



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: Hooks ISD
Campus name: [] CDN: 019902 Vendor ID: 1756001809 ESC: 8 UEI: 053459558
Address: 100 E 5th Street City: Hooks ZIP: 75561 Phone: 903-547-6077
Primary Contact: Tracy Cook Email: cookt@hooksisd.net Phone: 903-547-6077
Secondary Contact: Taylor Clements Email: clementst@hooksisd.net Phone: 903-547-6077

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: Keith Minter Title: Superintendent Email: minterk@hooksisd.net

Phone: 903-547-6077 Signature: Keith Minter Digitally signed by Keith Minter Date: 2023.01.20 14:37:16 -06'00' Date: []

Grant Writer Name: Taylor Clements Signature: Taylor Clements Digitally signed by Taylor Clements Date: 2023.01.20 14:37:28 -06'00' Date: []

[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.

Hooks ISD is located in the northeast corner of the state on Interstate 30. The population of Hooks is 2,514 with a child poverty rate of 29.7%. which is much higher than the state average of 19%. The main employer of Hooks, Texas is Red River Army Depot, a 15,000 acre plant for maintaining tactical wheeled vehicles for the armed services. At one time, it was a thriving workforce for our area. They have steadily reduced force since 1995 with additional scheduled layoffs in 2023. This has caused residents to find jobs and commute to nearby towns increasing the need for after-school care. The town has a single daycare facility that can accommodate a small number of students after-school. The town businesses are limited to mainly lunch time restaurants and lack enrichment or academic activities such as clubs, dance, music lessons, tutoring services, or a library. Students travel 20 miles for these resources if they are not provided at the school.

Multiple sources of data were used when conducting the needs assessment. Stakeholders such as parents, staff, students, and the community were surveyed. District improvement plans, campus improvement plans, census data, state assessment scores, TAPR, historical trends, and demographic data was used in determining needs of our students and community.

The needs assessment indicated a need for after-school and summer programs at two of three campuses. The data showed the students had the highest need for academic support at our elementary and junior high campus. TAPR showed a loss in the percent of students who performed at meets grade level 3rd through 8th grade math. The average loss was 12.6% for each grade level. Reading also decreased at approaches and meets grade level in all grade levels at an average of 9%. Math scores were below the state average in the "meets area" in most grade levels. We had a dramatic loss during COVID in reading and math. African American, white, and special education demographics showed a below state average for meeting grade level in 3rd through 5th grade mathematics.

TAPR data shows a higher academic growth score than the state in 50% of the 3rd-8th grade levels in math and reading. 82% of students in the current ACE program showed academic growth. Our district attendance rate increased 3.1% to 98.7% (above the state average 98.3%) which is a result of the ACE program prioritizing students with chronic absences. African American, Hispanic, and 2 or more races attendance data is 99.1% increasing 4% from the previous year. The chronic absenteeism has dropped nearly 5% due to the strategies put in place for after-school and summer programs. Hooks ISD also serves a significantly higher percentage of Section 504 students, Students with Dyslexia, and Students with Intellectual Disabilities than the state's average.

Hooks ISD plans to target its nearly 48% at-risk and 63% economically disadvantage students who are in need of academic intervention, positive role models, and disciplinary assistance. To target these students, the district will have counselors and teachers recruit and refer these students and provide them additional support services through the 21st CCLC Grant. They will receive priority enrollment.

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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.

Each SMART goal set by Hooks ISD will ensure we reach our overarching goal for the grant is to provide academic and enrichment support to students who are currently performing below grade level in core academic subjects, have increased behavior referrals, and/or have above average school absences.

90% of ACE students' academic performance testing will show a 10% growth in students kindergarten to 8th grade math and reading. The assessments will be monitored through formative benchmarks throughout the year and summative testing at the end of each year. The school-day staff will collaborate through PLCs with the ACE coordinator to support students with targeted academic sessions using high quality instructional materials in both math and reading. These sessions will increase student learning time, use research-based strategies and data-driven individualized instruction plans to improve academic achievement. This will ensure school-day alignment, academic monitoring, and focus recruiting and retaining highest need students. Priority will be placed on recruiting school-day teachers to provide the high-quality instruction for academics.

Attendance will be tracked throughout the school year to increase regular school day attendance of ACE students by 1%. ACE site coordinators will work in conjunction with school day teachers and administration to identify students with high absenteeism. These students will be targeted to participate in the ACE program creating another level of contact with parents. Interventions will occur when students miss multiple days of programming or school. These strategies in partnership with the school-day staff will help monitor fidelity of the program and student success. The ACE Blue Print will be used to design and align the program needs with best practices. Social, emotional and enrichment needs will be identified through stakeholder surveys.

The extension of academic, enrichment, and family engagement will improve school-day attendance and student engagement in learning. Student, family, and other stakeholder surveys will be given multiple times throughout the year to monitor the following goals; 5% increase on student engagement in learning and 5% increase in family engagement. Surveys will assist ACE coordinators to leverage resources that supports student and family needs and make regular adjustments to continue to meet these needs throughout the school year.

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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.

Hooks ISD is a district committed to excellence where one of our core values is continuous improvement. As a district we use the Effective Schools Framework to prioritize levers that are essential to high performing campuses so we support powerful teaching and learning. The Hooks ACE program will incorporate the same continuous improvement models that the district uses to monitor, plan, and adjust their goals. We will evaluate and modify our plans to ensure continuous growth and success of our students.

The site and activity levels will continue to be monitored and evaluated using the quality assurance process. This tool is helpful in assessing multiple aspects of the program that make it a success and identifies opportunities for growth. Data is obtained at all levels of the project and be used to advise the Plan, Do, Study, Act process. These results will then be shared with all stakeholders.

Evaluation methods may include (A) individual student performance, (B) participation levels in activities, (C) discipline statistics and other referrals based on behaviors, (D) grades, post-secondary readiness measures, and (F) records of parent attendance and participation in specific activities and events through quantitative and qualitative data to generate a complete, comprehensive, and meaningful evaluation of the entire program. This data will drive changes necessary in schedules and activities to ensure progress towards benchmarks and summative SMART goals.

An independent evaluator with prior administrative and 21st CCLC experience will be deployed to study our program and processes to provide a non-biased summation of successes and opportunities for growth.

7. Statutory/Program Assurances

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

Check each of the following boxes to indicate your compliance.

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

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8. Statutory/Program Requirements

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

Program activities will be based on program goals to target students academically, providing enrichment opportunities, and family engagement. The ACE blueprint and Texas ACE website will serve as a resource for Hooks ACE program. Benchmarks and summative data will drive activities for the program and adjustments made to reach the ACE program’s SMART goals.

Target academic support will focus on partnering quality staff with small student groups to individualize instruction using TEA’s high quality instructional materials in math and reading. ACE will leverage school-day staff and resources to ensure continuance of school day initiatives and support. Students will work on individualized plans based on their current academic needs. ACE program staff will participate in district and campus level training to consistently implement behavioral and social emotional strategies being used during the school day. Site coordinators will also participate in school-day PLC’s.

To improve family engagement, the ACE Program will provide opportunities for parents to frequently participate in their student’s academic and enrichment activities. Extending adult learning opportunities based on the needs of families as well as increasing access to community events, will be a focus of the Program Specialist. Students and families will be given access to online learning and career exploration opportunities. Increasing knowledge about the benefits of college and career planning will be a priority and emphasized at an early age for ACE Program participants. Student interest-based enrichment will be tailored to student survey results. Interests expressed by students will be the driving force on planning activities. Parent and community volunteers will be utilized to help provide a robust program that allows students to explore and gain knowledge in areas outside of the school day. Due to the lack of local businesses and organization it is difficult to build those partnerships. We do not have organizations for students in the community such as a boys and girls club, library, dance studios, or tutoring services. The ACE program will work to expand the local offerings to provide students opportunities to expand their knowledge outside of our small rural community. Career explorations will be provided at an early age to expose students to different career paths.

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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.

HISD has previously implemented best practices in 21st CCLC programs while providing education and activities that enhance academic performance, postsecondary and workforce preparations, and positive development of youth. Program goals and objectives will be achieved by providing evidence-based strategies, programs and activities. The blueprint will serve as a model for the Hooks ISD program that includes continuous evaluation and improvement based on student’s progress towards the SMART goals and benchmarks. Academic performance will be achieved through targeted intervention systems using HQIM and individualized student paths. Site coordinators will work to ensure collaboration between the school-day teachers, staff, and parents to provide students instruction from qualified staff. Site coordinators will follow up with students and parents if multiple absences occur. Students will have a voice in program offerings giving them ownership and instilling a sense of pride in themselves as well as their school. Postsecondary and workforce preparation will be a focus throughout all activities offered through the ACE programs. Students will see the value of education and be exposed to multiple opportunities that extend their career knowledge.

All Hooks ISD centers will provide a safe and welcoming environment where students and families are provided quality academic enrichment, youth development and 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.

Hooks ISD’s afterschool program would not exist without the provision of transportation home in the after-school and summer school program. Hooks is a rural district that covers over 60 square miles where many families live outside of the city limits in more rural areas on county roads. A study from the Afterschool Alliance shows that 87% of working families say that the hours afterschool is when they are most concerned about their children’s safety. Since a majority of parents have jobs outside of Hooks, Texas, schedules can be problematic for families in that it is difficult for parents to leave work in time to pick their children up from school. With transportation provided, parents will more likely make it home in time to greet their children as they arrive by school transportation.

Safe travel on buses will be ensured in a number of ways. Bus drivers are trained annually and throughout the school year in transportation rules and regulations, procedures for handling bus break-downs and strategies to manage student discipline on the bus. Buses are equipped with cameras that record driver and student behaviors and have communication radios that are used to report to the transportation director and project director if needed. Bus maintenance is a top priority for the district.

A system of communication between the school day staff and after school program staff will be used to ensure changes in transportation will be in place and documented each day. These are tools necessary to communicate changes in bus drop off location and changes in who will pick the students up from school as family situation change.

Raptor is used by the school day staff and will also be utilized during ACE to ensure only authorized adults will be able to check out a student from ACE programming.

Transportation is essential to attendance in the ACE program. Parent surveys have indicated that if transportation was not provided, their children would not be able to attend.

Summer programming will offer before and after transportation.

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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.

When awarded the grant, the district has numerous ways to communicate with parents. EVERY parent will receive a mailout in their home language, that invites them to attend a "roll-out" event. To reach all parents, informational meetings will be held at various times to inform parents of the benefits of the program and changes from previous cycles.

At each campus where the events will be hosted, an informational pamphlet will also be sent home with students. This information will be shared through the district website, social media accounts, and at community locations around town. Meetings will also be live streamed for parents unable to attend in person.

During programming, monthly newsletters will be given to families about upcoming family engagement opportunities and program information. The program will also have social media accounts that have grown in popularity during previous cycles to showcase the program and provide information. Remind and Class dojo will also be utilized.

Communication about the ACE program is vital to public perception of the efforts of the after-school program. We want to keep families actively involved and help promote community spirit between the school and home. ACE program staff strongly believe that cultivating the teacher-parents relationship is vital to the success of our students.

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)

Hooks ACE program recognizes the important role volunteers play in education by promoting school and community partnerships, enrichment to curriculum and helping to supplement district staff in providing educational programs. Hooks ISD will tap into a limited pool of volunteers from the community who can provide additional support to the students. Volunteer organizations are not available in our immediate area we must leverage area support from surrounding cities. Inclusion of the community volunteers, such as, retired adults, could be an important benefit to after-school programming. Additional time and skills are ideally positioned to provide the level of attention, academic tutoring and emotional support that many youth needs.

Abiding by Board policy, all volunteers will be screened for criminal activity through the Texas Department of Public Safety. References will be checked thoroughly to be sure that volunteers are vetted to be reliable, appropriate helpers in the after-school program. Volunteers will be issued badges that indicate that they are registered with the school and can be easily identified. All volunteers will work only under the supervision of ACE staff.

The district believes that volunteers build relationships and connections with students that can be developed particularly in the after-school hours. A recruitment campaign will identify community members who have a talent to work with children in activities such as cultivating a school garden or become a reading buddy. With a focus on college and career readiness, volunteers from the various career fields will be invited to participate in after-school programming. Students will explore careers through career fairs, job shadowing and field trips. A well-rounded curriculum and knowledgeable volunteers will make Hooks after-school program a unique opportunity for our children.

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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.

A number of funding sources will be coordinated with the Hooks ACE program to leverage funding necessary to operate a comprehensive after-school program. HISD currently has the USDA supper program and is administered by day time cafeteria staff. The same school day guidelines, regulations and training are followed. Transportation is another existing service that Hooks ISD provides. With processes and procedures already in place the transportation director will organize and supervise the safe transport of students from the after-school program to their homes.

Health and counseling services will be provided through the school day staff. Both the nurse and counselor will be available if an issue arises that their assistance is needed during ACE programming. School day policies and procedures will be followed during after school hours to ensure a safe space students.

Local in-kind funding will be used to provide several required components of a comprehensive program. Offices will be provided at no cost to the ACE program by Hooks ISD. ACE staff will be housed in established administrative and instructional areas. After-school programming will be held in classrooms, gyms, libraries, and cafeterias at no cost to the program. Maintenance of the facilities will be the responsibility of the district as well as maintenance of technology. All printing and communication efforts such as internet access and telephones will be paid by the district.

In summary, existing programs and services will be shared by the day school with the after-school program. Funding sources will be coordinated to allow for the leveraging of the ACE program expenditures and its comprehensive afterschool efforts to reach the goals of the 21st CCLC.

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.

Sustaining quality programming for the Hooks ACE program will be very challenging if grant funds are not available. ACE prides itself in the abundance of valuable activities and opportunities that have been provided for the students. Parents have become dependent on services such as homework assistance, enrichment activities, meals and transportation home. Administrators have seen substantial improvements in those important areas such as achievement, attendance, discipline and graduation rates. To eliminate the program would be devastating to the school and to the families it serves. The best efforts in sustaining the program would mean significant cutbacks in staff and activities along with the possible elimination of meals and transportation.

However, if the goals of the program can be achieved on Hooks ISD will examine every avenue to address the ACE program goals using various funding sources and in-kind donations. It is never a good practice to wait until grant funding has run out to consider the means for continuation of programming. Sustainability considerations should be planned from the onset of the program and revisited at points during the grant period. Careful thought will be given to alternative means to reach the district's goals and different combined funding sources. Sustainability plans must consider that program continuation might not look exactly like the program funded by the grant. Goals may have to be refined and the program design may need to be altered to meet any budgetary constraints.

With family and community needs weighing heavy on their minds, Hooks ISD administrators will make every effort to continue programming that conforms to the needs of the children and that maintains responsible fiscal practices.

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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

Hooks ISD's location and small community hinders the availability of partnerships. Community-based organizations are an asset to schools and the students. However, finding an appropriate partner within proximity provided to be challenging. There are no community organizations like the Boys and Girls Club within 20 miles of Hooks, Texas. Not a community center, theatre, library or playground. No dance, gymnastics, karate, golf, soccer, 4-H. Access to these types of opportunities are not available for many of the students in Hooks ISD. The lack of community resources greatly limits the available opportunities for students to participate in or be exposed to. They are only available to students whose family has the means to travel. For many of our students, school is the only time they will ever be exposed to careers, performing arts, music, etc.

Hooks ISD has worked hard to reached out to the neighboring cities to find resources for our families and students. The local community colleges and university have agreed to work with us to recruit college students to employee for the ACE program. Texarkana College will provide opportunities for growth and enrichment through college and career activities to ACE students and families where they can explore their interests in multiple career pathways. This partnership will provide parents opportunities for workforce training and financial aid support. Another area partnership will be Texas A&M Agrilife Extension. They will be providing support to our junior high students based off their interest surveys and exposure to local career opportunities. Both elementary and junior high students will have the opportunity to participate in National Archery in Schools Program. Students are learning focus, self-control, discipline, patience, and the life lessons required to be successful in the classroom and in life. Texas Department of Transportation and Bowie County Sheriff's Department will provide Internet safety, social media safety, and other general safety classes to students.

These partnerships will assist in supporting the goals set by Hooks ISD to increase student achievement, provide enrichment opportunities to the ACE students, address the College and Workforce Readiness, and provide family engagement opportunity components of the 21st CCLC program.

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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.

Hooks ISD ACE program will work side by side with the school-day staff to ensure student needs are aligned with the regular academic programs. Our comprehensive plan is designed to incorporate and address all required components including increased academic achievement, improve attendance, behavior, and increase student engagement in learning.

Center staff will meet with campus staff and collaborate student individualized plans that focus on accelerated learning through high quality instructional materials. This time will be an extension of the school-day providing students small groups to increase student success. The proposed student activities will be intentionally designed to align with state standards and address student individual needs. The activities will reflect academic success, academic enrichment, family and parental engagement, and college and workforce readiness. All programs will monitor the SMART goals set by HISD.

Regular PLC meetings will occur with center and campus staff to monitor student progress. School-staff will be recruited to work with students during ACE. Student data will be available to ACE staff to provide data-driven plans for students in math and reading. All HQIM are TEKS aligned and are aligned to evidence-based best practices. Center staff will be trained on best practices for accelerated approach, to help students prepare for success in current grade-level content.

Accelerated learning will be an academic focus for the ACE program. Students will be prioritized and will receive accelerated learning based of individual needs. Each site will use TEA's approved HQIM during their academic session. Math and reading will be the primary focus, with additional science and social studies support on an as needed bases. Staff will receive training to ensure the programs will be implemented with fidelity.

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9. Equitable Access and Participation

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

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

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

10. PNP Equitable Services

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

- Yes No

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

Are any private nonprofit schools participating in the grant?

- Yes No

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

Assurances

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

Equitable Services Calculation

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

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11. Request for Grant Funds

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

Payroll Costs

1.	Project Director, Program Specialists, 2 Site Coordinators	\$312,400
2.	Professional and Support Staff/aids for after school and summer program	\$223,330
3.	Benefits	\$64,288
4.		
5.		

Professional and Contracted Services

6.	Texarkana College	\$2,000
7.	Enrichment Activities	\$3,000
8.	External Evaluator	\$6,000
9.		
10.		

Supplies and Materials

11.	Consumable materials, supplies for enrichment programs	\$45,000
12.	Curriculum	\$10,000
13.	Family Engagement Supplies	\$5,000
14.		

Other Operating Costs

15.	Travel and transportation costs	\$22,000
16.	Snacks	\$2,000
17.		

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

For TEA Use Only:

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

Appendix I: Negotiation and Amendments

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

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

You may duplicate this page.

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

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

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

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