



**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 <input type="text"/>	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:

Grant period: **Pre-award costs:**

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.

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

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.

The Community Needs Assessment was conducted to identify the needs of students and assets of each school in order to develop the optimal set of activities for students and families at each campus. Stakeholders reviewed the Campus Improvement Plan to understand the campus' academic achievement levels and their goals and objectives to improve performance. Family needs were assessed by Foundation Communities (FC) staff working directly with families in FC communities. Many of these households are economically disadvantaged, working families, and typically headed by a single parent. For nearly 30 years, FC's experienced and professional staff have worked with economically disadvantaged families of diverse backgrounds. Once assessments were completed, staff met to review and evaluate the data from the assessment, feedback from parents and teachers, and evaluation of community programs. Overall, currently available out-of-school programming does not provide continuous support for students and is not easily accessible for working parents and families. To help prioritize the multiple needs of families, the Project Director focuses on each campus' academic needs to guide programming. Priority is given to areas that are reflected as needing attention on academic reports, STAAR scores, and report cards. The assessment also illuminated community needs in the areas of food insecurity, English as a Second Language (ESL) instruction, academic tutoring and social emotional learning (SEL).

All Community Learning Centers (CLC) are located in apartment communities for low-income, working families. A majority of the apartments are priced to be affordable for working families earning 50% of Austin's Area Median Income (currently \$56,750 for a family of four). As the poverty rate has increased in Austin, the development of new affordable housing for families has slowed and rents continue to increase. The goal of the CLCs in each apartment community is to help families truly succeed by providing targeted educational and support services at no cost. What makes each CLC unique is that the educational opportunities are targeted to the needs of each local campus. For this proposed project, we plan to serve Smith, Anderson Mill, Andrews and St. Elmo Elementary Schools. All four of these campuses have a higher percentage of students who are "at risk" than the state average of 49.2%, with the highest being Andrews Elementary, with 79.3% of its students categorized as "at risk." The number of economically-disadvantaged (ED) students varies by campus. However, our programs plan to serve 6% of the ED students from Smith, 22% of ED students from Anderson Mill, 16% from Andrews and 54% from St. Elmo's ED students. Communication between schools and programs will be key to ongoing assessment and referral. Principals, teachers, and school staff have been asked to refer students in need of additional academic assistance to the CLC afterschool program. FC Staff who are aware of young residents' academic difficulties also identify children in need of academic supports from the 21st CLC.

For TEA Use Only:

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

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.

For the first two SMART goals we will collect and review students' report cards quarterly to identify a baseline and measure achievement in reading and math. FC will use Curriculum Associate's i-Ready software daily to increase students' reading and math skills. Additionally, we will utilize volunteers and certified teachers to work one-on-one with students for TEKS-aligned reading enrichment. For the third goal of improving attendance, CLC and family engagement staff will provide learning opportunities for parents on the importance of attendance. FC staff will engage with parents on ways to improve attendance using district attendance reports. The benchmark for Improving Student Engagement will be to collect survey data at the beginning of each semester from students on their choice of enrichment activities that will be included in our lesson plans. To Improve Family Engagement, at the beginning of each semester, each parent will have an orientation on monthly activities and educational opportunities for adults/families. A family interest survey will be administered to all parents to collect interests at the beginning of the school year.

Key strategies for recruiting and retaining students will include: providing program information verbally and in writing (i.e. flyers, brochures, monthly newsletters, open houses, in-person meetings and announcements) to parents of eligible students from FC and the surrounding community. Program/enrollment information will be shared with each feeder schools' staff, teachers and parents. All information provided will feature the ACE (Afterschool Centers on Education) logo, so the program is identifiable to residents of the community. All written information will be available in the languages used and understood by the families of the community. Strategies for engaging adult family members include invitations to participate in the afterschool and summer programs on a regular basis and the provision of continual updates on participants' progress. The Community Engagement Coordinator (CEC) will help staff create and implement a wide variety of family offerings based on family interest. The CEC will regularly communicate with families to provide educational support or other resources within FC's wraparound services including financial, health and wellness, nutrition and emergency assistance. FC will advance strategies for staff recruitment, offering competitive wages and benefits to staff. Program staff will work with colleges/universities and other local groups to recruit staff from their student bodies. To establish strong program operations, the Project Director will ensure each CLC is providing activities and lessons that align to student need and school day learning by reviewing the program schedule and lesson plans at the start of and throughout each semester and summer term. At least bi-monthly site observations will be conducted at each CLC by the Site Coordinator and the Project Director to ensure there is follow-through on lessons and alignment with the school day.

FC will maintain alignment of its programming with the school day by routinely communicating with the feeder schools' administration and educators. CLC staff will join the campus' advisory council when possible. The CLC will provide program activities that reinforce students' school day learning in core subject areas and provide academic supports promoting success in school and life as determined by community needs assessment. Program activities will support reading improvement, daily homework completion, and deliver hands-on exposure to science and social studies, art and music, SEL and STEAM. Using the data/assessments and with support of school day staff such as reading specialists, program staff will develop and design activities and lessons that keep students' attention and support their school day learning. Program activities will be aligned to the school's improvement plan, individual academic needs of the CLC's students, and TEKS standards and grade level skill sets. The programs will be assessed using Texas High Quality Standards for Afterschool, Summer and Expanded Learning Programs and an assessment tool developed by the Texas Partnership for Out of School Time.

For TEA Use Only:

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

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.

All program activities will be monitored throughout the school year through teacher and program staff surveys, self-assessments, independent evaluation tools, feedback from students and parents, and observations of the Site Coordinator and Project Director. These assessments will be used to determine need and areas for improvement. The CLC will monitor children's academic performance year-round through report cards, progress reports, STAAR results, and regular conversations with students, their teachers, and parents. Staff will create individualized plans for each student and make adjustments to plans as needs change with each report card.

At the end of each semester, each Learning Center team, including their teacher liaison, will meet to review and analyze ongoing initiatives. We will make necessary adjustments to curriculum and programming as we move forward, reevaluating our use of resources, techniques and approaches to achieve our SMART Goals. We will bring the results of these updated plans to each of the respective principals to ensure alignment with their efforts and that our initiatives are supplemental to those of our feeder schools.

The Project Director will provide opportunities for feedback from school staff and administrators, parents, and other partners. Meetings with school representatives will provide opportunities for stakeholders to review common goals and ensure alignment and optimal stewardship of resources. In reviewing our SMART Goals, our approach, and the outcomes of those initiatives regularly, we can collectively make adjustments and changes with input from those most knowledgeable about these students. We will schedule semi-annual reviews with stakeholders to ensure continuous improvement of programming.

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.

For TEA Use Only:

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

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 Project Director, Site Coordinators, dedicated teacher liaison and principals will meet to discuss the vision and key goals for the students and for family services. The team will receive feedback from parents through one-on-one interviews, focus groups, family needs assessments, and surveys. Assessments will help determine program design, ground activity offerings, and inform needs for academic support, helping Site Coordinators provide the most supportive out of school time activities that reinforce both students' and parents' needs. Data from the campus assessment will be synthesized to develop a program plan of activities for each year, which will be informed by each Campus Improvement Plan and available neighborhood programming outside of school.

FC's CLCs will continue meeting children where they are to improve academic performance, provide enrichment activities and foster connections through family engagement. FC's housing-plus-services model empowers low-income residents and neighbors with the tools and support they need to stabilize and increase their economic standing. Safe, secure homes give children a foundation to succeed in school without the worry of household moves and impermanence. CLC programs are an integral part of this stability—safe spaces for children to grow, learn, and blossom. The proposed activities include:

Targeted academic support:

With the help of volunteers and certified teachers, students receive daily academic support through one-on-one tutoring and instruction in group settings. Volunteers and part-time teachers hone in on academic areas needing special help. We will continue utilizing the i-Ready math and English modules to increase students' academic performance. These interventions are based on the students' needs which are identified through progress reports and report cards, parent communication, and communication with school-day liaisons. We will introduce new STEAM programming from our partner, the Thinkery, to increase students' interest and aptitudes in science and math. Incorporating daily physical activity sessions also bolsters overall student success.

Student interest-based enrichment:

We will conduct quarterly student interest surveys to ensure student choice is recognized. Program participant survey data will inform lesson plans with student interest-based enrichment. Past surveys have shown students had particular interests in computers, sports, STEAM, nature and field trips. By encouraging students to explore these through structured activities, we connect lessons with enjoyment to build a lifelong love of learning and curiosity, which not only increases program attendance but growth in skill-based abilities. An example of this interest-based enrichment is our partnership with the Sierra Club's Inspiring Connections Outdoors that will provide hands-on exploratory science and nature field trips three times a year.

Family Engagement:

Our CLCs regularly host a minimum of one family engagement event per month. The engagement events are largely based on input from students and their parents and include: Literacy Nights, STEAM events, a diverse mix of holiday events, movie nights, game nights, sports competitions and more. We partner with local community organizations as vendors at our events with a focus on financial, physical, and mental health well-being, in order to enhance family engagement with resources needed to improve their daily lives. Once a year we also host a "Meet the Teacher" night and "How to Conquer Homework" nights to directly engage parents with their children's schools and teachers. Conferences between parents and CLC Project Coordinators help bridge the divide between students' homes and schools, providing follow up and planning to reinforce any needed academic or behavioral support. Project Coordinators also help act as liaison between families and teachers to holistically connect both parties.

For TEA Use Only:

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

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.

FC Community Learning Centers developed out of school time programs using best practices and evidence-based curriculum. Curriculum Associates' i-Ready program supports the academic performance of our students in reading and math through daily online modules and lessons. To support Texas students and educators, i-Ready is specifically designed to address the rigors of the State of Texas Assessment of Academic Readiness (STAAR) test. FC has used i-Ready to improve students' academic achievement since 2014. In July of 2020, TEA selected Curriculum Associates as an approved Math Innovation Zones Blended Learning Provider for both online and Interim Assessments. The award-winning program serves more than eight million students and approximately 25 percent of all K-8 students in the U.S.

FC uses the CATCH (Coordinated Approach to Child Health) Curriculum to provide daily instruction on positive youth development, physical activity and health. CATCH is based on the Center for Disease Control's Whole School, Whole Community, Whole Child model that uses health education to create a healthy school and family environment to support youth to live healthy lives. CATCH evaluations show that 60 minutes of physical activity per day (achieved through physical education, recess, and classroom movement) improve elementary student's math and reading achievement (Murray N, Garza J, Diamond P, et al. Physical activity improves academic achievement in elementary school children. Science. 2009)

Exposing elementary students to the idea of postsecondary education helps children start seeing college as an achievable goal. According to Austin Kids Can, by 2027, 70% of all jobs will require education beyond high school. FC will leverage our Education Pathways department which focuses on teen and adult college and career support, to promote college and career awareness by incorporating career and college-related activities into weekly lesson plans, and celebrating college spirit days, field trips to local campuses, and various speakers and presentations year-round.

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.

Each of Foundation Communities' (FC) Community Learning Centers (CLC) is located onsite in our affordable housing properties as both the educational and community hub. The majority of students live at these communities or in close proximity to the school they attend. FC is dedicated to creating accessible educational opportunities onsite and within walking distance from community schools. Safety is paramount for children attending FC's CLCs. All parents complete enrollment paperwork that documents how children will travel to and from the CLC. Parents/guardians indicate whether they will pick up the child or the child will walk home. Parents may also grant permission for CLC program staff to walk students home. CLCs proximity to students' homes is a plus for transportation ease and familiarity.

For both the Daffodil (from Smith Elementary) and Lakeline Station (from Anderson Elementary) properties, students are dropped off at the CLC by a school bus and then either walk home or are picked up by an authorized adult.

Sierra Ridge and Sierra Vista CLC students are walked home each day by the CLC staff from their feeder school, St. Elmo Elementary. Students then either walk home or are picked up by an authorized adult.

Vintage Creek CLC staff walk to Andrews Elementary each day for pickup and then students walk to their nearby homes by themselves or accompanied by a designated adult.

For TEA Use Only:

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

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.

Foundation Communities will disseminate information about the 21st Century CLC including location and hours of operation to all community members via flyers and newsletters, as well as targeted emails and announcements. All written communications will be branded with the ACE (Afterschool Centers for Education) logo, making the program identifiable to youth and residents of the community. Materials will be written and made available in multiple languages to reflect the cultural diversity of the population at each site.

Leading up to the beginning of the grant program and at the semester and summer breaks, CLC staff will make a concerted effort to inform the FC community and the broader surrounding neighborhood about its afterschool and summer programs. CLC staff will conduct outreach to ensure all children and their families in the CLC-area communities are aware of the afterschool and summer programs, including the academic supports and enrichment experiences these programs provide. In addition, families will be given program flyers when visiting the Leasing Office for each site.

Monthly newsletters and informational brochures will be given to all residents of the community, featuring student activities, adult education classes, and family engagement events. This information will also be provided to schools and other neighborhood youth programs in the area. At least once each fall and summer, LCs will hold an Open House event to inform and engage all resident families in an effort to increase the CLC's exposure and promote children's involvement in its programming.

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 make a big impact on CLC afterschool programs through one-on-one tutoring, general classroom support and by providing hands-on enrichment activities. Volunteers are passionate about helping our underserved population grow and learn while providing opportunities they would otherwise would not receive. Volunteers are placed according to their preferences and the skill set and interests they bring to their positions. Those preferring dedicated time with individual students provide 1:1 academic interventions and tutoring in reading and math, which have led to marked improvement in participating students' grades. General classroom volunteers support Youth Program Assistants with the day to day activities and classroom management while other volunteers bring their skills and expertise in subjects like STEAM, arts and music to create unique hands-on enrichment activities for our young learners.

Appropriately qualified persons are recruited through a variety of channels including several volunteer board sites such as Idealist, Volunteer Match, United Way and Give Pulse. In addition, FC has contacts at several local universities and high school honor societies where we publicize our volunteer opportunities. The process includes filling out an application indicating interests and skills and completing a criminal background check through Texas Department of Public Safety's Computerized Criminal History (CCH) Verification. The next steps are a virtual live Zoom meeting with a member of the Volunteer Engagement Team to further get to know the applicant and help with the matching process, as well as a one-and-a-half-hour online orientation. Volunteers interested in the CLCs are then matched based on geographic and role preferences. There are currently 78 volunteers placed throughout FC Community Learning Centers, with individuals actively volunteering at each site on this application. FC commits to continue recruiting and training volunteers as key adults making a consistent and positive impact on our students' lives.

For TEA Use Only:

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

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.

Foundation Communities (FC) will coordinate with Austin, Round Rock, and Del Valle Independent School Districts to ensure that its 21st Century CLC program is well aligned with the efforts of the schools under Title I and federal programs. We will also work to ensure our program meets compliance and other standards set forth by the school districts. FC will coordinate efforts with other local 21st CCLC/ACE programs to share resources, curriculum, and training/professional development opportunities, as well as guidance on general program oversight and management.

Community Support Services (CSS) Case Managers, Resident Services staff, and Community Engagement Coordinators will work to provide participants with referrals and resources in the local community. CSS services promote social emotional development of children through enrichment activities, case management support, and interventions during behavioral and emotional crises. Additionally, throughout the school-year and summer, Central Texas Food Bank partners will provide program participants with healthy and nutritious meals. Through FC's Health Initiatives, healthy food pantries, health screenings and fitness programs will be provided to families. Our partner, Educational Boutique Services, provides one-on-one intervention and parent advocacy support for participants with learning disability needs. Finally, each of our Learning Centers are equipped with digital access keypads to ensure safety of our participants and staff during program hours. A minimum of two education staff are present at all times with the students and all staff are trained on safety measures including CPR, first aid, safety drills and reporting child abuse and neglect.

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.

FC will continue program operations by strengthening existing partnerships and cultivating new programmatic and funding partners. FC will continue to fundraise from its broad base of support including corporate and private foundations, governmental sources and individual donors for this core program. During the years the CLC receives support from TEA, FC will leverage this support with a particular emphasis on educating foundations and private donors on the many benefits of out of school (after and summer) programs for local low-income and high-risk students. Through the work of our robust fundraising program, led by both the Institutional Giving and Individual Giving teams, we are fortunate to have dedicated funders for the LC, some of whom may be interested in increasing their investment after completion of another successful 21st Century grant period.

A 21st Century CLC grant and its resources will give the program increased visibility, allowing FC to leverage more local support to sustain CLC programs. Through another fruitful 21st Century grant cycle, we expect to deepen our partnerships to allow us to pursue diverse funding opportunities. In addition, CLCs are highlighted each year at our annual fundraiser, the Welcome Home Luncheon, which raises unrestricted funds for programs and services. With both a dedicated fundraising staff and an earned revenue funding stream, FC is uniquely positioned to develop and implement a targeted strategy to continue the work of the CLCs after TEA funding has ended. As a housing provider, 75% of the organization's budget comes from apartment rental. This earned revenue also allows us to dedicate discretionary funds into sustainable programs that have proven valuable, such as the ever-expanding and critical CLC initiatives. With the successes measured by data and reports from the 21st Century evaluation, FC will be poised to approach our most dedicated supporters such as the Michael & Susan Dell Foundation and St. David's Foundation.

For TEA Use Only:

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

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

Foundation Communities (FC) has several formal and informal partners whom we will work with to provide sustained, excellent academic and enrichment activities for our afterschool students in the Texas ACE program. These partnerships will expand participants' access to high-quality services available in the community. We will partner with Austin ISD to hire certified teachers to provide targeted tutoring that will help us meet our goals of improved academic achievement and boosted standardized test scores. FC also has an annual data sharing agreement with the school district that allows us to obtain our students' report cards, attendance records and standardized test scores. This data helps FC staff plan for interventions and additional supports, as well as create afterschool lesson plans based on the needs of the students in our communities.

- Two of our newest partners for this grant opportunity include the Thinkery and Boutique Educational Services.
- The Thinkery, Austin's premier children's museum, will provide their new program, C.R.E.A.T.E (Collaboration to Realize Equity and Teach Engineering) to inspire and prepare a diverse pipeline of future engineers with afterschool engineering education, youth development programming, and family engagement. Having a dedicated STEAM program will greatly enhance programming for LC learners.
 - Boutique Educational Services offers a comprehensive array of services that provides supportive interventional services for students with learning disabilities, individuals with social/emotional issues and those in the school disciplinary system. This formal partnership will allow FC to expand its reach to special needs students, giving them much needed support to ensure their academic and social success.
 - Central Texas Food Bank provides a full meal every day for each CLC participant, helping us reduce hunger and food insecurity. In summer, the Food Bank fills students' backpacks with take-home meals.
 - Creative Action will provide art lessons, team-building games, and inquiry-based projects that will engage students in learning important academic and Social Emotional Learning (SEL) skills that include critical thinking, empathy, creative expression, communication, conflict resolution, leadership, and literacy. Students will create original films, paintings and murals, using the creative arts to actively engage in exploring age-appropriate social issues.
 - Sierra Club's Inspiring Connections Outdoors program utilizes trained volunteers to provide opportunities for FC's students to participate in outdoor adventures and environmental science education through three outings a year, in the fall, spring, and summer.
 - The local public libraries will provide in-person or virtual opportunities for summer reading programs and field trips.
 - Educational field trips will be taken during summer months to local colleges/universities, museums and parks.

The CLCs are also designed to be supportive of the whole family through the holistic wraparound services we provide. FC families utilize the Health Initiatives program for free, fresh food pantries, exercise classes and health screenings. Financial coaching, tax help and healthcare enrollment are provided through the Prosper Centers and our Education Pathways programs offer higher education counseling and connection to workforce development training.

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

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 project team will develop lesson plans and activities that align with the school day. Planning will involve working with the school teachers and staff to identify key skills that need to be mastered and ways to address those needs through specific academic and enriching activities. Staff will utilize the Texas Essential Knowledge and Skills state standards (TEKS) for each grade level in planning activities. Activities will be planned using the ACE Activity Lesson Plan worksheet, lesson plan template, and guide. This guide helps to ensure that activities will be balanced, offering elements from each component: Academic Assistance, Enrichment, Family and Parental Support and College and Workforce Readiness. The ACE planning tool will also help project staff support the overarching goals of the project by using best practices according to the age and grade level of students. Using these tools will help staff to develop lessons and program activities that are hands-on, academically-related, and aligned with TEKS. Activities may include use of i-Ready, an online reading and math support program to improve STAAR reading and math scores. Academic assistance involves homework help and a variety of enrichment programs. Green & Healthy, a wellness and environmental education curriculum created by Foundation Communities, will be included. Additionally, we will provide enrichment opportunities through partners such as Creative Action for SEL learning activities and Sierra Club's ICO (Inspiring Connections Outdoors) for nature and exploratory field trips. The Thinkery, Austin's premier children's museum, will provide their new program, C.R.E.A.T.E (Collaboration to Realize Equity and Teach Engineering) to support our students in STEAM. FC will also hire certified school day teachers to provide homework assistance as well as reading specialists to provide targeted interventions. One hired teacher from each feeder school will serve as a liaison between the school and each learning center to enhance communication and alignment.

The project staff will employ the following methods to ensure that all program activities are designed intentionally, are meeting the needs of the students, and have positive results for family participants. FC will use pre- and post-assessments for many of the student activities to measure whether or not students are achieving desired outcomes. Each semester, students will set goals with the program staff and be assessed each quarter to identify patterns of growth and progress. Other pre- and post-assessments will be designed and utilized to show progress in academic skills, personal growth, and behaviors. In addition, the project staff will determine SMART goals for each activity and theme to ensure the activity meets specific, measurable, realistic, and timely goals and objectives.

For TEA Use Only:

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

9. Equitable Access and Participation

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

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

Group	<input type="text" value="Students"/>	Barrier	<input type="text" value="Students who are visually or hearing impaired."/>
Group	<input type="text" value="Parents"/>	Barrier	<input type="text" value="Parents who have limited, if any, English proficiency."/>
Group	<input type="text" value="Students"/>	Barrier	<input type="text" value="Students with limited English skills."/>
Group	<input type="text" value="Students"/>	Barrier	<input type="text" value="Students who experience disproportionate poverty and trauma."/>

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.	Project Director	\$70,000
2.	Program Specialist: Family Engagement	\$55,000
3.	Site Coordinators	\$240,000
4.	Certified Teachers	\$20,000
5.	Support roles: Youth Program Assistants	\$110,775

Professional and Contracted Services

6.	Boutique Educational Services	\$5,000
7.	Thinkery	\$17,450
8.	Creative Action	\$9,000
9.		
10.		

Supplies and Materials

11.	Program supplies, materials and curriculum	\$6,000
12.		
13.		
14.		

Other Operating Costs

15.	Educational Field Trips	\$4,000
16.	Other Operating Costs	\$2,500
17.	Travel for local and out of state professional development and conferences	\$2,500

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

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