volunteers who participate in the program will be fingerprinted and undergo a criminal background check, following district procedures, to ensure the safety of all participants. All volunteers also go through the San Benito's Human Resources department and be cleared to enter any of the schools after filling out forms and receiving approval. Once individual volunteers are approved to serve with the district, a half day of training will be scheduled and provided by the Site Coordinators and other ACE staff members.

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8. Statutory/Program Requirements (Cont.)

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

LOCAL FUNDING - Nita M. Lowey Cycle 12 grant funding can't pay for all services provided to truly make after school and summer programs unique, innovative, and high quality. That is why San Benito is prepared to provide several aspects through local funding and other means. A number of district resources not funded from the grant monies will be used for building maintenance and cleaning, bus services home daily for the after school program, security staffing personnel (1 officer per campus every day at the front door), snacks (meals for after school and summer), coordination with school day personnel for SPED integration, administrative supports for budgeting/ planning of ACE, and support/collaboration with the other campus programs/staff. Site coordinators will attend Professional Learning Community meetings for better alignment and all will be trained in first aid and CPR. School facilities such as the cafeterias, gyms, outdoor fields and areas, classrooms, computer labs, libraries, specialty rooms and equipment such as iPads, laptop computers, and printers will be available for ACE. The school day technology students use, including HQIM licenses will be made available to ACE to integrate opportunities.

STATE/FEDERAL PROGRAMS - San Benito receives several state and federal funding through Title I, and also received significant ESSER II and ESSER III funding. In addition, the district in 2021-22 received elementary ADSY summer, TCLAS Decision 11 funding, and Perkins V Strengthening Career and Technology. While both ADSY and TCLAS Decision 11 funding and activities are occurring at the 7 schools proposed in this application, there is significant need to expand capacity and offerings with this funding and there will be supplementing and not supplanting. These schools will increase the number of students to provide High Impact Tutoring. Cycle 12 funding will expand reach and capacity of the elementary ADSY summer programs, allowing the district to align ACE and ADSY efforts while enrolling more students in the theme-focused camps. Additional equipment and supplies/ materials will also expand offerings. Perkins V addresses high need technical careers that require college readiness and will be integrated to introduce these potentials to the 9th grade campus ACE students as part of CCMR efforts.

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

SUSTAINABILITTY PLANS - It's clear, the importance and impact of the after school program as established through the Nita M. Lowey Texas 21st CCLC funds is an investment that can't be overlooked and greatly benefits the district, its students, parents and overall community. San Benito leaders, through years of providing after school programs through grant funds and locally funded, have shown a commitment to providing high quality opportunities such as this for economically disadvantaged and at-risk students through innovative and significant after school and summer programming. But, once the funding cycle ends after 5 years, it is known by all that this funding cannot fully be replaced or replicated through local funding or partnerships. Sustainability will require a combination of many efforts and likely require an understanding that programming will be smaller in scope, size and capacity. District stakeholders understand that and have plans to work toward that end by compiling a committee that will analyze data, needs, while using TEA elements such as the Sustainability Starter Tool. Adjustments and a focus on district and school needs (specifically the district and school improvement plans) academic programming such as tutoring, homework help and academically-led STEM hands on enrichment activities can continue likely at a reduced level and still impact students by providing high-level, focused operations that are designed to make the most impact.

PARTNER RESOURCES - SBCISD will continue to work with and build on the relationships with community partners including the Boys and Girls Club of San Benito, Texas State Technical College (for work study), University of Texas - Rio Grande Valley (social work interns) and Texas A&M AgriLife Extension (4-H), Behavioral Health Solutions (free Social Emotional Learning activities/counseling). The district's Community Advisory (CATCH) will work with a capacity-building/sustainability advisory committee (which will be created after year 1 of the grant) for long-term sustainability planning using the Texas ACE Blueprint as a guide to fulfilling the needs. Additional businesses and other community organizations will be asked to continue to partner to provide support and services such as South Texas Driving Academy (discounts), Region VIII Chess Association, local churches, HEB (food services), and some campuses have local businesses providing free services to students, parents, and families.

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8. Statutory/Program Requirements (Cont.)

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

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

SUMMARY OF PARTNERSHIPS - San Benito CISD has developing and expanding partnerships with multiple organizations, including the Boys and Girls Club of San Benito, South Texas Behavioral Health Systems, and the University of Texas Rio Grande Valley (UTRGV) that will be built upon through this 21st CCLC grant for Cycle 12. The Boys and Girls Club is a nonprofit organization with a record of success running safe and quality enrichment activities, outdoor facilities, and providing experiences after school and in summer in the heart of San Benito. The Boys and Girls Club programs are known for providing curriculum-led, U.S Department of Justice evidence-based gender and age-specific programs for students which are focused on personal development and social emotional learning. The partner will also provide support for family literacy and workforce development for adults. Texas Behavioral Health will provide social emotional (SEL) and counseling services free of charge to the ACE program to ensure students are mentally and emotionally healthy. UTRGV will work directly with the ACE program to provide college interns who assist the after school and summer programs by providing counseling and other support.

HOW PARTNERSHIP CONTRIBUTES TO OBJECTIVES - These activities and opportunities, especially focused on social emotional learning experiences and overall growth and development, will expand the capacity and scope of the 21st CCLC program, its students and parents by providing at the 7 ACE sites introductions to experiences not currently available to these at-risk youth and their families. These programs also contribute to the reach and quality of the partner organizations. The Boys and Girls Club will reach more students with its evidence-based and sanctioned programming geared toward engagement that impacts attendance, student success and decreases disciplinary referrals. The programs include activities specifically designed to focus on youth growth, confidence, decision making, and attitude. SMART Moves and SMART Girls are multi-week programs that focus on fitness, prevention/education, self-esteem, social emotional skills, effective communication, developing character and leadership skills. Passport to Manhood promotes and teaches responsibility for ages 8 to 17. South Texas Behavioral Health expands its reach to meet its mission to provide support to the area's youth and adults. UTRGV's partnership provides college students studying counseling and other social services the opportunity to receive real-world, in person experiences with young people and to work on the ACE program team. The UTRGV college interns will be involved in meetings with ACE staff and provide support and suggestions to support overall program fidelity.

ACTIVITIES EXPAND ACCESS TO TARGETED STUDENTS - Without ACE programming and these partnerships, at-risk and economically disadvantaged students at these 7 schools would not have access to these opportunities. Boys and Girls Club activities require payment for participation and also students need to find transportation to the facility to obtain services. In most cases, those two elements are a barrier for these mostly low-income, students from working families. While South Texas Behavioral Health services are typically free, it is likely families are unaware of this resource or don't have the means or understanding what the services are and when they are needed for either their child(ren) or themselves. This provides that opportunity for these targeted students who wouldn't typically receive the support. Having college interns available for these at-risk students to talk to and discuss problems with on a daily basis creates social emotional impacts that wouldn't exist without the partnership.

Boys and Girls Club will be used as the site for evening classes through the Family Engagement efforts, including English Language learning, computer skills, writing resumes, financial literacy and budgeting for adult parents in the ACE program, and career and college readiness support for both middle school students and parents.

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8. Statutory/Program Requirements (Cont.)

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

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

COORDINATING SCHOOL DAY ALIGNMENT - Communication, staff training, teamwork and perseverance are imperative to reaching the goal of aligning regular school day learning with after school hands on academics and enrichment lessons. At the beginning of each academic year, SBCISD teachers and administrators conduct thorough data desegregation and analysis from spring STAAR/EOC results as well as summer STAAR/EOC retests. This data, generated through Eduphoria, identifies grade level and individual TEKS mastery that serves as a catalyst for remediation and scaffolding plans, lesson plan objectives and strategies, and determination of district and campus SMART goals. ACE will use TEKS Resource System (Year at Glance TEKS) which site coordinators have access to. Furthermore, professional development activities for staff includes training on this product use and support. Professional Learning Committee (PLC) meetings pool human and physical resources to generate research-based strategies to serve student populations using HQIM at the elementary and middle schools in this ACE program. Weekly meetings between ACE and school day teachers, the hiring of grade level and subject matter skilled and experienced teachers, and sharing of daily lesson plans will create a tight alignment with student needs.

PRIORITY 1 - Two key TEA initiatives implemented in San Benito and impacting these 7 campuses include ADSY summer and TCLAS Decision 11. The elementary schools are utilizing the ADSY summer TEA initiative to develop innovative, themed summer camps, which the ACE program will integrate into, adding student capacity to the program, which will allow for expanded ideas and program plans. Integrating skilled and experienced ACE staff into the ADSY summer, will lead to cohesive, focused programs involving multiple sites and academic and enrichment activities focused on hands-on experiences paired with STREAM concepts, college and career choices, social emotional health, and physical fitness. The district's TCLAS Decision 11 programming is focused on these 7 campuses, but funding limits the ability to provide robust activities for students and parents. TCLAS 11 prioritizes HB4545 students in HIT, while other struggling students and enrichment opportunities are limited. Funding from this 21st CCLC grant will be integrated to support more high quality activities and expand to students in 3rd grade, and those not on the HB4545 list, but in need of high dosage tutoring intervention and other grades and subjects (including writing in this district with 23.4% Emerging Bilingual - only 19% of all grades meet grade level compared to 30% statewide) not focused on by school day and current TCLAS Decision 11 HB4545 students.

PRIORITY 2 - All centers during the school day and after school already incorporate the use of various TEA approved HQIM and HIT - these products whether online or in traditional formats will be available to ACE staff, who also will receive initial and then quarterly training on proper use of these materials and best practices to ensure success of meeting needs. The key to success is to focus on comprehensive and collaborative lesson planning by ACE staff (Accelerated Learning Coach) and school faculty to incorporate HQIM and HIT that align with classroom TEKS and/or identified TEKS for individual students. A plethora of resources specific to planning activities for the 21st CCLC program may be accessed at y4y.ed.gov, as well as pertinent training for key program personnel on use. All 7 sites will integrate TEA HQIM including Amplify, Amplio, Zearn Math, and BookNook. All sites will utilize the same TCLAS Decision 11 model for its Cycle 12 HIT programming using these three main TEA approved elements. Tutoring students in all grades will be pulled out of ACE programming for 30 minutes in small groups. A teacher will work directly with 3 students. In addition, tutoring students also will utilize Amplify, Zearn Math and BookNook following their Eduphoria-based individualized learning plan created by the ACE ALC. The students will typically rotate between small group in person support and the engaging online HIT resources. These online resources also will be used once homework is completed or it is recognized that a student requires more time to meet academic success and improvement goals. This will supplement regular school day tutoring and provide additional opportunities to adapt and accelerate learning for these students struggling the most. In addition, the district also has various other TEA approved tools that will be made available to ACE staff and integrated into programming.

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9. Equitable Access and Participation

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

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

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

10. PNP Equitable Services

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

- Yes No

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

Are any private nonprofit schools participating in the grant?

- Yes No

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

Assurances

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

Equitable Services Calculation

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

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11. Request for Grant Funds

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

Payroll Costs

1.	Project Director who manages daily 21st CCLC program	\$75,000
2.	7 - Site Coordinators who manage each center and staff there	\$350,000
3.	2 - FTE program specialists (1-Accelerated Learning Coach and 1-Family Engagement Spe	\$110,000
4.	Teachers, TAs, Paraprofessionals and bus drivers - Extra Duty Pay	\$618,645
5.	Employee benefits	\$166,411

Professional and Contracted Services

6.	Partnering Agency - Boys and Girls Club - Staff training and curriculum	\$10,000
7.	UTRGV Counselors	\$5,000
8.		
9.		
10.		

Supplies and Materials

11.	Educational/Enrichment Activities - arts, sports items, paper, etc. for students	\$67,000
12.	Program staff operations items - to monitor goals and objectives	\$15,390
13.	Parental involvement events and activities	\$10,000
14.	Technology items for students STEAM, robotics, coding, etc.	\$20,029

Other Operating Costs

15.	Travel - Student and family field trips and educational enrichment opportunities	\$15,000
16.	Nutritional snacks for parental involvement activities	\$7,000
17.	Travel - Students/staff to and from center sites and other travel to conferences	\$39,525

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

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Appendix I: Negotiation and Amendments

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

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

You may duplicate this page.

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

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

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

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