



**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](mailto: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

Campus name  CDN  Vendor ID  ESC  UEI

Address  City  ZIP  Phone

Primary Contact  Email  Phone

Secondary Contact  Email  Phone

**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  Title  Email

Phone  Signature  Date

Grant Writer Name  Signature  Date

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

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**3. Shared Services Arrangements**

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

Check the box below if applying as fiscal agent.

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

Based upon 2020-2021 Texas Academic Performance Reports, internal progress monitoring reports (grades, reporting period assessments, benchmarks, mCLASS, discipline referrals, mental health data, and attendance data) from 2022-2023, campus improvement plans, and internal focus groups, the COVID-19 learning gaps are slowly closing, however, the social-emotional impact of the pandemic has greatly compounded our students' well-being. Due to COVID, the district was forced to close in-person instruction from March 2020 to April 2021, so for 90% of the 2020-2021 school year, students were provided virtual instruction as they learned at home. When students returned to school for the 2021-2022 school year, student and staff safety was a top priority, while still trying to re-engage students in learning. The lack of socialization and in-person communication skills has greatly impacted student engagement in learning and interaction with each other. Although 2022-2023 has brought about a "new normal", learning loss in reading language arts and math are clearly evident in our district's population comprised of 99% Hispanic, 86% low socio-economic, 73% at-risk, and almost 40% emergent bilingual students. Students and their families not only suffered great economic loss during the pandemic, many of our students also suffered the loss of parents and/or the loss of close family members, so mental well-being has contributed to the needs of our students and their families. The district and community needs an after-school program to re-engage our students and their families with learning, educational opportunities, and community connections that will help address the social-emotional well-being of our students and their families. They need to be actively engaged in the community to reconnect to life. Being able to offer The Texas Afterschool Centers on Education (ACE) program to ten of our elementary schools through the Nita M. Lowey 21st Century Community Learning Centers (CCLC) grant will be beneficial to the students in the program, their immediate families, and their extended families by providing an array of services including high impact tutoring, counseling/mental health programs, student-interest based enrichment opportunities in STEAM (Science, Technology, Engineering, Arts, Math) programs, financial literacy programs, health and nutrition programs through expansion of the district's Mission FARMERS (Farmers, Agriculturists, Ranchers, Machinists, Engineers, Researchers, and Suppliers) initiative, which teaches children about our community's heritage in agriculture through having ACE center gardens where students grow, harvest, and eat vegetables! Results from research through the Texas Sprouts program, a school-based gardening, cooking, and nutrition intervention program, found that enrolling students in these types of programs boost long term health. The ACE program will be used to leverage parental involvement and engagement through family projects including Mission FARMERS, participate in ongoing parent workshops to help them connect with community resources, learn English, study for their General Equivalency Diploma, and assist them with workforce readiness skills. The needs assessment primarily identified students in need of high impact tutoring due to learning loss compounded by social-emotional needs and family well-being needs, which the ACE program will target.

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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.

- \* Meet/Exceed the STAAR state average at the "Meets Grade Level" (45) and "Masters Grade Level" (18) in reading, by attaining the district goal of 60% at the "Meets Grade Level" and 30% at the "Masters Grade Level" in reading.
- \*Meet/Exceed the STAAR state's average at the "Meets Grade Level" (37) and "Masters Grade Level" (18) in math by attaining the district goal of 60% at the "Meets Grade Level" and 30% at the "Masters Grade Level" in math.
- \*Meet the district's 98% attendance goal.
- \*Address mental health through providing a safe learning environment where students learn coping skills as they engage in student-interest based supervised activities including yoga, robotics, coding, STEAM, sports, character development, and Mission FARMERS (Farmers, Agriculturists, Ranchers, Machinists, Engineers, Researchers, and Suppliers) as they grow plants and vegetable to learn healthy eating and giving back to the community.
- \*Increase Parental Engagement through monthly parent trainings using programs such as Parenting Partners, and providing ongoing parent workshops based upon parental needs to help them connect with community resources, learn English, study for their General Equivalency Diploma, and assist them with workforce readiness skills.

Key strategies for recruiting and retaining students: The most highly at-risk students are being targeted for the Texas ACE program, along with their siblings at the center and their parents. Retaining students is a top priority which will be accomplished through building relationships with center staff and adults who can provide mentoring and take a personal interest in students and their families through student-interest based activities such as STEAM, the district's Mission FARMERS program which targets health and nutrition as a family engagement activity, and ensuring that targeted high quality intervention in reading and math is provided in an engaging and meaningful way so students are successful.

Engaging with adult family members: In addition to providing targeted workshops based upon the needs of parents of the ACE center's students, (which may include English classes, GED classes, technology, career preparation, and parenting skills), each center will promote family projects such as the Mission FARMERS program whereby students and families learn to grow center and family gardens, harvest, and prepare healthy meals.

Recruiting staff: In addition to the Program Director, Specialist, and Site Coordinators, staff will be recruited based upon the student-interests and family needs, as well as the passion of the staff that aligns to these needs.

Ensuring strong program operations: The Program Director, Program Specialist and each Site Coordinator will ensure strong program operations through observations, student and family engagement, and progress monitoring reading and math interventions.

Aligning with the school-day: Each proposed center's activities are based upon data sources and the needs assessment, which align to each campus' campus improvement plan and local partnerships.

Monitoring fidelity of program implementation: Through progress monitoring and the continuous improvement cycle based upon qualitative and quantitative data, the program will be implemented with fidelity to ensure objectives are attained. Through all activities at the center, reading and math will be addressed utilizing structured interventions to ensure students attain Meets level or higher on STAAR assessments.

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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.

The academic targets for students in the ACE program are to attain Meets level or higher on STAAR reading and math assessments. Progress will be monitored through reporting period assessments, benchmarks, pre- and post-assessments for high impact tutoring, and collaboration with classroom teachers. The district has strong data monitoring tools in place, which helps teachers determine the highest area of need for each student, so these tools will also be used to monitor progress in the ACE program. Data will be used to identify individualized Texas Essential Knowledge and Skills that each student needs to target, including readiness and supporting standards. Some student will need just-in-time tutoring supports due to learning gaps, so continuous monitoring is essential. If a student does not show progress, the ACE staff, along with campus staff, will meet to determine additional Tier 2 or Tier 3 support the student needs. Implementing the principles of high impact tutoring, including having well-trained, consistent tutors utilizing high quality instructional materials three to five times a week to target small groups of students in the after school program with 3:1 tutorials, will enable highly at-risk students to progress toward attaining academic goals. For the ACE program, Zearn and ST Math will be used for math intervention; Amplify mClass and Intervention, Fountas and Pinnell/Benchmark Soluciones will be used for reading intervention.

Student-interest based activities will be used to maintain high attendance; if a student starts being absent from the ACE program, the Site Coordinator and student's mentor will work with the student to determine reasons for the absences, and implement activities to re-engage the student into the ACE program.

For parental engagement, relationship building is key, and providing interest-based workshops and family projects will keep them engaged with the ACE program.

**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 ACE program will target academic support, student-interest based enrichment, and family engagement. To address academics. Students will rotate through activities, with one rotation being high impact tutoring in reading and/or math to close learning gaps in a 3:1 student to tutor ratio with a well-trained, consistent tutor utilizing high quality-instructional materials. Data from multiple sources including, but not limited to, previous year's STAAR scores, grades, reporting period assessments, and benchmarks will be used to determine each student's highest need area to ensure strong foundations are set and learning gaps are closed. Site coordinators will also ensure communication and collaboration between each student's classroom teacher and tutors to ensure student needs are met. Success breeds success, so celebrating small gains will also be vital to student's mental and emotional well-being, which will be a component integrated alongside targeted academics to ensure student learns coping skills. The district's licensed professional counselors, district social workers, and school counselors will provide workshops and seminars to students and parents to assist in integrating self-help coping skills and to learn about additional available resources.

Student-interest based enrichment activities will include yoga, robotics, coding, STEAM (Science, Technology, Engineering, Arts, and Math), sports through the Boys and Girls Club, financial literacy, and Mission FARMERS integrating culinary arts. Not only will teachers be hired to provide these opportunities, but high school students will be afforded the opportunity to work with our ACE program to engage and motivate the younger children in robotics and STEAM program, fine arts, to include visual arts as well as dance, cheer, conjunto, drum line, piano, etc., and culinary arts students to teach the students math skills through food preparation from vegetables grown in our Mission FARMERS program.

Family engagement will be based upon needs of students and their families. The ACE Program Specialist will assist ACE centers in creating a targeted family engagement plan, based upon needs and interests. Some centers may have a group of parents/family members needing to complete the General Equivalency Diploma or learn English and career related skills as well as learning parenting and coping skills. Based upon the needs of each center, these needs will be addressed alongside family projects where parents and students learn gardening, food preparation, healthy eating, and even how to help with homework. Addressing mental-emotional health will also be integrated to help families learn coping skills and find additional resources, including information about the district's clothes closet, the city's food pantry, and access to community resources. The district's licensed professional counselors and social workers will schedule seminars and workshops with each center to address individualized needs.

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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.

Having centers at ten of the district's 14 elementary campuses will be a community and family partnership. Participants in the ACE program have siblings and extended family at the secondary level, so leveraging students in high schools to tutor and mentor elementary students will build stronger foundations at home. Research and evidence based practices for educational and related activities will consist of implementing principles from high impact tutoring and utilizing research based materials to address learning gaps. Data derived from continuous progress monitoring will be used in decision making for each student, to ensure academic goals are met. Providing student-interest based activities and leveraging high school students to serve as tutors and mentors in these activities will build additional bonds while promoting education and career pathways. Elementary students will benefit from the expertise of high school students, while high school students will be able to have paid apprenticeships/internships in personal areas of interest. Elementary is foundational to future success, so closing learning gaps early, exposing students to career pathways in STEAM, culinary arts, as well as careers addressed in the five endorsement areas (high school graduation) will enhance and motivate students not only at school, but at home as well. In addition, the city of Alton provides Life Skill seminars for students and a Youth Leadership Academy, so this can be integrated into all the ACE programs. The beauty of the ACE program is that each component (targeted academic success, student-interest based activities, and parental engagement) is integral to the overall success of the program. Each component is beneficial, but the three components together set a firm foundation, so students begin to see academics as part of other areas of interest, while parents and families are vital partners in mental-emotional well-being of their children. The goal of all ACE centers is to keep students engaged in school, close achievement gaps, and set students up for success now and in the future.

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.

All ACE programs will be located at elementary campuses, so the district's transportation department will ensure students participating in the program travel safely home each day. Transportation is not an issue for any of the centers.

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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.

Program communication, outreach and promotion of the 21st CCLD Cycle 12 grant will be in collaboration with the Project Director, Program Specialist, Site Coordinators, and district's Public Relations and Marketing Department. Promotional materials describing the program and respective centers will be created and posted throughout the community. News releases, social media, district and campus webpages, Twitter, Facebook, School Messenger, flyers and posters will promote the ACE program. The ACE program will be promoted during community events, including district recruitment and enrollment drives, sports, fine arts, and Career-Technology Education events, and all marketing avenues. The district has outstanding partnerships with the three cities in which our schools are located (Mission, Palmhurst, Alton), so the community will be instrumental in partnering for the success of the ACE program.

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)

Volunteers may be used at respective centers based upon student-interest activities and parental/family needs. Volunteers may be recruited through community resources, partnering organizations, family members and older siblings. Volunteers will follow the district's procedures for screening and placement of volunteers, which includes completing an application, having a criminal background check, and being approved by the campus principal, Project Director, Program Specialist, Site Coordinator, Family and Community Engagement Coordinator, and Executive Director for School Improvement and Special Programs (which oversees State and Federal Programs). Volunteers are essential and necessary, particularly for parental seminars/workshops.

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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 ACE program is targeting highly at-risk students who have demonstrated learning gaps in reading and math, which includes students from special education, emergent bilingual students, and students in Section 504. The ACE program will be coordinated to ensure the program is supplemental to, and not supplanting federal, state, and local programs. All of our facilities are well-maintained through the district's Maintenance and Operations Department, so all ACE centers will be appropriate to meet the needs of the activities, safe, and equipped to ensure optimal success for students and families. Coordination with the district's Child Nutrition Program will enable food services to provide supper through the district's supper program and security and health services will be coordinated and available through the daily end times of the program. The ACE program will be supplemental to services provided during the school day for the targeted students.

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.

The community learning center will continue after funding under this grant ends through building strong partnerships and planning for future success from Year 1. Leveraging partnerships with key stakeholders, continuous marketing and promoting the program through highlighting personal interest success stories will keep the program at the forefront. Through the development of a robust volunteer program beginning in Year 1 of the grant, volunteers can become an integral part of the success of the ACE program, thereby enabling the program to continue through volunteers and leveraging community partnership grants and funding to continue the program once the grant ends. Throughout the first three years of the program, the focus will be on success. By Year 4, the Project Director, Program Specialist, Site Coordinators, campus principals, and district administration will set the foundation for sustainability through local community and district resources to continue to provide the opportunity for highly at-risk students to be successful in a structured, targeted afterschool program.

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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

The planned partnerships between local education agencies and community based organizations include partnering with the city of Alton to develop students leaders through their Youth Leadership Academy, promoting community service as a component of addressing mental-emotional health through the Keep Alton Beautiful project, and any other city of Alton community initiatives. The City of Mission will be a vital partner through collaboration with the Mission Boys and Girls Club to provide sports related activities and academic initiatives the Boys and Girls club promotes. The City of Palmhurst promotes National Night Out, which will involve student performances from students in the ACE program. The ACE centers will partner with the Texas A&M AgriLife Extension for a Junior Master Gardner Program with each center's Mission FARMERS (Farmers, Agriculturists, Ranchers, Machinists, Engineers, Researchers, and Suppliers) program for student and family projects to promote parental engagement. The centers will also partner with Fueling Brains/Kids U to promote active, engaged learning through left-brain, right-brain, movement activities integrated into yoga and center sports, robotics, coding, STEAM initiatives, and targeted intervention in reading and math. The ACE centers will continually seek to leverage partnerships to address student engagement and student success.

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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 ACE program will coordinate with school-day to ensure measures of student success align with the regular academic program and the academic needs of participating students through Program Priority 2 - Accelerated Learning integrating High Quality Instructional Materials and High Impact Tutoring. Data from multiple sources including but not limited to previous year's STAAR scores, grades, reporting period assessments, benchmarks, attendance, and collaboration with each child's classroom teacher will be used to determine each student's highest need area to ensure strong foundations are set and learning gaps are closed. Site Coordinators will work with principals to schedule three-week coordination meetings with classroom teachers to discuss each ACE program student's successes, levels of opportunity, and targeted instructional needs for reading and math as well as mental well-being. In addition, school-day interventions and resources will be discussed so the ACE program's Accelerated Learning integrating HQIM and HIT will be supplemental. For the ACE program, the centers will use grade-level resources to accelerate learning implementing just-in-time interventions with a 3:1 student-tutor ratio. The process will integrate the HQIM model of identifying lesson prerequisites, using pre-tests to diagnose unfinished learning, mapping pre-tests and pre-requisites to be taught just-in-time, ensuring daily and weekly tutoring in ACE targets pre-requisites to be taught just-in-time, and planning lessons and independent study activities. The principles of High Impact Tutoring will be integrated in the ACE program: a 3:1 student to tutor ratio with a consistent, well-trained tutor utilizing high-quality instructional materials recommended by the state and aligned with the state and research on teaching and learning with tutoring at least three times a week. For students receiving services through special education, centers will ensure collaboration not only with classroom teachers, but special education teachers as well. ACE programs are proposing to use ST Math and Zearn for math tutoring and Amplify Reading and Interventions along with Fountas and Pinnell resources to address reading.

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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"/>
<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 (\$70,000) and Project Specialist (\$65,000)	\$135,000
2.	Site Coordinators (10 @ \$60,000)	\$600,000
3.	Professional Staff extra duty pay (10 x 6 x \$25 x 500)	\$750,000
4.	Support Staff extra duty pay (10 x 1 x \$15 x 500)	\$75,000
5.		

**Professional and Contracted Services**

6.	Academic Enrichment (STEAM, Nutrition, Agrilife, BGC, etc.) (10 x \$5000)	\$50,000
7.	Family Engagement Vendors (10 x \$1500)	\$15,000
8.		
9.		
10.		

**Supplies and Materials**

11.	Student supplies and office supplies	\$59,200
12.	Student chromebooks (10 x 70 x \$200)	\$140,000
13.	Computers (12 x \$1200)	\$14,400
14.	printers (12 x \$500)	\$6,000

**Other Operating Costs**

15.	Educational Field Trips (10 x \$2000)	\$20,000
16.	Bus Transportation, snacks, etc. (10 x \$4000)	\$40,000
17.	Staff Mileage (12 x \$1000)	\$12,000

**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"/>
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**For TEA Use Only:**  
Adjustments on this page have been confirmed with \_\_\_\_\_ by \_\_\_\_\_ of TEA by phone / fax / email on \_\_\_\_\_.