



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): [ ]

1. Applicant Information

Name of organization: United Independent School District
Campus name: [ ] CDN: 240903 Vendor ID: 1746028859 ESC: 01 UEI: w4pnhlv4knb9
Address: 201 Lindenwood Drive City: Laredo ZIP: 78045 Phone: 956-473-6201
Primary Contact: Rebecca Coss- Morales Email: rmorales@uisd.net Phone: [ ]
Secondary Contact: Maria Adriana Guerra Email: maguerra@uisd.net Phone: 956-473-1866

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: David H Gonzalez Title: Superintendent Email: dhgonzalez@uisd.net

Phone: 956-473-6219 Signature: [Signature] Date: 1/20/23

Grant Writer Name: Rebecca Coss-Morale Signature: [Signature] Date: 1/20/2023

[x] 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.

United ISD evaluated community needs and resources through various methods. Our process utilized virtual platforms to assess our needs through data collection, feedback and program planning. District Management and Cabinet Members met to review program guidelines, district demographics, and academic data. Meetings were also held with the District Educational Improvement Committee, District Leadership Team and Board Members. A Needs Assessment Survey was conducted with parents/guardians using a Google form. Our data revealed the need to provide program opportunities to our students in our most high need campuses in the district. The identified feeder pattern schools service approximately 6,230 students with 89% Economically Disadvantaged, 55% English Learners, and 71% At Risk. Because of the location of our proposed sites, teacher retention is a challenge with a high turnover and a 14.9-47.3% of teachers with 1-5 years of experience. When surveying parents about the reason why their children are not currently enrolled in afterschool programs, 51.4% indicated financial reasons. When asked if the program were to be offered for free in the 2023-2024 school year, an overwhelming response of 93.4% stated they would want their child to participate. Also 80% of parents shared that the program would be a priority as it would allow them to work more hours. Data from academic and overall student success outcomes for these camuses for the 2021-2022 school year showed a 54.25% need for enrichment. A 7.15% of students was required to attend summer school due to attendance and a 26% was required to participate in summer school due to academics. Our program will meet the needs of all participating families by providing them adequate resources and support for the children after school as well as offer them ongoing opportunities to become actively engaged in their children's education. United ISD will continue building strong partnerships with our community and business leaders to promote literacy programs for our families as well as educational development and cerification programs. Our centers will work diligently to continually assess and recruit students "most in need". 8% of targeted student/family participation will have available HIT and HQIM district resources currently used in 21st CCLC Cycle11.

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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.

By June 2024, students with a minimum of 90% attendance in the United ISD "Fit for the Future" program will have met their individual projected RIT growth on MAP assessments and demonstrate growth and/or mastery on state assessments. The objectives of the program are that students will grow academically in both reading and math demonstrating an increase on the assessment tools used to monitor student progress such as United ISD's IRIS (Instructional Report & Informational System) which is linked to our Parent Portal TYLER (attendance / grade/ behavior platform), SLAD (Student Learning Assessment Database) and DMAC. Monthly data review of United ISD's TYLER and IRIS platforms while collaborating with the campus Attendance Clerk, Truant Officer, and Campus Counselor at each targeted site will aid in servicing students in need of academic and well-being support. Monthly dialogue of attendance including gathering feedback from the regular school day teachers/counselors/ administration during grade level meetings and/or PLCs as well as communication with the parent will be used to promote 21st CCLC services available to students. The recruiting of students will be initiated by the Site Coordinator and take place through face to face communication, e-mails, 21st CCLC flyers and/or phone invitation to the parents offering additional support. Targeted communication (i.e. ESL classes, Workforce, Technology applications, Parenting Partners Workshops SEL, Mindfulness training, etc..) that promotes personal and family growth will be offered and available to all families at proposed sites. Quarterly meetings with regular school day staff such as teachers, counselors, nurses, administrators, and other stakeholders will be held through surveys, phone calls, emails, and other social media platforms. Opportunities for families to connect with other families as well as program staff and community partners will be available monthly at United ISD Family Matters Resource Center scheduled by the Family Engagement Specialist as well as at each targeted site as Site Coordinators plan for student/parent events. USD has partnered with Laredo College and Workforce Solutions in their local Job Fair events. We continue to work with our District's HR Dept in allowing us to present the job opportunities offered in our 21st CCLC program. Site Coordinators continue to recruit regular school day staff within their assigned campus. Campus Principals in collaboration with Site Coordinators will recommend and recruit teachers and Classroom Aides as needed. Quarterly benchmarks will be recorded, reviewed and analyzed for SMART goal progress. Data will be compared to beginning of the year baselines set for individual students. Results will be shared with stakeholders. Any noted areas of improvement will be identified and addressed. Program modifications, action plans, and student interventions, in order to improve program functioning, will be updated to better meet students needs. Teachers will engage students in making connections to regular school day (TEKS) through enrichment activities that support regular school day academics. Site Coordinators will create the lesson plans that front line staff will be implementing which will be aligned to United ISD scope and sequence. A middle of the school year stakeholder survey will also be conducted. Students and parents will be surveyed on their overall satisfaction of the program and whether the support received is adequate and beneficial. Program staff will be surveyed on the support received by the Project Director and Site Coordinators. This data will be reviewed and modifications will be made to 21st CCLC SMART goals as needed.

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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.

United ISD will utilize various methods of evaluation through collection of quantitative and qualitative data collection and analysis. Data collection and analysis of program activities will be ongoing by the program director, site coordinators, family engagement specialist, and front line staff. Weekly PLC meetings will be held between Site Coordinators, Family Engagement Specialist, and Project Director in order to gather feedback and evaluate program effectiveness through site visits, observations, TEXAS ACE Quality Assurance Process, Stakeholder surveys, and student products/portfolios. Tracking student academic progress and achievement will take place using DMAC and locally developed student database IRIS and SLAD to closely monitor the effectiveness of the program goals, curriculum and implementation. Individual student achievement will be monitored using progress reports, report cards, assessment checkpoints, benchmarks, MAP growth, state assessments, attendance, behavior, and social emotional learning. Ongoing communication and collaboration with the regular school day staff will take place through Learning, Collaboration, and Results meetings on a quarterly basis. These processes will evaluate the program's progress to include planning, implementation, instructional delivery, student outcomes, overall project effectiveness and attainment of SMART Goals. Areas in need of reinforcement and refinement will include collaboration with regular day teachers and Curriculum and Instruction Department personnel to modify program curriculum, activities, tiered grouping, professional development needs intervention and schedules. Our data analysis and evaluation will help guide the program director and district leaders in making critical decisions that will support and ensure student academic progress and achievement.

## 7. Statutory/Program Assurances

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

Check each of the following boxes to indicate your compliance.

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

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**8. Statutory/Program Requirements**

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

The proposed activities for the 21st CCLC was carefully studied and considered as to how we could best meet the needs of our students and families at participating sites. At the 10 recommended sites our students and families lack resources and opportunities available to them. In prior years, we have attempted to open our self-sustaining After School program for 6 of the targeted elementary campuses with a low tuition of \$125/month; however, the result has been an average of 35 students per campus due to the lack of financial resources in these high poverty communities. Our district has not had the resources to offer and maintain a tuition based after school program for our middle schools at this time. The proposed program would allow students and families in these high need Title I Schoolwide campuses all with over 89% of Economically Disadvantaged populations to have access to academic enrichment opportunities during our non school hours to prepare students to meet state and local standards as well as youth development and family services, moreover, to help reduce the discipline referral mainly recorded at the middle school level. In addition to historical student and campus data used to determine the most adequate structure to yield the best results, our plan is also taking into consideration the learning gaps due to COVID. Academic Assistance/Enrichment (Homework Help, Curriculum based Academic Connections, and Academic/Student Interest Clubs) will provide one to one and small group assistance designed to increase student understanding and mastery of concepts/objectives taught during the regular school day, improve literacy skills, grade level math concepts/skills and academic performance on state assessments. Educational Online approved HQIM and HIT programs (i.e. ZEARN, ST Math) utilized will be web-based programs designed to supplement instruction and are geared specifically to each individual student. Extracurricular Activities/Community Outreach Programs will be geared towards introducing new, practical skills that correlate to other areas of life such as writing, public speaking, teamwork, and problem solving. Student interest based enrichment will be taken from student surveys then front line staff will plan, create and execute desired activities. In addition, Character Building and Leadership activities will be offered to aid in student's character development and social emotional wellness by teaching them about values, respect of self and others, responsibility, and other important leadership traits. This will help reduce overall disciplinary issues, build positive relationships, and in turn impact overall student performance. Also part of increasing academic performance, STEM activities (i.e Design & Modeling, Flight & Space, Robotics) will be embedded in the regular schedule as Enrichment that promote students' creativity, team building and problem-solving skills. Family and Parental Support (Positive Parenting Workshops, ESL and Certification Classes, Literacy Nights, Workforce Training) offered as an ongoing service with the support of our Family Matters Resource Center will provide parents/families with effective parenting skills that will increase positive parent-child interaction and build family unity opportunities for literacy and workforce support and build strong partnerships that will increase student attendance, achievement and self-esteem. Health and Wellness offered and promoted monthly will improve health and wellness by assisting students in developing and demonstrating related knowledge skills and attitudes of the overall wellbeing. All Family Engagement Events will be promoted through different modes of communication (i.e. Parent Square, Class Dojo, Email, regular school day announcements, phone calls, and/or face to face invitations). Follow-up communication and parent surveys will play an important role in promoting services/activities to absent families and serve as a continued line of communication between families and the after school program. Our "Fit for the Future" program is committed to ongoing communication and collaboration with the regular school day staff through LCR (Learning, Collaboration, and Results) meetings to discuss student participation, progress, and intervention to optimize overall students success.

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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.

Studies conducted by the "Afterschool Alliance" indicate that 73% of after school programs that use evidence-based student engagement strategies help improve students personal, social and academic skills in addition to improvement in their self esteem. It also shows that "Prime Time for Juvenile Crime" in Texas is reported between 2:00-6:00pm. This and other related research supports design our program to not only provide a safe and structured place for students after school, but to impact their academic performance as well as the development of the child as a whole. United ISD "Fit for the Future" afterschool program is designed to guarantee important academic growth and positive youth development for students to have a strong understanding of what they are intended to learn and the expectations they must establish for themselves. Furthermore, we will also adopt the principles from John Hattie's research on "Visible Learning" and Robert Marzano's instructional strategies. As such, regularly scheduled student-conferences will be implemented to set and review individual SMART goals, monitor progress and recognize individual achievements. An individual mentor will be available to students, as needed, acquired through student surveys and school administration/counselor/teacher/parent/student feedback. In addition to student self-reflection practices, participants will be given multiple opportunities to practice their designated skills and objectives through engaging, action based lessons, activities and project based learning. All program staff will be trained and expected to utilize the best qualities of instruction using Sean Cain's Fundamental Five where students are given opportunities for frequent small group discussion, critical writing, and constant and purposeful recognition and reinforcement. Our program will continue to implement and expand technology while addressing student interests. All United ISD program centers will provide safe and welcoming environments where students and families are provided quality academic enrichment, youth development & leadership and access to resources.

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.

The UISD Transportation Department will serve the transportation needs of the program. United ISD manages a fleet of over 300 buses and employes around 220 bus drivers who traverse approximately 16,460 miles daily to transport students to and from school. The targeted sites have a daily average of 1,223 students whereas one of the proposed program sites is considered "walkers" due to the short distance between their home and the location of the school. Approximate yearly bus mileage for the proposed sites is 50,967.2 miles. All of our proposed center sites are located on the campus the students attend during the regular school day; therefore, transportation will only be required after hours. Students who are current bus riders will continue to be offered this service. In addition, students who are not provided transportation services during the regular school day will be offered this service at the end of the after school program hours. Parents will be notified of the available transportation services and will have the option to take advantage of said service or choose to pick up their children from their designated center site. Documentation for daily parent sign outs and bus ridership will be maintained in our online afterschool management program. Bus drivers, students, and parents will receive safety tips and expectations outlined in the United ISD Bus Rider handbook which is designed to ensure students' safety. Site Coordinators and program coordinators will maintain regular communication with bus drivers and the transportation department on registering or withdrawing students from the after school program service or any issues that may result throughout the year.

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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.

The community will be informed of the learning centers by the United Independent School District (UISD) by using the following strategies in both English and Spanish:

- Automated telephone and email messages will be sent to the targeted students' homes using our district notification system (Parent Square). Currently, over 95% of our parents use a district issued email assigned at time of registration.
- Produce a Public Service announcement (PSA) through our district Instructional Television Department that will air in the local news and radio stations.
- Collaborate with our district Communications Department to organize a promotional campaign to inform our community about the program services and benefits.
- Informational posters will be displayed in local businesses and community centers.
- Information will be posted on district and campus websites.
- Information will be posted on the district's social media pages (i.e. Facebook, Instagram, Twitter)
- Information will be handed out during school registration at each center
- Information will be posted on school marquees
- Flyers and brochures will be distributed by mail and included in the End of the Year Report Card
- Establish a district Call Center to contact parents and provide program information
- Information will be distributed by existing 21st CCLC sites through flyers and Class Dojo

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)

The United Independent School District plans to encourage the participation of volunteers. Our school district has established a strong partnership with the local institutions of higher education. The volunteers will be appropriately qualified student teachers from Texas A & M International University and Laredo College who are pursuing an educational career and have knowledge of the state academic standards. Each volunteer will be provided program orientation and ongoing professional development to effectively provide program services and met the needs of participating students. The after school program plans to use the volunteer screening procedures in place by the district. Volunteers will be required to fill out an application on "App Garden" that consists of several mandated screenings by our Human Resources Department such as a criminal background check and a TB test. Once they have been approved, they will be assigned accordingly based on data collected and the needs of each learning center. In addition, all centers are equipped with a security ID card system (Raptor) and volunteers will be screened and cleared before entry at any site. High School Volunteers will be approved by their campus TAFE (Texas Association of Future Educators) program. They will be reporting to the Site Coordinator assigned at the campus and the Site Coordinator will be placing the High School Volunteer with Human Resources Department approved 21st CCLC staff.

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**8. Statutory/Program Requirements (Cont.)**

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

The United ISD "Fit for the Future" program will serve 7 elementary campuses and 3 middle schools that feed into Lyndon B Johnson High School and United South High School. Each facility will be utilized to house and operate the afterschool program using the existing space to include classrooms, computer labs, gymnasiums, cafeterias, libraries, and outdoor recreational areas needed to carry out program activities. One to one student chromebooks will support existing programs, acquired through the use of multiple available funding sources, such as iXL, Accelerated Reader, Study Island, ST Math, ZEARN, and MAP Growth, just to name a few. These programs will be used to supplement program design and implementation. In addition, the USDA National School Lunch Program will allow for after school nutritional snacks to be provided at no additional cost to our program. Project Director and Site Coordinators will collaborate with District Curriculum Specialists to maximize available curriculum and resources that can aid in carrying out program activities that address student and campus needs. The engaging curriculum is set to pinpoint specific, individual student weaknesses and provide direct and specific remediation and monitor progress on a weekly basis. UISD's Special Education Department offers training on topics that support special education in the afterschool program. This will allow the Project Director, Site Coordinators, and front line staff to work with the necessary and available resources to assist qualified students. The safety of our students is priority. UISD mandates that all employees be trained on the district's Standard Response Protocols (SRP). Scheduled drills are in place for the regular school day and the Site Coordinator will schedule mandated drills afterschool as well in collaboration with the Police Officer assigned to the campus. A rotating nurse will be available to service all 10 campuses. All front line staff will undergo necessary trainings and have available to them Emergency Contact info.

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.

It is the intention of the district to fund the program through various means after the grant period ends. United ISD's preliminary plan to continue program services includes the commitment of Title I funds, private and corporate donations, and the pursuit of Federal, State, and Local grants that focus on serving At Risk students. UISD commits to the continuation of collaboration with community organizations that can provide ongoing support for program sustainability. Existing partnerships with Texas A & M International University, Laredo College, East Foundation, Southwest Key: Las Promesas, Agrilife, Prairie View, Boys Scouts of America, and Girl Scouts of America will continue to be strengthened in order to achieve program goals. United ISD is committed to establish other partnerships that will be essential in optimizing program outcomes. The program structure and resources will be in place at the end of the grant period; therefore, payroll and other associated recurring costs will be covered through other fund sources to include our self-sustaining after school program currently offered in our district. Program sustainability will require commitment from various funding streams and the support of our stakeholders. Our current UISD "Fit for the Future" program has the full support of our district administration, Board of Trustees, and community. United ISD will work diligently in years 1-5 to ensure that we continue to receive the support necessary to continue offering program services as closing our doors will not be an option.

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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

United ISD has formed several partnerships with non profit organizations that have a proven track record of success with youth programming.

South West Keys: Las Promesas de Laredo assists students with free services including youth leadership skills, tutoring, mentoring, but also provides parent group classes. They will provide youth leadership skill courses and parenting courses through a variety of interactive activities that promote reading and writing.

Prairie View A&M University Family & Community Cooperative Extension Program plans and delivers a research-based family focused curriculum in health and well being, parenting, life skills and nutrition. They will provide family oriented health and well-being courses, as well as nutritional courses.

Texas A&M Agrilife - Better Living for Texans offers a variety of research-based nutrition education and information. Their goal is to help increase fruit and vegetable consumption, assist students and parents to become more physically active, understand how to stretch their monthly food dollars, and learn to prepare quick nutritious meals. They will provide additional courses in nutrition, physical education and how to make nutritious meals on a budget.

East Foundation promotes the advancement of land stewardship through ranching, science and education. Their programs are aligned to the Science TEKS and are about wildlife and natural resources conservation, covering a variety of topics including the water cycle, animal adaptations, life cycle, soil, food chains, and others. They will provide enrichment opportunities for the afterschool students through lessons that include reading and writing.

Boys Scouts of America encourage boys and girls to make friends, be helpful to others, and do their very best no matter the outcome. Students will be taught through learning projects and outdoor activities to problem solve challenging situations. Students will be given the opportunity to develop a love of service by volunteering in our community through leadership skills acquired through fun challenges.

Girls Scouts of America is a program that will help boost leadership skills by promoting honesty, fairness, courage, and strength. Leaders in this program will be able to collaborate with parents to promote using resources wisely, and instill the importance of respecting themselves and others and working with the community to make the world a better place.

Laredo College Environmental offers community service hours to students and teaches how to improve and protect the environment we live. Presentations and hands-on experiences allow for students to explore our community's environmental center and the plants and animals in our environment.

These established partnerships will assist in supporting student achievement and extracurricular activities, family literacy and workforce readiness, and health and nutrition through weekly and/or monthly sessions based on the provide curriculum. Moreover, these partnerships will facilitate in sustaining and supplementing our afterschool program once the grant funds have depleted.

We have included some of the signed partnerships agreements in this application.

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**8. Statutory/Program Requirements (Cont.)**

9. Describe how the program will coordinate with school-day to ensure that measures of student success align with the regular academic program of the school and the academic needs of participating students.
- a. If applying for Program Priority 1- Program Integration, include a description of how the grant program will integrate with other TEA initiatives designed to accelerate learning and increase specific academic student outcomes.
  - b. If applying for Program Priority 2 - Accelerated Learning, include a description of how the grant program will integrate supplemental HQIM and HIT product use.

The proposed program for the 21st CCLC was carefully studied and considered as to how we could best meet the needs of our students and families at participating sites. At the 10 recommended sites, our students and families lack resources and opportunities available to them. In prior years, we have attempted to open our self-sustaining After School Adventures program with a low tuition of \$125 per month; however, the result has been a minimal enrollment of less than 35 students due to the lack of financial resources in these high poverty communities. The proposed program would allow students and families in these high need Title I Schoolwide campuses all with over 89% Economically Disadvantaged populations to have access to academic enrichment opportunities during non school hours to prepare students to meet state and local standards as well as youth development and family services. In addition to historical student and campus data used to determine the most adequate structure to yield the best results, our plan is also taking into consideration the learning gaps due to COVID and prolonged remote learning. Our proposed program activities will include: Academic Assistance/Enrichment (Homework Help, Academic Connection - math/reading/writing/science/social studies, STEM, Student Interest Clubs) will provide one to one assistance as needed and small group interaction designed to increase student understanding and mastery of concepts/objectives taught during the regular school day and improve literacy skills, fluency and academic performance on state and local assessments. Educational Online Programs (iXL, Study Island, Summit K-12, Lexia, Flipgrid, etc.) will be available for both elementary and middle school students. These programs utilized will be web-based programs designed to supplement instruction and are geared specifically to each individual student. United ISD also has TEA approved HQIM/HIT resources (i.e. ZEARN, ST Math) available to UISD students. This will help increase students' math performance on state standardized assessments over time by reinforcing each standard. These programs will be used by selected students through data analysis and regular school day staff recommendations. Extracurricular Activities/Community Outreach programs will be geared towards introducing new practical skills that correlate to other areas of life such as writing, public speaking, teamwork and problem solving. This will help increase students' academic performance and self-esteem. Character Building and Leadership Activities will increase character development and social emotional wellness by teaching them about values, respect of self and others, responsibility, and other important leadership traits. This will help reduce overall disciplinary issues, build positive relationships, and in turn impact overall student performance by empowering our students to use their voice. Family and Parental Support will provide parent/families with effective parenting skills that will increase positive parent-child interaction and build family unity, opportunities for literacy and workforce support, and build positive partnerships that will increase student attendance, achievement and self-esteem. Family Engagement Events hosted at United ISD's Family Matters Resource Center by the Family Engagement Specialist will aid in creating memorable events for both parents and students. Other Family Engagement events will be hosted by the Site Coordinator at their assigned site to help promote the campus as a safe, nurturing space where families can come together. STEM will improve student academic performance in all subject areas through activities that promote student creativity, team building and problem-solving skills. These activities will be offered during the afterschool program as well as Family Engagement Events to promote curiosity, creativity, and problem solving techniques. Health and Wellness Activities will improve health and wellness by assisting students in developing and demonstrating related knowledge, skills, and attitudes of their overall well-being.

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

**9. Equitable Access and Participation**

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

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

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

**10. PNP Equitable Services**

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

- Yes  No

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

Are any private nonprofit schools participating in the grant?

- Yes  No

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

**Assurances**

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

**Equitable Services Calculation**

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

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**11. Request for Grant Funds**

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

**Payroll Costs**

1.	Project Director (1)	89,954
2.	Site Coordinator (10)	635,518
3.	Family Engagement Specialist (1)	42,000
4.	Extra Duty Pay (Para Professionals, Professionals, Nurses, Police Officers)	1,015,208
5.		

**Professional and Contracted Services**

6.	Leadership Coaching	3,000
7.	Engaging Learners Across Environments	4,000
8.		
9.		
10.		

**Supplies and Materials**

11.	Supplies & Materials (Instructional, Reading Novel Sets, Family Engagement, etc...)	100,000
12.		
13.		
14.		

**Other Operating Costs**

15.	Student Transportation (Local)	25,000
16.	Educational Fieldtrips	5,000
17.	Employee Travel (Required Conferences, Trainings, Meetings, etc...)	10,000

**Capital Outlay**

18.		
19.		
20.		

Direct and indirect administrative costs:

**TOTAL GRANT AWARD REQUESTED:**

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**Appendix I: Negotiation and Amendments**

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

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

*You may duplicate this page.*

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

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

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

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