



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 21, 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): []

1. Applicant Information

Name of organization Socorro Independent School District

Campus name [] CDN 071909 Vendor ID 74-6029385 ESC 19 DUNS 012653853

Address 12440 Rojas Dr. City El Paso ZIP 79928 Phone 915-937-0000

Primary Contact Lucia Borrego Email lborre@sisd.net Phone 915-937-0331

Secondary Contact Adalberto Garcia Email agarci10@sisd.net Phone 915-937-0277

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 Jose Espinoza Title Superintendent Email jespino1@sisd.net

Phone 915-937-0013 Signature Jose Espinoza, Ed.D. Date 01/21/2021

Grant Writer Name Ann Darnell Signature Ann Darnell Date 01/21/2021

Grant writer is 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
SISD needs to improve the accountability rating of the only school in the district currently at a C (Source: 2018-2019 TAPR) so that we uphold our district-wide A accountability rating.	Recruit/select students among the 55.1% English Learners and 68% At Risk students to enroll in a needed after school academic support and enrichment opportunity that will include literacy for the students and their families.
Additional academic enrichment opportunities are needed at Socorro High School to improve attendance and longitudinal graduation rates.	Target At Risk students and their families by increasing the variety of academic support and enrichment opportunities, adding new in-demand certifications and dual credit courses that will attract struggling high school students.

5. SMART Goal

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

By the end of July 2026, SISD and its partners will improve academic outcomes at two economically disadvantaged, low performing schools (one high school and one elementary) in Socorro Independent School District by: (1) enrolling At Risk students and English Learners in the Texas ACE afterschool program, (2) providing new opportunities designed to increase attendance and graduation rates at the high school and expand academic enrichment and literacy opportunities at both the elementary and high school, and (3) successfully engage students' families with active and meaningful engagement in their children's education, including opportunities for literacy and related educational development. The goal for SISD is to implement a well-defined research-based afterschool program that will increase the resources available to two of our highest needs campuses.

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

- 1) Promote grant award and open community learning centers, hiring Project Director, Site Coordinators, FES, tutors.
- 2) Use campus, district, and state data to identify At Risk, English Learners, students with poor attendance, discipline instances for targeted recruiting. Strive for majority enrollment from this demographic.
- 3) Recruit teachers for afterschool tutoring and enrichment opportunities, dual credit courses, certifications.
- 4) Create Logic Model and align program with Texas ACE Blueprint.
- 5) Provide training on program policy and protocol for all staff.
- 6) Secure supplies and resources for all sites to ensure meaningful experiences.
- 7) Provide a parent orientation and at least one Parent Engagement opportunity at each Center.

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6. Measurable Progress (Cont.)

Second-Quarter Benchmark

- 1) Create a plan to retain program participants and parents.
- 2) Survey students to identify an array of desired additional service programs (Choice/Voice).
- 3) Develop intentional activities and curriculum to target student needs.
- 4) Provide activity specific training and professional development to all key personnel.
- 5) Provide a monthly parent engagement event per school site.
- 6) Provide a high quality intersession program.

Third-Quarter Benchmark

- 1) Create an advisory board to provide continuous feedback and involvement to increase community awareness and program quality, and inform operations and sustainability plans.
- 2) Use MP1 and MP2 student data to monitor the efficacy of the program activities.
- 3) Coordinate with evaluator to analyze program and student metrics.
- 4) Provide a high-quality summer program.

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.

Project evaluation will focus on four core objectives, supported by the activities necessary to accomplish them. They include:

- 1) Assuring that all required data required for submission to the Texas ACE program and statewide evaluation are collected in a timely, secure, and accurate manner, including school day attendance, core course grades, mandatory discipline referrals, and on-time advancement to the next grade level,
- 2) Providing funded Cycle 11 SISD 21st CCLC Site Coordinators with timely, useful formative evaluation data, feedback and implementation recommendations,
- 3) Providing the overall SISD 21st CCLC project with timely, useful evaluation data, feedback and recommendations, including an annual project-wide evaluation report, and
- 4) Completing required reporting to TEA regarding project evaluation and program implementation.

The wealth of Texas ACE resources and our Cycle 11 evaluator will assist the Project Director and Site Coordinators with the Program Measures detailed on page 30 of the Program Guidelines. The evaluator will observe programs regularly, and make recommendations for program modification to ensure benchmarks and SMART goals show continual progress. Ongoing formative assessments will provide any needed guidance, used collaboratively with the Texas Data Collection and Reporting System (TX21st). All evaluation will be data-driven and used to ensure program sustainability.

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8. Statutory/Program Assurances

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

Check each of the following boxes to indicate your compliance.

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

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9. Statutory/Program Requirements

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

This Cycle 11 grant application piggybacks on our Cycle 10 grant where we implemented nine schools and one feeder across grades pre-K-8 in our poorest schools closest to the U.S. - Mexican border. All pre-K-8 schools in our Socorro High School feeder pattern were included, along with one K-8 school that feeds into the Eastlake High School feeder pattern. Eastlake draws students from two different demographics, with one elementary school and one K-8 drawing students from the Sparks colonia that lacks community resources for our students. The K-8 school (Desert Wind) was included in the Cycle 10 grant, but due to the limit on the number of schools and budget restrictions, we were unable to include Mission Ridge Elementary. This Cycle 11 grant intends to complete the work begun in Cycle 10.

Need is based on our desire to uphold our current status as the only district in the region and the largest in Texas to earn TEA's A Accountability Rating and a Postsecondary Readiness Distinction. By adding community centers in our two schools that lack community resources and have a high needs student demographic, we strive to repeat this honor - even amidst the current pandemic. This will be our district's first effort to provide a community learning center at the high school level, the first high school built in Socorro ISD in 1965.

Both selected schools are located within close proximity of the U.S. - Mexican border where Spanish is the primary language spoken in the majority of households. There are only a few resources in the neighborhood that support this area. The historic Mission Trail is located here, along with the Ysleta Del Sur Pueblo which is the reservation where our Tigua Native American population lives. The reservation has an education building for their Empowerment Program, which serves about 100 of our Tigua students with after school and summer activities. This is primarily geared for the younger students. Most other resources in these high poverty neighborhoods are provided by the school district.

In identifying the needs of students and families, Campus Improvement Plans, School Improvement Teams (SIT) meeting minutes, District Climate Surveys, discipline data, attempted suicide data, attendance data, PEIMS data, and state assessment results were used. During the comprehensive needs assessment process, this data was used to analyze common barriers to students success, student needs and resource gaps.

The intended purpose of the 21st Century program to provide enrichment opportunities during non-school hours for children who attend high-poverty and low-performing schools was a primary factor used in determining which schools to include in this Cycle 11 application. Data was pulled by school for those at risk, economically disadvantaged, and Limited English Proficient (LEP) based on the 2018-2019 TAPR. Additionally, the Campuses Served with Title I, Part A Funding resource was used to identify those campuses receiving Targeted Support or Additional Targeted Support. Combining these sources, only two schools met the priority points qualifications of At Risk above the State average AND Targeted Support. Socorro High School was selected but Hurshel Antwine was not, primarily because the school has already been changed from an elementary to a middle school, fed into a different feeder pattern, and was comprised of a different demographic. The two schools selected are over 80% economically disadvantaged, with n=1861 currently identified At Risk (56.8%). Over 55% of Mission Ridge's students are English Learners and they also have the lowest accountability rate (C) in the district. Both campuses currently have WIN Academy in place. WIN (Work hard, I can do it attitude, Never give up) offers a number of strategies to support students who struggle in a traditional educational setting. Our Community Education department offers Adult Education and Literacy Services that we will complement with Center resources.

We will continually assess and recruit students based on grades, attendance, At Risk indicator, discipline indicators, loss of credit, teacher recommendation, and state assessment results. We intend to offer new enrichment activities, new dual credit courses at the high school, and partner with the YWCA, community college, and 4H to entice students to enroll.

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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.

There is growing recognition that participation in after-school programs reduces high-risk activities and improves behavior, attendance, and grades at school (Vandell et al, 2007; Lauer et al, 2006; Durlak & Weissberg, 2007). Students have limited after-school options during the elementary school years, frequently encountering lack of exploration and growth opportunities during this daily time period. Many campuses encourage students to join organizations such as National Junior Honor Society, robotics, culinary arts, and other clubs and sports teams, but these offerings are limited until 7th grade or above. Furthermore, if students are not passing their courses, sports and clubs may be prohibited.

Struggling high school students often deal with different issues but these still require individualized interventions and supports. The 21st Century Program will create a safe after-school environment where students can receive homework and tutoring help, literacy and enrichment activities that support active engagement in learning that will promote deeper learning, personalized learning opportunities, and positive youth development. The five core competencies of social emotional learning (self awareness, self management, social awareness, relationship skills, responsible decision making) will be imbedded within the 21st CCLC program (<https://casel.org>). By adding this coordinated and enriched framework to the core school-day curriculum and increasing overall learning time, Socorro ISD expects to see students more prepared to enter dual credit courses and graduate from high school on track. As identified by our needs assessment, 21st CCLC students especially need literacy and English language skills and exposure to career possibilities. The Socorro District serves mainly Hispanic families, and many of these students were taught English as a second language. Literacy programs and other exercises will be beneficial to those who are not confident speaking and writing in English. In return, a student's academic performance can be strengthened as they participate in these programs and gain the confidence to complete their school work in English.

Academic success will be measured by benchmark scores, STAAR results, progress reports, and report cards. To do so, the site coordinator and tutors at each campus will compare a student's previous test scores and grades to their current grades after participating in the program. The site coordinator will also work closely with the students' teachers to ensure enrichment supports are actually enriching in-class coursework. As students advance in their academics, the number of discipline referrals is expected to be reduced while attendance improves. Respect and politeness will be enforced during the after-school program. If behavioral issues do occur, the site coordinator will be responsible for addressing the situation and contacting the campus administrator or parents, as determined for each site.

Attendance rates at our elementary campus is strong (96.8% per 2018-2019 TAPR) while Socorro High School is one of the lower in the district (94.0%). With the implementation of the 21st Century Program, attendance should increase because children will enjoy being at school and participating in the after-school program, including new programs and opportunities to engage in meaningful activities. Academic performance is and always has been our first goal, but it is important that students enjoy the activities they are participating in. With this after-school program we can introduce students to STEAM related topics and encourage them to consider STEAM careers in the future. We will implement internships for students interested in Engineering with our local manufacturing facilities. Also, dual credit Automotive, Diesel, Barbering, Nail Technology, and Esthetician programs will lead to industry licensure. A Wildlife and Land Management Program with 4-H Club extensions will be offered at Socorro High School. All our programs will be designed to recruit and engage struggling students. Exposure to college and career opportunities will be a targeted focus of 21st CCLC. Our partnerships with the YWCA, 4H Extension, El Paso Gun Club and others should help us achieve all of our goals by aiding recruiting, providing tutoring services and engaging the students in challenging activities. Our goal to implement a well-defined research-based afterschool program that will increase the resources available to two of our highest needs campuses will be measured using the Texas ACE performance measures throughout the grant duration.

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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.

There is growing recognition that participation in after-school programs reduces high-risk activities and improves behavior, attendance, and grades at school (Vandell et al, 2007; Lauer et al, 2006; Durlak & Weissberg, 2007). Students have limited after-school options during the elementary school years, frequently encountering lack of exploration and growth opportunities during this daily time period. Many campuses encourage students to join organizations such as National Junior Honor Society, robotics, culinary arts, and other clubs and sports teams, but these offerings are limited until 7th grade or above. Furthermore, if students are not passing their courses, sports and clubs may be prohibited.

Struggling high school students often deal with different issues that require individualized interventions and supports. The 21st Century Program will create a safe after-school environment where students can receive homework and tutoring help, literacy and enrichment activities that support active engagement in learning that will promote deeper learning, personalized learning opportunities, and positive youth development. The five core competencies of social emotional learning (self awareness, self management, social awareness, relationship skills, responsible decision making) will be imbedded within the 21st CCLC program (<https://casel.org>). By adding this coordinated and enriched framework to the core school-day curriculum and increasing overall learning time, Socorro ISD expects to see students more prepared to enter dual credit courses and graduate from high school on track. As identified by our needs assessment, 21st CCLC students especially need literacy and English language skills and exposure to career possibilities. The Socorro District serves mainly Hispanic families, and many of these students were taught English as a second language. Literacy programs and other exercises will be beneficial to those who are not confident speaking and writing in English. In return, a student's academic performance can be strengthened as they participate in these programs and gain the confidence to complete their school work in English.

Academic success will be measured by benchmark scores, STAAR results, progress reports, and report cards. To do so, the site coordinator and tutors at each campus will compare a student's previous test scores and grades to their current grades after participating in the program. The site coordinator will also work closely with the students' teachers to ensure enrichment supports are actually enriching in-class coursework. As students advance in their academics, the number of discipline referrals is expected to be reduced. Respect and politeness will be enforced during the after-school program. If behavioral issues do occur, the site coordinator will be responsible for addressing the situation and contacting the campus administrator or parents, as determined for each site.

Attendance rates at our elementary campus is strong (96.8% per 2018-2019 TAPR) while Socorro High School is one of the lower in the district (94.0%). With the implementation of the 21st Century Program, average attendance should increase because children will enjoy being at school and participating in the after-school program, including new programs and opportunities to engage in meaningful activities. Academic performance is and always has been our first goal, but it is important that students enjoy the activities they are participating in. Our partnerships with the YWCA, 4H Extension, El Paso Gun Club and others should help us achieve all of our goals by aiding recruiting, providing tutoring services and engaging the students in challenging activities.

With this after-school program we can introduce students to STEAM related topics and encourage them to consider STEAM careers in the future. We will implement internships for students interested in Engineering with our local manufacturing facilities. Also, dual credit Automotive, Diesel, Barbering, Nail Technoogy, and Esthetician programs will lead to industry licensure. A Wildlife and Land Management Program with 4-H Club extensions will be offered at Socorro High School. These programs will be designed to recruit and engage struggling students. Exposure to college and career opportunities will be a targeted focus of 21st CCLC.

Overall, the 21st Century Program can help students in a variety of areas. Not only will academic help be offered, but students will have the opportunity to participate in activities that will strengthen their language and communication skills. A safe and supervised after-school program will be put in place and can prevent students from partaking in other high-risk activities. Children's behavior and academic performance will determine if this program is meeting its goals and if any changes should be made to better meet the students' 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

SISD plans to again partner with the YWCA El Paso del Norte Region for the 21st Century Grant for Pre-K through 5th grade students at Mission Ridge Elementary. Our CTE department will lead all partnerships at the high school level, where existing relationships are established with El Paso Community College (EPCC), 4H, and business/industry advisory boards. SISD’s Adult Education, funded through the Texas Workforce Commission, will partner with us for adult literacy.

YWCA currently exists in over forty elementary schools and serves over 2,000 students in El Paso County. It is a current partner on our Cycle 10 grant. With this grant, the YWCA Science, Technology, Engineering, Arts, and Math (STEAM) enrichment curriculum will be implemented as the YWCA continues its commitment to broaden the STEAM learning system in our region while improving students’ academic performance. The YWCA After School and Summer Programs use evidence-based curricula that challenge students to think critically, design and create, and solve problems. Lakeshore Real World STEAM Challenge Kits, Mango Math, Mindworks, Crazy 8’s, and PCS Adventures Brick Labs modules are used in the experiential labs that engage learners in thematic units ranging from sign language to “The Allowance Game.” The proposed partnership will include the hiring of staff knowledgeable of the STEAM curriculum, along with supplying snacks and collaborating with teachers to enhance students’ current academic studies. CTE will provide the dual credit teachers, purchase text books, and provide some busing for planned excursions. They will also be responsible for implementing the new credential and certification opportunities and partnering with EPCC for dual credit courses. The District will be responsible for hiring the Site Coordinators and college tutors, along with funding after school teachers. All sites will be housed at Socorro ISD schools, using existing facilities, administration and support staff, SISD teachers who will provide after school tutoring, and District-provided bus transportation. Socorro ISD Department of Adult Education and the Title 1 District Parent Liaison will collaborate with the 21st CCLC Family Engagement Specialist to deliver adult literacy, parenting sessions, and other family engagement activities.

The partnership will expand and capitalize on the strengths of each partner. YWCA, well-known for their dependable, safe and supportive child care throughout the region bringing peace of mind for working families, will expand the number of children/families served in El Paso with an engaging, exciting STEAM curriculum. CTE will offer enriching classes to 9th-12th grade at risk youth in a quality enrichment program and will bring their strengths to these students. Students targeted for this program are considered at-risk and in need of extra tutoring, homework help, and engaging academic enrichment activities, as well as internships and college and career exposure. This collaborative effort will ensure that students receive these additional supports, while participating in fun, educational activities designed to improve academic performance. According to the Afterschool Alliance, children who participate in After-School Programs show increased participation in class while developing stronger social skills and improved reading and math skills. The partnerships between the YWCA, CTE partners and SISD have the capability to improve academic performance, attendance, and disciplinary issues. Sustainability issues will be addressed by SISD and its partners beginning in Year 1 when an Advisory Board will be formed.

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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.

Afterschool Programs Make a Difference: Findings from the Harvard Family Research Project (AIR, 2008), the Collaborative for Academic, Social and Emotional Learning (<https://casel.org>), and our partners' research-based, evidence-based curricula will drive the implementation of our 21st CCLC program. Our partners were selected for their evidence-based curricula. Moschokovich (2007) argued the distinction between every day and academic knowledge is false. Knowledge is related to a person's experience and culture.

YWCA El Paso del Norte has operated after school programs for over 25 years. They incorporate evidence based measures in after school program practices and strive for academic excellence, reducing grade repetition, building self-confidence, engaging in conflict resolution, successful transitioning to middle school and building a lifelong interest in the sciences, technology, engineering, arts, and math.

"Real world" math, reading, writing, and STEM projects will be the keystone of the high school enrichment program offering proven service learning, internships, and CTE courses and programs. Through this experiential education process using project-based learning, students enter a larger world of personal achievement. This social confidence in communication helps a child learn to be successful in the classroom, in business, and beyond. There is forty years of accumulated evidence that the instructional strategies and procedures that make up standards-focused Project Based Learning are effective in building deep content understanding, raising academic achievement and encouraging student motivation to learn.

Research studies have demonstrated Project Based Learning can:

- * Be more effective than traditional instruction in increasing academic achievement on annual state-administered administered tests;

- * Be more effective than traditional instruction for preparing students to integrate and explain concepts;

- * Be especially effective for low-achieving students;

- * Provide an effective model for whole-school reform (Buck Institute for Education, 2009).

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.

Many of the students attending the proposed Texas 21st CCLC schools live in close proximity to the campus and currently walk home from school. District school buses are made available at every campus and will be available to ensure safe transportation home from the program. School buses will be used to transport students to and from all field trips and to any offsite programming activities. Socorro ISD's Transportation Department maintains bus transportation and offers scheduling software to secure required dates and times for transportation. No out of town trips requiring a charter bus are planned under this grant.

When buses are available at the school for transportation home from other activities, such as the sports bus, 21st CCLC will pro-rate costs, based on number of students from each program. Travel time spent going home will not exceed 30 minutes per trip

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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.

Our SISD Department of Public Relations communicates accurate, timely information to engage stakeholders via the www.sisd.net web site and each 21st CCLC participating school's web sites. SISD's Texas ACE will be announced at Fall Town Hall meetings, School Improvement Team (SIT) meetings, and at the monthly school board meetings, among others. Coffee with the Principal, school newsletters, and each school marquee are several other existing means of school-wide dissemination. SISD will issue a press release and notify existing advisory boards of the new opportunity in our community. On an individual level, the District's automated phone system will send a call out to parents of children at participating campuses. Flyers will be distributed in English and in Spanish. Daily school-wide announcements made over the PA system will include information about the new 21st CCLC. Meetings where parents may ask questions about the program will be organized. Teachers and counselors will talk to students and parents who would benefit most from this experience, describing the expected program benefits.

Parents will be informed about 21st Century Community Learning Centers at their children's schools before the program begins. The meeting will be scheduled for working families and include information about the YWCA, CTE opportunities, Family Literacy, and other partnerships, a schedule that highlights the school days and hours the program takes place, and curriculum and course descriptions. All activities will be free of charge. All information presented to parents, along with benefits of the program such as increased academic performance and college and career readiness, will be presented in English and Spanish. At participating campus meetings, the overall purpose of the program, introduction of the Project Director, Family Engagement Specialist, and Site Coordinators, hours of operation, program expectations, transportation provisions, and family engagement sessions will be covered. Ongoing dissemination throughout the school year will be provided through the Project Director, Family Engagement Specialist, Site Coordinator, 21st CCLC partners, and teachers.

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.

Coordination/Capacity

As a Title 1 district, Socorro ISD will continue all existing funded initiatives using federal, state, local, and private funding sources as currently approved. State compensatory education instruction (SCEI), federal Title funding, local and private funds provide academic and enhancement supports and improvements throughout the District.

Communities In Schools, Parent Liaisons, SCEI coaches, Volunteer Coordinators, and some Title I after school tutoring and transportation will continue to supplement our local operational budget and regular school day offerings.

For activities that take place at the same time as our Texas 21st CCLC, use of facilities, technology, and transportation will be coordinated. Students in the WIN Academy and other supplemental instruction activities will be encouraged to join our Texas 21st CCLC program for the last two hours to further build overall skills and deepen contextual learning experiences. Our Texas 21st CCLC after school tutoring will add homework help and provide tutoring in subjects not offered on the same day as existing tutoring. During summers and intersessions, SCEI funding offering limited amounts of tutoring will be supplemented and enriched with Texas 21st CCLC funding. Where Texas 21st CCLC share bus transportation, the costs may be prorated between the programs and reported appropriately.

Our partner, the YWCA, also manages multiple federal grants on an annual basis including USDA nutrition programs through Texas Department of Agriculture. YWCA After School programming leverages multiple funding sources to specifically strengthen their child care programming. SISD's CTE department brings a host of partners including business and industry, El Paso Community College, and advisory boards. SISD's Department of Adult Education, funded by the Texas Workforce Commission, will continue to offer ESL/GED/Parenting classes. These offerings will be supplemented with additional programming for working parents, increased literacy and family engagement offerings, and coordination between existing initiatives and the new Texas 21st CCLC program.

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

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.

SISD's preliminary plans to sustain the Texas 21st Century Community Learning Centers Program includes training and utilizing volunteers, Partners In Education, and student interns, a speakers bureau, coordination with other existing programs, seeking additional partnerships and continued grant writing.

There are over 2,000 volunteers who work with the Socorro District, individuals who are familiar with the campuses and student population. Volunteers will support a variety of activities such as the Volunteer After-School Sports Program (VASSP) and Watch Dog Dads. Many volunteers are active duty or retired military, seniors, parents, college students at El Paso Community College (EPCC) or the University of Texas El Paso (UTEP), and SISD graduates interested in coaching various sports teams, judging or sponsoring UIL activities, science fair and robotics competitions, and other interests. Math Bee, Robocom, Butler Games (Special Olympics) and more are annual events that attract widespread interest throughout the district. Student preparation for these events will be included in after school enrichment programming. After funding under this grant ends, volunteers and student interns can continue to mentor and prepare students for competitions using some of the enrichment activities implemented through Texas 21st CCLC.

We know that scale down of activities/hours/supplies and/or new funding sources will be necessary when funding ends. Instrumental in the planning process will be our partners, district leadership and staff, campus administration and parents, students, school board members, and our Advisory Council. Using a data-driven approach, we will seek new strategies, funding sources, and implementation schedules to continue all elements deemed critical to accomplishing our program goals (to improve literacy and provide academic enrichment opportunities that help build strong academic foundations to prepare at risk students for college and career).

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)

Engaging volunteers in support of the 21st Century Grant initiatives will be done systemically and based on existing experience at Socorro ISD. Volunteer parents and community members have a proud and long standing history at Socorro Independent School District. The philosophy of the district strongly embraces the school-home connection and partnerships with parents and the community as manifested in the District's Strategic Plan and Direction provided by the Board of Trustees and Superintendent.

Each of the schools in the Socorro District have a volunteer coordinator and a parent liaison to support parental engagement and volunteer activities. Given our border community, the screening and approval process is closely guided and adhered to as per Policy GKG Legal and our local GKG Regulation. At the District level a coordinator administers, supervises, and maintains the volunteer program and at the campus level the principal appoints a campus coordinator that attends training and they also work closely with the District Coordinator. Appropriate guidelines are established, which define the SISD volunteer qualifications, duties, ethical and legal responsibilities. Training is provided at the campus prior to approval and placement.

Criminal background checks are conducted yearly on every single volunteer using driver's license or other form of photograph identification issued by an entity of the U.S. Government. Once the criminal background is cleared, the volunteer is approved and follows the school sign-in procedures as a record of service hours is maintained daily. Volunteers must display a commitment of professionalism and an attitude of respect and confidence as they become familiar with classroom rules, policies and practices. Additionally, we have 28 registered parent volunteer organizations (non-profit or 501c3s) including PTAs and PTSAs, sport booster clubs, fine arts booster clubs, academic boosters and the Socorro ISD Foundation. They all assist with trips, events, competitions, awards, scholarships, plus a multitude of committees.

Given the District's extensive experience with volunteers, this initiative commits to embrace parents as active participants. Once funded, we will identify ways for volunteers to be recruited both as workers and as learners to further strengthen our collaborative partnership.

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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.

In keeping with the purpose of the 21st CCLC program, at risk students will be recruited first, with remaining spots open to others based on availability. Site Coordinators will work with teachers who provide after school tutoring to identify curricular modules that will provide the additional enrichment opportunities necessary to meet program objectives. To help recruit and retain these students at the elementary level, Fridays will be designated as "Fun Fridays" or "Fantastic Fridays" when students will be allowed extra time for playing games, creating projects, and engaging in longer activities. Homework help and tutoring will be available by site staff and college student workers but the focus on this day each week will be enrichment and activities that attract student interest. Students will be expected to attend daily and will be permitted to come after they complete other school engagement activities such as WIN Academy, VASSP sports, Destination Imagination, or robotics. Dual credit, internships, and credentialing will provide opportunities for "real life" experiences to encourage high school attendance, retention, and graduation with students prepared for college or career. By designing a program based on previous day's activities/coursework, dosage will be necessitated and encouraged each day. The Texas ACE Blueprint and the Texas ACE Quality Assurance Process will be adhered to continually throughout the grant lifecycle. SMART goals specifically related to student attendance targets and dosage will be modeled after our Cycle 10 grant, where we have exceeded our goals each year. If allowed, we will use our same Project Director for these two additional schools (reducing budget request too) whose input was sought for student recruitment and retention.

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.

SISD's Texas 21st CCLC will have only one elementary and one high school in Cycle 11 operating on different schedules with different programs, based on the center-level needs assessments. The elementary after school program will begin at the end of the school day for Pre-K and kindergarten, which ends at 2:45 p.m. It will run for three hours daily Monday through Friday during the fall and spring semesters. The YWCA, who is experienced in running after school daycare at El Paso elementary schools, will coordinate with the Site Coordinator and school administrators in managing the center operations using licensed staff under the supervision of the Site Coordinator. Dismissal procedures will follow those used by the YWCA according to their standard operating procedures. The high school first class period begins at 9 a.m. and ends at 4:15 p.m. so a split schedule will be operated here, with CTE providing the additional after school courses and enrichment opportunities. The Texas ACE Center will open Monday through Friday at 7:30 a.m. and provide before-school tutoring, homework help, and library resources until the first period. After school will begin at 4:15 for an afterschool period (90 minutes) required for dual credit, certification, and enrichment activities. Tutoring, literacy, and homework help will also be provided through the Texas ACE Center during this timeframe. During the summer, both programs will operate for six hours Monday through Thursday, but elementary summer programs will begin at 8 a.m. and high school will begin at 9 a.m. The full time Site Coordinator will be the center's operational leader, but will work closely with the school principal, assistant principals, teachers and counselors to make sure program activities are aligned to in-class instruction. Each center will use teachers to provide tutoring. Center staff will provide the enrichment activities and daily nutritious snacks. The ratios will be no more than 15:1 unless it is a course which will have no more than a 20:1 ratio. Using varying schedules and academic enrichment opportunities will aid the Site Coordinators in reaching the student service targets established at 150 students per site.

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

10. Equitable Access and Participation

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

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

Group	<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"/>
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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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.	Project Director	\$45,000
2.	Half-time Family Engagement Specialist	\$20,000
3.	Site Coordinator (2 & \$40,000)	\$80,000
4.	College Student Tutors and Teacher Extra Duty	\$201,200
5.	Fringe Benefits	\$60,000

Professional and Contracted Services

6.	YWCA	\$37,800
7.	Evaluator	\$6,000
8.		
9.		
10.		

Supplies and Materials

11.	General Supplies	\$50,000
12.		
13.		
14.		

Other Operating Costs

15.	Transportation	\$30,000
16.	Snacks	\$15,000
17.	Curriculum access fees, certifications, and licensures	\$34,000

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs: \$20,930

TOTAL GRANT AWARD REQUESTED: \$599,930

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

Appendix I: Negotiation and Amendments

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

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

You may duplicate this page.

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

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

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

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Center Operations Schedule

County-district number or vendor ID:

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	071909001	Socorro High School, 10150 Alameda Ave, El Paso, TX 79927, (915) 937-2000	0	9-12	150	30
2	071909130	Mission Ridge Elementary, 150 Nonap Rd, El Paso, TX 79928, (915) 938-2000	0	PK-5	150	50
3						
4						
5						
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	071909001	Socorro High School, 10150 Alameda Ave, El Paso, TX 79927						9-12	150	30			
Feeder													
Feeder													
Program Operations				Start Date (MM/DD/YY):				End Date (MM/DD/YY):				Total Weeks	
Summer Term Jump Start <i>(Must be approved in NOGA)</i>													
Fall Term				08/16/2021				12/10/2021				14	
Spring Term				01/10/2022				05/20/2022				17	
Summer Term				06/06/2022				06/24/2022				5	
Total number of weeks:												36	
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	7:30	9:00	4:15	5:45	7:30	9:00	4:15	5:45	9:00			3:00	
Tuesday	7:30	9:00	4:15	5:45	7:30	9:00	4:15	5:45	9:00			3:00	
Wednesday	7:30	9:00	4:15	5:45	7:30	9:00	4:15	5:45	9:00			3:00	
Thursday	7:30	9:00	4:15	5:45	7:30	9:00	4:15	5:45	9:00			3:00	
Friday	7:30	9:00	4:15	5:45	7:30	9:00	4:15	5:45					
Saturday													
Sunday													
Total Hours Per Week:	15				15				24				
Adjunct Sites, If applicable (site name and full address)													
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		2 weeks of Summer Term will be included in the Fall Intersession and the Spring Intersession. 10/11-14/2021 and 03/14-17/21											
Parent/Legal Guardian Activities		Monthly Parent Engagement 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 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	071909130	Mission Ridge Elementary, 150 Nonap Rd, El Paso, TX 79928					PK-5	150	50			
Feeder												
Feeder												
Program Operations		Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks				
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term		08/16/2021			12/10/2021			14				
Spring Term		01/10/2022			05/20/2022			17				
Summer Term		06/06/2022			06/24/2022			5				
Total number of weeks:								36				
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			2:45	5:45			2:45	5:45	8:00			2:00
Tuesday			2:45	5:45			2:45	5:45	8:00			2:00
Wednesday			2:45	5:45			2:45	5:45	8:00			2:00
Thursday			2:45	5:45			2:45	5:45	8:00			2:00
Friday			2:45	5:45			2:45	5:45				
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		2 weeks of Summer Term will be included in the Fall Intersession and the Spring Intersession. 10/11-14/2021 and 03/14-17/21										
Parent/Legal Guardian Activities		Monthly Parent Engagement Activities										



Department of Career and Technical Education

DSC • 12440 Rojas Dr. • El Paso, Texas 79928 • Phone 915-937-0317 • Fax 915-851-7230 • www.sisd.net/cte

February 8, 2021

RE: Letter of Support

El Paso Community College (EPCC) and Socorro Independent School District (SISD) have a long-standing partnership to better prepare student for College, Career and Military. Together, we strive to attract, recruit, and prepare high school students for dual credit courses and certifications/licensures that will lead to a seamless transition to post-secondary education and/or work in high-demand careers.

EPCC will support the Career and Technical Education (CTE) Department at SISD by supporting additional dual credit courses in Automotive and Diesel Technology. Also, EPCC will work with SISD to support a pathway in Business to support the aspirations of those students who certify through the Texas Department of Licensure and Regulation (TDLR) in Barbering, Cosmetology, Nail Technology and Esthetician.

Jointly, designing expanded offerings to engage high school students who are at risk of dropping out and improving industry-needed skills in high school students at Socorro High School will be the primary focus of our new MOU to support the Cycle 11 Texas ACE afterschool programs.

Respectfully,

Dr. Myshie Pagel

February 8, 2021

RE: Letter of Support

Texas A&M University (TAMU) AgriLife Extension Service and Socorro Independent School District (SISD) have recently developed a partnership to better prepare student for College, Career and Military. Together, we strive to attract, recruit, and prepare high school students for college, career, and success in life.

TAMU AgriLife Extension Service will support the Career and Technical Education (CTE) Department at SISD by supporting additional programs in Wildlife and Land Management to be added to Socorro High School. Also, TAMU Extension will work with SISD to support this pathway by supporting 4-H clubs of America to provide activities and community outreach for Socorro HS students in support of the 2021-2022 Nita M. Lowry 21st Century Community Learning Centers Grant.

Jointly, designing expanded offerings to engage high school students who are at risk of dropping out and improving industry-needed skills in high school students at Socorro High School will be the primary focus of our new MOU to support the Cycle 11 Texas ACE afterschool programs.

Respectfully,


Felicia Martinez
County Extension Agent - 4-H
Texas A&M AgriLife Extension Service
301 Manny Martinez Sr. Drive
El Paso, TX 79905