



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 Cityscape Schools

Campus name Cityscape Schools CDN 057841 Vendor ID 1752733436 ESC [] UEI L2VLD2KX3Jt4

Address 630 Texas Street City Dallas ZIP 75223 Phone []

Primary Contact Elda Rojas Email erojas@cityscapeschools.org Phone []

Secondary Contact Lisa Lovato Email llovato@cityscapeschools.org 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 Elda Rojas Title Dpt. Superinte Email erojas@cityscapeschools.org

Phone 972-413-6565 Signature Elda M. Rojas Date 01/23/2023

Grant Writer Name Lisa Lovato Signature Lisa Lovato Date 01/23/2023

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

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3. Shared Services Arrangements

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

Check the box below if applying as fiscal agent.

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

4. Identify/Address Needs

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

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

During the needs assessment, the LEA solicited input from district leaders, principals, teachers, parents, community members, students, and experts from our academic, student services, curriculum, and operations teams. Data sources that were reviewed include: Improvement plans, academic, language, and enrichment gaps that an ACE program would address, performance results (STAAR, TXKEA, I-Ready, MAP), grades, attendance rates, the number of students participating in after school intervention or enrichment activities, family engagement, parent and student surveys, and community resources. In 2021-2022, The Texas Education Agency (TEA) designated Buckner Preparatory, whose population is 93 percent economically disadvantaged, as a comprehensive support, non-rated, and improvement identified school. In 2021-2022, East Grand Preparatory, whose population is 95 percent economically disadvantaged, is identified as a targeted school and non-rated with TEA. Together, these schools serve just over 1,250 students. An average of 86 percent of students are identified as at-risk and roughly 57 percent are English learners. The LEA’s STAAR data indicates that 27 percent of students are meeting grade level or above in Reading and 17 percent are meeting grade level or above in Math. Compared to the state, performance is more than 25 percent below the standard in Reading and 20 percent below in Math. The data analyzed in the community needs table demonstrated an opportunity to increase the percentages of students meeting grade level expectations in Reading and Math. After analyzing the 21-22 STAAR data, the LEA decided to analyze 22-23 data for PK-8th grade to understand students’ current needs and identify opportunities for impact. The TX-KEA Kindergarten Readiness data was presented. This data showed that 58 percent of 146 students were not Kindergarten Ready at the beginning of the 22-23 school year. The I-Ready Beginning of Year (BOY) Diagnostic data showed that 36 percent of students were one grade level or more below their current grade level in Math. It also showed that 55 percent of students were one grade level or more below their current grade level in Reading. The data shows the need for extended, targeted learning opportunities. The LEA is committed to engaging the community and frequently seeks feedback from students, parents, and teachers. In the Fall 2022 Panorama Survey, input was gathered from these key stakeholders. Results highlighted various responses: 27 percent of BP students and 12 percent of EGP students responded favorably when asked “How often does your school leader ask for your opinion about how the school should function?” 64 percent of BP students and 50 percent of EGP students indicated that they were eager to participate in class. As indicated by the data, there is an opportunity to leverage student voice and choice in our strategic plan to increase excitement and engagement in the learning process. Parents and teachers responded similarly, demonstrating the need to include all stakeholders in the planning process for continuous improvement through consistent feedback. The purpose of the ACE program is to provide avenues for extended learning opportunities to help close the achievement gap and provide accelerated instruction to our targeted students. Based on academic assessments, attendance data, and student surveys, it was determined that “targeted students” are students who are: (1) performing below grade level in Reading and/or Math, (2) having excessive absences, (3) failing to meet language proficiency growth and/or (4) struggling to connect to the school.

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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.

Performance Measures 1: High-Quality Academic Achievement

SMART Goal 1.1: 80 percent of students who participate in the ACE program at Cityscape Schools will meet their annual progress growth measures in the 2023-2024 school year. SMART Goal 1.2: 85 percent of Emergent Bilingual students will increase their language proficiency by at least one level in the 2023-2024 school year. SMART Goal 1.3: A gain of 10 percent improvement over baseline (first grading period) will be reported in Reading & Math. SMART Goal 1.4: The average daily attendance rate for ACE program participants will be 95 percent or higher during the 2023-2024 school year. Performance Measures 2: Enrichment

SMART Goal 2.1: ACE participating students who struggle to connect to the school community will be involved in one or more enrichment activities in the program during the 2023-2024 school year. SMART Goal 2.2: 85 percent affirmative response among students to survey questions about campus belonging and engagement. SMART Goal 2.3: Strong Program: The ACE program will be 100 percent aligned with the standards covered during the school day to ensure students receive accelerated instruction to develop skills for mastery. SMART Goal 2.4: The ACE program will increase student retention by 92 percent for the 2023-2024 school year.

Performance Measures 3: Family Engagement Opportunities

SMART Goal 3.1: 80 percent of parents will attend monthly programs and family engagement activities that foster communication, support, and participation in the educational process to strengthen the bond between home and school. SMART Goal 3.2: At the conclusion of the program, 80 percent of families who participated in the ACE program will respond with affirmative responses to questions in the program survey.

Progress Measure Benchmarking will occur on November 1, February 28, and April 25th during the 23-24 school year. The data collected and reviewed during this process will include report cards, local assessments, checkpoints, district benchmarks, MAP, I-Ready, attendance, classroom observations, stakeholder surveys, and student artifacts. Incremental goals and key actions will be identified at each benchmarking period. Any areas of possible improvement will be noted and addressed in order to improve programming to better meet student, family, and staff needs. Through stakeholder feedback sessions with students, families, and staff, opportunities to improve the program will be highlighted. Modifications to the program, action plans, and a shift in interventions will take place in response to the data.

The ACE program at Cityscape Schools will provide intensive academic instruction in Reading and Math, as well as to monitor fidelity of HQIM program implementation, retain and increase recruitment of students, offer monthly opportunities for parental engagement, create strong program operations, and ensure a robust alignment with the school-day and after-school programs. Cityscape Schools holds high regard for all enrichment partners, such as the Perot Museum, The Compelling Why, Teachworthy, CRIMSI/HQIM, Southern Methodist University, Texas A&M University, University of Texas, and parent teacher organizations.

A wide array of strategies will be used to help the district accomplish each goal to ensure high quality academics, provide enriching opportunities, and engage stakeholders. These strategies include but are not limited to: ongoing data-driven professional development and PLC sessions focused on student engagement and best practices, Cross-curricular planning to ensure after-school and enrichment programs are rigorous and aligned, targeted and ongoing instructional coaching to develop strong fidelity of implementation of HQIM and best practices, survey students and parents to understand needs, strong program operations, and provide safe, supportive, and educational enriching environment for all students, staff, and families.

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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.

Cityscape Schools will select and collaborate with a highly qualified independent external evaluator with experience in state and federal grant evaluations. The evaluation will include ongoing program monitoring through both formative and summative methods. The evaluation is designed to assist the improvement of program quality and increase academic outcomes aligned to benchmarks, SMART goals and performance measures. Formative evaluation will address implementation of project activities, determine progress, and inform necessary program modification for sustainability on 1) academic performance and growth on state assessments; 2) attendance; 3) student engagement; and 4) parent engagement. Based on the impact and effectiveness of activities and services, district personnel will make program modifications. Summative evaluation will determine program impact based on five key measures: 1) participation in programming at BP and EGP; 2) increase STAAR growth measure (80%); 3) increase TELPAS EB language proficiency by at least one level 4) increase parental involvement (80%); and 5) increase attendance rate (95% or higher).

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.

The ACE program is proposing to implement a highly engaging after-school and summer program at 2 participating centers. Services will be provided to students who attend schools implementing targeted support activities and which have an at-risk population (86 percent) greater than the state's at-risk rate of 50.6 percent (Statutory Priority 1). The ACE program will offer evidence-based academic supports and interventions, enrichment opportunities, parent support, and college and career readiness activities to students and their families, particularly at-risk, low-income, and EBs, during non-school hours. SCHEDULE: During the regular 2023-2024 school year (fall/spring), each ACE program at will operate Monday – Thursday 4:30-6:00pm and Fridays 8:00am – 6:00pm., 16 hours per week. Services will be provided at no cost to participants. COORDINATION WITH REGULAR SCHOOL DAY: The ACE program will provide an all-inclusive out-of-school program beyond the regular school day, offering supplemental academic, artistic, and enrichment opportunities to students, particularly those identified as at risk of academic failure or drop out, and families. Academic, enrichment, accelerated learning, and tutoring activities will align and be integrated with the regular school day, campus curricular programs, and state standards to address student needs. Enrichment activities will enhance academic activities and will include a blended learning approach. All activities will be aligned with TEKS and STAAR and are designed to support students in meeting academic achievement standards in core academic subjects while complementing students' regular academic program. IMPROVING STUDENT ACHIEVEMENT: Centers will provide services which close achievement gaps, improve student achievement, and create an educational structure that supports all learners to improve academic performance and promotion rates, creating a generation of college and career ready students. To improve overall student academic achievement, including benchmarks, STAAR scores, and grades in core subjects, the ACE program will provide developmentally appropriate academic supports including: 1) literacy, biliteracy, and numeracy instruction; 2) targeted, TEKS aligned, evidence-based academic interventions, academic enrichment, and HIT; 3) homework support and study skills development. ENGAGING STUDENT ACTIVITIES: ACE program will work with joint partners (Statutory Priority 2) and service providers to offer a wide array of engaging, age-appropriate activities for youth in grades PreK-12 . Students will participate in active learning through innovative, evidence-based instructional techniques and behavioral interventions including 4) enrichment activities such as: blended learning, STEM; physical fitness/wellness activities; fine arts; computer literacy; and educational field trips; 5) Socio-Emotional Learning (SEL) including: youth leadership and character development. 6) Older students will have access to college and career readiness and exploration. FAMILY ENGAGEMENT: Monthly activities will include informational sessions addressing parenting skills, fostering parent involvement in child's academic success through parent education: literacy events; STEM nights; family field trips; and college/career awareness. Activities will be aligned with other local and TEA initiatives (Program Priority 1). SUMMER ACTIVITIES: ACE will host a Summer Learning Academy to support continued learning and to minimize summer learning loss. OVERSIGHT: The ACE Project Director will coordinate and monitor all activities, supported by Site Coordinators. ACE staff will survey students and parents at each center to ensure youth are engaged in program activities, solicit feedback, and incorporate suggestions, where necessary.

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8. Statutory/Program Requirements (Cont.)

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

The LEA adopted HQIM to serve students for the 2022-2023 academic school year. The HQIM that will be used includes: Eureka Math and SAVVAS. They were selected for three key reasons: 1) CONTINUITY 2) FOUNDATIONAL SKILLS, and 3) SUPPORTS FOR ALL LEARNERS. The materials provide support and scaffolding strategies for Emergent Bilinguals (EB) commensurate with the various levels of English language proficiency as defined by the ELPS. To ensure fidelity of implementation, teachers will be required to participate in ongoing professional development before and during the school year. Campus leadership and instructional coaches will hold weekly sessions to facilitate the internalization and rehearsal of lessons and materials prior to student delivery. In addition, instructional coaches, based on observation, will provide modeled lessons, and offer differentiated strategies to better support student learning. Curriculum-based assessments will guide the analysis of delivery and engagement. Personalized learning strategies will support the individual needs of our students. Cross aligned planning with the Special Populations department will guide next steps for training and supports. Ongoing data analysis and anecdotal notes should guide instruction for the regular school day and for the ACE program. Cityscape schools will regularly provide program-specific in-person training to campus-level and after-school staff and will document the content and attendance of training events. Lastly, required staff will regularly participate in training and other opportunities offered by the ACE program. To support students' social emotional learning, the LEA will implement the 7 Mindsets curriculum. Cityscape teachers will have been trained on this method and will be expected to support and embrace the program to better build students' resilience and self-esteem. Counselors will guide sessions and support implementation as needed. After-school teachers will be trained on these strategies to ensure that the positive culture that is present during the normal school hours flows into the ACE program.

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.

Cityscape Schools does not offer transportation. However, because the ACE program will be hosted at both Cityscape campuses, parents will be able to pick-up and drop-off their students as customary.

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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.

Cityscape Schools, with support of ACE partners, will execute an extensive outreach and marketing plan to recruit potential participants as well as to disseminate information about the program throughout the community.

1. **OUTREACH & MARKETING PLAN:** Outreach information will be disseminated through a multitude of measures to ensure it is easily accessible by local students, parents, and families. Upon grant award, Cityscape's Community Engagement Team, partners, and ACE staff (upon hire) will work with local community organizations and other youth-serving entities to disseminate program information and implement an extensive marketing and community outreach initiative including: a. Promoting the ACE program through Cityscape's and partners' websites, digital platforms (School Status), and social media pages; b. Creating and distributing informational yard signs, flyers, brochures, and district newsletter (electronic and hard copies) to partner organizations, students, parents, families, caregivers, teachers, and community; c. Distribution of flyers and posting of informational posters throughout local neighborhoods and communities; d. Public service announcements and press releases; e. Posting of information in local newspapers; and f. Announcements and presentations at new student and parent orientations in participating campuses, monthly and quarterly School Board meetings, and PTO meetings. Upon hire, site coordinators will assist in student recruitment efforts by making presentations at various school events and functions including back to school nights, student assemblies, and in school announcements. Cityscape Schools will also post informational displays at participating campuses. **ONGOING RECRUITMENT:** Cityscape will host recruitment drives at ACE Centers throughout the school year, at least once per semester. To ensure all outreach efforts are understandable, accessible, and transparent, all marketing information (written, electronic, etc.) will be available in both English and Spanish. Further, the Texas ACE© logo will be included in all outreach and communication materials and will comply with Texas ACE© branding guidelines.

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)

Although Cityscape Schools welcomes the support of volunteers, the district is not currently planning on using volunteers for the 2023-2024 school year. Year one of the program will focus on building relationships, engagement and training.

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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 will serve both participating sites. Each facility will be utilized to house and operate the program using the existing space to include classrooms, flexible learning spaces, gymnasiums, cafeterias, libraries, and outdoor recreational areas needed to carry out program activities. The LEA will maximize use of available federal, state, and local programs and funding available from Title I, Title III, the Child and Adult Food Program, Individuals with Disabilities Education Act (IDEA-B), among others. One to one student chromebooks will support existing programs: STMath, BookNook, MATHia, Zearn, I-Ready, Education Galaxy, I-Station, and MAP Growth. These programs will be used to supplement the ACE program design and implementation. Parent engagement will also be supported by using existing curriculum and resources (Latino Literacy Project, Food for Thought). A few examples of student services that will be offered by existing community partnerships include tutoring services, mentoring programs, TAMU parent academies, meditation/mindfulness, special education classes tailored to specific needs, i.e., dyslexia, individualized supports, dysgraphia, etc...storytelling, career exploration and sports activities. The Child and Adult Care Food Program (CACFP) will allow for after school nutritional snacks to be provided at no additional cost to our program. The project director and site coordinators will collaborate with district curriculum and instruction department and directors to maximize available curriculum and resources that can aid in carrying out program activities that address student and campus needs. Our centers will operate in alignment with the Texas School Safety Center guidelines.

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 LEA's goal is to be awarded with the ACE grant for five years. Over those five years, Cityscape would have the opportunity to close achievement gaps, develop teacher capacity, and build strong relationship with families and partners. PRELIMINARY SUSTAINABILITY PLAN: As a first-time applicant to this TEA 21st CCLC opportunity, Cityscape Schools intentionally worked with key partners to develop coordinated strategies and preliminary plans for continuing the ACE program after funding ends. Initiatives will include working with Cityscape's Executive Leadership Team to support and guide sustainability efforts; accessing TEA state-level resources which assist programs in implementing sustainability strategies; and researching/securing external grants and funding opportunities for future support. BUILDING SYSTEMIC INFRASTRUCTURE: The LEA and its partners will use ACE funds to build a systemic infrastructure of expanded learning opportunities. Funds will enable Cityscape to establish a strong organizational base, sustainability plan, and systemic infrastructure (i.e., policies, procedures, systems, schedules, etc.) for ACE programs. Cityscape's resources among its 2 campuses will also be maximized for student use and to support program sustainability. For example, the proposed 2 schools will host the ACE program at their facilities utilizing district technologies and resources at no-cost to the program. USING RESOURCES TO ASSIST LOCAL SUSTAINABILITY: Cityscape and joint partners will work with additional partners and community stakeholders to develop sustainability plans that address local needs, consider local resources, and demonstrate how the program will achieve sustainability. Cityscape will ensure the needs of the community drive this program and will conduct ongoing assessments of local resources to identify potential program supporters. Cityscape will invite local businesses and community members to visit ACE centers and observe student learning, benefits to the overall community, and encourage their participation in developing strategies for sustainability. Finally, Cityscape Schools' Innovation and Transformation Department will commence extensive efforts to identify and secure grant funding from federal, state, and private resources to sustain ongoing funding of effective after school programming.

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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

Cityscape Schools fosters relationships with community partners that help successfully support and implement ACE program objectives. These program objectives include improving academic performance, school day attendance, positive behavior, grade promotion rates and increased parental involvement. Cityscape Schools has sought eligible partner organizations to: assist in program development, expand the charter’s capacity to successfully implement the ACE program and achieve program goals, increase the scope and quality of services provided, and sustain the program over time. The LEA has formed a unique planned partnership with eligible partners: The Perot Museum, The Compelling Why, Teachworthy, CRIMSI/HQIM, Southern Methodist University (SMU), Texas A&M University (TAMU), University of Texas (UT), parent teacher organizations, and AlphaBEST.

CONTRIBUTIONS TOWARD ACHIEVING OBJECTIVES: Cityscape Schools partners will contribute to improving academic achievement through the provision of academic enrichment activities designed to support students in meeting academic achievement standards in core academic subjects while reinforcing and complementing students' regular academic program. To increase the academic performance of students and meet or exceed statewide ACE program objectives, all partners have agreed to: actively participate in program planning, development, and service delivery; contribute to the scalability of the ACE program; and commit to sustaining the program over time.

Partners will play key roles in delivering academic strategies and enrichment services, particularly college awareness and career readiness activities, not readily accessible to students who will be served and will expand access to high-quality services available in the community (The Compelling Why). Counseling services and 7 Mindsets will support Cityscape in the delivery and implementation of SEL curriculum. A variety of academic and enrichment opportunities including engaging socio-emotional learning (SEL), behavioral and social skills development, youth leadership training, and financial aid and literacy workshops will be held for students and parents. AlphaBEST will also use sports, education, and community service to enhance youth development. TAMU and The Perot Museum will provide postsecondary readiness activities to promote a college-going culture including providing information about college admissions and financial aid processes and exposing students to high demand careers, including STEM professions. Partners and service providers will also deliver career readiness activities, exposing students to high-demand careers in STEM professions while TAMU will provide parent academies (resume writing, interviewing skills, and job search), job skills training, and GED and English as a Second Language classes. Additionally, all partners will contribute towards meeting TEA’s Critical Success Factors for ACE including students’ and families’ active participation and engagement in learning; students’ and families’ increased sense of involvement in school; implementation of strategies learned through training; and use of assessment data to revise/ evaluate student services. Sustaining the Program: Immediately upon contract award, all partners, supported by the ACE Advisory Council, will implement on-going strategies for sustainability efforts including establishing collaborative relationships with community partners to support programming; identifying corporate, foundation, and government grant funding opportunities; and securing in-kind resources/services from supporting providers to sustain activities. Texas 21st CCLC funds will supplement, not supplant, programs and services provided with local or state funds.

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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.

TEA defines High-Quality Instructional Materials as:

- 1. aligned to research-based instructional strategies in the content area
- 2. supports all students in accessing grade-level content
- 3. includes embedded assessments/progress monitoring aligned to the materials
- 4. includes implementation supports that are educative for teachers

Cityscape Schools understands that to meet this HQIM definition for participating campuses, the LEA shall use reading language arts as well as mathematics materials listed on: (1) Texas Home Learning; (2) Texas Resource Review (rated 80 percent or higher); (3) EdReports (rated Green and then aligned to TEKS; or (4) Materials evaluated by the LEA in partnership with their Technical Assistance provider using established Texas Resource Review rubrics and rated 80 percent or higher.

The LEA will utilize the following HQIM in the ACE program: Eureka and STMath for mathematics, and SAVVAS for English and Spanish language arts. Both resources are rated with a 100% alignment in the Texas Resource Review. Data and other internal assessments and digital platforms will inform the interventions and tailor instruction provided during the ACE program.

To ensure aligned implementation of HQIM for the ACE program practices, PD will be provided. Training will happen before the commencement and during the school year, based on targeted needs. Teachers will be required to complete professional development to deepen their understanding on best practices and HQIM. Moreover, I-Coaches will be available to provide individual PD and support. To align efforts with our enrichment partners, partners will be trained on HQIM and delivery expectations, roles, and supports. Additionally, our Special Education Coordinator will partner with teachers and parents to ensure that all needs of students with IEPs and 504 accommodations are met.

Dual language and content I-Coaches will provide before and after school planning sessions as well as PD. Content to be covered during PD will include next steps, look forwards, and unpacking the standards. Furthermore, based on instructional observations, teacher needs, and feedback, additional support will be provided. I-Coaches will also model, co-teach, and support teachers with one-on-one planning including differentiation strategies and small group delivery. Teachers and partners will complete surveys to provide feedback and input.

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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"/>

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

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.	Required positions (Program director, program assistant, 2 site coordinators)	\$200,000
2.	Teacher and TA's	\$304,920
3.	Benefits	\$75,738
4.		
5.		

Professional and Contracted Services

6.	STEM-related Activities, Tutoring, Educational & Enrichment activities	\$30,000
7.	Health & Fitness and Character Education activities	\$10,000
8.	Parent Education	\$5,000
9.	Professional Development	\$3,000
10.	Security	\$10,000

Supplies and Materials

11.	Supplies, equipment and resources for center-level academic and enrichment	\$65,000
12.	Supplies for daily operations	\$5,000
13.	Supplies for family engagement activities	\$5,000
14.		

Other Operating Costs

15.	Transportation	\$5,000
16.	Field Trips	\$20,000
17.	Required training travel	\$5,000

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

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

Appendix I: Negotiation and Amendments

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

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the [Administering a Grant](#) page of the TEA website and may be 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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