



**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 to **Pre-award costs:** permitted for this grant

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
- Debarment and Suspension Certification
- General Provisions and Assurances
- Lobbying Certification
- Application-Specific Provisions and Assurances
- ESSA Provisions and Assurances requirements

Authorized Official Name Title Email

Phone Signature Date

Grant Writer Name Signature Date

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

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3. Shared Services Arrangements

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

Check the box below if applying as fiscal agent.

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

4. Identify/Address Needs

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

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

From November 2022 - January 2023, CISNT implemented a Comprehensive Needs Assessment (CNA) to determine the NEED FOR AFTERSCHOOL AND SUMMER PROGRAMS in North Texas. DATA REVIEWED included the 2022 Denton County Community Needs Assessment, campus and district data from the 2021-22 Academic Performance Report, and campus improvement plans. CISNT also received 3347 responses from a Community-Wide Needs Survey of students, parents, district and school staff, and community members. Data from the CNA directed CISNT to focus on 11 high need campuses in Denton and Lewisville ISDs, with ten centers and one feeder. Eight campuses have AT-RISK RATES which are higher than the state average, ranging from 54% to 88%. Additionally, seven campuses have been identified as COMPREHENSIVE OR TARGETED SUPPORT AND IMPROVEMENT CAMPUSES for the 2022-23 school year. All eleven campuses have a greater percentage of students than the state average who are IN NEED OF ACCELERATED LEARNING SUPPORT, ranging from 29-52%. Additionally, all campuses are Title 1 eligible, with 46-85% of their students being economically disadvantaged. 67% of school staff and community stakeholders shared that current afterschool programs are inadequate to meet the need. Additionally, 42% of parents surveyed who are currently unable to access an afterschool program expressed that affordability is a major barrier to access.

ADDRESSING HIGH ACADEMIC NEEDS: All campuses demonstrate significant barriers to academic success. Campus improvement plans highlighted the challenges created by the COVID-19 pandemic, including significant gaps in academics - specifically in reading and math, behavior, and students' social and emotional well-being. Afterschool programs and HB 4545 accelerated learning supports were mentioned as specific solutions to address current learning gaps. CISNT ACE STRATEGY: Develop innovative, research-based programs which address learning gaps and support high-risk students in meeting the challenging state and local standards.

ADDRESSING THE NEEDS OF WORKING FAMILIES: When parents surveyed were asked what help an afterschool program provides working families, the importance of childcare or a safe place for their child after school was expressed 384 times. One in four parents discussed the value of the academic support that afterschool programs would provide their child. 70% of parents also identified that free bussing is important to program access. Campus improvement plans highlighted the need for increased parent engagement, while considering cultural barriers and the needs of working families. CISNT ACE STRATEGY: Provide no-cost, safe afterschool programs at 10 centers for high-need students which support their child's academic progress and provide free bussing.

CISNT worked with stakeholders to determine realistic, attainable TARGETED PARTICIPATION NUMBERS, with a focus on prevention and early intervention for grades 2-5 (11-17% of enrollment served) and intensive intervention with grades 6-8 (7-10% of enrollment served). CISNT will serve a minimum of 60% of parents/guardians.

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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.

Specific tools that will be used as BENCHMARKS to measure progress for each SMART goal include: 1&2) ACADEMIC PERFORMANCE: Report cards, progress/failure reports, quarterly check-in with school staff team leads, ongoing check-ins with teachers, check-ins on specific HIT students after the completion of 30 days of HIT, and benchmark test scores; 3) SCHOOL-DAY ATTENDANCE: Report cards, ongoing check-ins with school staff about individual students, daily and weekly monitoring of ACE program attendance; 4) STUDENT ENGAGEMENT IN LEARNING: Ongoing check-ins with teachers, counselors, and school administrators, quarterly check-in with team leads, review of documentation of progress conversations, 5) FAMILY ENGAGEMENT: Monthly reports detailing hours of engagement, post-event surveys, on-going check-ins with school staff.

KEY STRATEGIES TO ENSURE HIGH-QUALITY PROGRAMS

RECRUITING & RETAINING STUDENTS: CISNT will prioritize students with low academic performance and high needs, with referrals from school staff, parents/guardians, and students. CISNT will collaborate with school staff to identify high risk students early. Site Coordinators will develop a recruitment plan tailored to their students and campus. Site Coordinators will monitor program attendance and touch base with students who have missed three or more days to identify barriers to participation and create a plan for regular attendance.

FAMILY ENGAGEMENT: Key strategies for engaging with adult family members to increase family literacy and meaningful connections to school-day learning will include: clear, timely communication through auto-communication systems, parent/guardian program orientation, phone calls to discuss student and family needs and progress, monthly family events based on family needs, interests, and student learning, parent newsletters, connections and referrals to community resources, and collecting regular feedback on programs.

RECRUITING STAFF: To recruit a skilled and diverse staff, CISNT will utilize community resources and relationships, including partnerships with local colleges and universities. CISNT will also utilize its pipeline of past AmeriCorps Members who have completed their service and who have experience and training through CISNT. Additionally, CISNT will recruit skilled educators on campus and in the community to provide high impact tutoring.

STRONG PROGRAM OPERATIONS: ACE staff will receive ongoing professional development and coaching, including in HQIM and HIT products, positive youth development, school alignment and communication, and family engagement. The ACE team will meet weekly to address challenges and share best practices. Site Coordinators will conduct program visits to other sites semesterly and will use learnings to establish strong program operations that ensure a safe, supportive, and educationally enriching environment for all students, staff, and families.

SCHOOL-DAY ALIGNMENT: CISNT ' s full-time Accelerated Learning Specialist will ensure that each center is aligning program activities with school-day learning, which will be demonstrated by ongoing communication with school-day staff, integration in campus leadership teams, attendance at professional development, campus plans and activities which incorporate school-day learning objectives, and connections to school-day systems.

MONITORING FIDELITY: The ACE Leadership Team, comprised of the Project Director, Family Engagement Specialist, Accelerated Learning Specialist, and Internal Monitor, will have demonstrated excellence in ACE implementation and will ensure that the ACE program is implemented with fidelity. Strategies will include: monthly data and progress monitoring, monthly monitoring site visits, and one-to-one check-ins with Site Coordinators.

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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.

Program evaluation is a key component of the CIS model and is critical in ensuring high quality service delivery. The ACE Leadership Team (ALT) will utilize local and state activities for continuous improvement to monitor progress towards SMART grant goals and determine when program strategies need modification.

EVALUATION: 1) BI-WEEKLY: The ALT will meet to review program success data tracked in TX21st and on internal monthly reports, including: enrollment numbers, average daily attendance, student qualified days, and parent/family engagement rates. 2) MONTHLY: The ALT will review overall progress on the quality continuum, in alignment with the Texas ACE Blueprint, continually working towards optimization in all quality indicators. Additionally, progress toward campus and grant goals will be reviewed by CISNT executive leadership and the board of directors monthly. 3) NINE-WEEKS: ACE staff and the ALT will review student 's progress in academics and school attendance, including grades, test scores, and attendance. As well as TX21st, CISNT will utilize an additional data collection and reporting system to monitor and track student performance progress. 4) ANNUALLY: CISNT will actively participate in the STATE EVALUATION process and will utilize findings to identify areas for improvement and create goal-oriented, action plans for success in the following year.

MODIFICATION: When evaluation activities determine that benchmarks/goals are not showing progress, the ALT will provide support to Site Coordinators, including the utilization of STATE TRAINING AND RESOURCES and TECHNICAL ASSISTANCE COORDINATOR feedback to create and implement action plans for success. CISNT will utilize QUALITY ASSURANCE PROCESS feedback to provide coaching to individual Site Coordinators and training in weekly team meetings to ensure the optimization of services.

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.

Through close partnership with district leadership, campus administration, and school staff, CISNT will intentionally design each ACE program based on the needs and resources of its school campus, students, and families. Research-based activities provided will be aligned with TEKS, state and local academic standards, and school-day learning. This intentionality and the prioritization of student needs and interests will create a safe, supportive, and educationally enriching environment for all students, staff, and families.

TARGETED ACADEMIC SUPPORT: CISNT will implement three tiers of targeted academic support, based off of the Response to Intervention evidence-based model (NCLD, 2018). CISNT will utilize HQIM and HIT products and materials throughout each tier of instruction. ACE staff will collaborate with school staff to align innovative program academic activities to school-day learning and to assess students' academic strengths and gaps in learning, including assessing grades, test scores, and teacher feedback. All students will receive Tier 1 core instruction support, which includes structured, whole-group instruction aligned to TEKS, building on school-day learning. Students identified as needing additional support, but not at high risk for academic failure, will receive Tier 2 small group intervention, which consists of evidence-based instruction, utilizing HQIM, which provides opportunities for students to practice and learn skills taught in core instruction. Students who are identified at high risk for academic failure will receive Tier 3, HIGH-IMPACT TUTORING at a maximum 1:3 ratio, for 30 minutes, three days per week, for 30 days, from a well-trained, consistent tutor. Students' needs will be evaluated each nine-week grading period to ensure that students are receiving the instructional support necessary to demonstrate improvement in their academic performance. Targeted academic supports will be overseen by a full-time Accelerated Learning Specialist, who will provide ongoing training and support to ACE staff. IMPACT: Tiered, need-based academic instruction, including the use of HIT, will build student competencies, equipping students to meet the challenging state and local academic standards.

STUDENT INTEREST-BASED ENRICHMENT: CISNT prioritizes student voice and choice, as well as alignment with school-day learning, in the development of student interest-based academic enrichment activities. In a 2022 Community Needs Assessment, North Texas students surveyed identified enrichment activities of greatest interest to them which are designed to promote skill development and enhanced student engagement. Such activities included computer games, cooking activities and classes, field trips to colleges and performances, gym and field play time, and team sports activities (CISNT CNA, 2022). CISNT will utilize local partnerships and community volunteers to enhance academic enrichment opportunities and expand students' horizons, such as career exploration, virtual college tours, fine arts, fitness and wellness activities, and service learning. CISNT will utilize regular student feedback on activities throughout the grant period to modify and design new, innovative activities which provide students with choices and increase overall engagement. IMPACT: Student-interest based academic enrichment activities will complement and enhance school-day learning and bolster student engagement and attendance during the school-day and afterschool.

FAMILY ENGAGEMENT: With the oversight and coordination of the full-time, Family Engagement Specialist, CISNT will provide ongoing family engagement activities which foster meaningful connections to student learning and development and are driven by parent and family needs, interests, and availability. In a 2022 Community Needs Assessment, North Texas parents and family members surveyed identified activities of greatest interest to them, including workshops in money management, parenting, and computer skills (CISNT CNA, 2022). CISNT will intentionally align family engagement activities to student enrichment to foster dual student and family engagement and promote skill development. Activities may include: student presentations and fine arts productions; multicultural nights; science, history, and career fairs; and literacy and STEAM nights. CISNT will utilize partnerships with local ISDs, institutions of higher education, businesses, and community volunteers to enhance family engagement opportunities and connect families to the school and the community. IMPACT: Increased family engagement will "contribute to positive student outcomes including improved student achievement, behavior, social skills, class participation, and motivation" (State Support Network, 2018)

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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.

CISNT will utilize the following high-impact, best practices and will implement with ongoing training and coaching:

ACADEMIC PERFORMANCE & ACHIEVEMENT: 1) High Impact Tutoring: CISNT will implement the seven core elements found by the National Student Support Accelerator to create high-impact HIT programs. Foundational Elements include: Equity, Safety, and Cohesion. Model Elements include: consistent, well-supported tutors, significant instruction time with high quality materials in small groups, learning that is integrated with the school-day, and the use of data to regularly inform instruction and program improvement. 2) RTI Tiered Academic Instruction: Staff will implement the RTI framework (NCLD, 2018) including tiered academic supports, based on each student 's level of need. 3) Project-Based Learning: CISNT will implement project-based enrichment activities, which has been found to improve academic achievement and increase motivation, as students are able to participate in hands-on, self-directed learning to create and collaborate with their peers (Educational Research Review, 2019).

POSTSECONDARY & WORKFORCE PREPARATION: Building Workforce Readiness: As a key thread throughout the program, CISNT will provide students with a " ladder of [workforce readiness] supports " from building foundational skills to providing leadership roles and opportunities to learn marketable job skills, which research shows helps students attain their career goals (Afterschool Alliance, 2017; Fredricks, 2011).

POSITIVE YOUTH DEVELOPMENT: 1) Safe Place to Learn and Grow: CISNT will train ACE staff to implement evidence-based practices which prioritize building positive relationships with students and ensuring their well-being, including Restorative Practices, Trust-Based Relational Interventions, Mental Health First Aid, and Developmental Relationships. 2) Family Engagement: Best practices, including Family and Community Engagement Components identified by Youth.gov, will be utilized in ongoing activities to connect families to the school and community.

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.

NEEDS: Based on the CISNT 2022 Community Needs Assessment (CNA) surveys from 454 parents in our service area, 70% of parents believe that bussing is an important service to eliminate barriers to afterschool programs. Of parents surveyed who are not currently accessing afterschool programs, 26% state that transportation is a barrier to participation. CISNT ACE, in partnership with Denton and Lewisville ISDs has budgeted bussing costs for all ACE campuses to ensure equitable access, including fall, spring, and to and from program in the summer.

Ensuring Safe Travel to EACH CENTER: CISNT has identified one center which will have a feeder school. Students from the feeder school will be bussed to the center, accompanied by ACE staff at a 1:15 ratio. ACE staff will review the attendance roster daily and will, through collaboration with feeder school staff, ensure that all students attending from the feeder school are safely loaded on the bus and transported to the center.

Ensuring Safe Travel HOME: Parents/guardians will identify in the student ' s enrollment packet which method of transportation home they will be using, including car, bus, or walking/biking. ACE staff provide supervision at a ratio meeting the state standard of 1 to 15 during dismissal. At dismissal, students will be grouped according to the transportation mode identified upon enrollment. ACE staff will verify in writing each day that all students were dismissed according to the following procedures: 1) ACE staff will accompany CAR RIDERS to their vehicle and verify the identity of the approved adult picking up the student. The adult will sign the dismissal list noting the time the student(s) were picked up. 2) The list of BUS RIDERS will be submitted to and approved by the district. Once all students are on the bus, ACE staff will do a final check to verify that all students are accounted for. 3) ACE staff will sign out each WALKER/BIKER and ensure they exit campus grounds safely. If an ACE staff member has concerns about the safety of a student, they will discuss it with the Site Coordinator and the student ' s parent/guardian.

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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.

Upon notification of grant award, the CISNT ACE program will work in partnership with school and district leadership to complete a comprehensive outreach campaign to disseminate information about the program to students, adult family members, and community members in the areas served by the 10 Centers and to recruit students, staff, volunteers, and partners. Due to the high population of families in the community who speak limited English or who have limited literacy, all communication will be available in English, Spanish, and Hakha Chin and will be made available in print and/or audio-visual formats. All forms of information will include ACE branding, contact information for the Project Director, and a web address where people can find details about the program. Early, consistent support from campus administrators will drive ongoing support and involvement of ACE programs.

Community-level communication will include: a press release to the local news stations and newspapers, including contact information about the CISNT ACE program and the location of each center, a community forum on CISNT ACE, high-quality programs, social media posts, e-newsletters, notification on school and CISNT websites, and flyers on campus, in community centers, and other common neighborhood locations.

Center-level communication will include: letters to parents and guardians, provided in English, Spanish, and Hakha Chin, ACE staff attendance at meet the teacher nights, open house, and other school-level events, ACE orientation for parents, guardians, and students, notifications through the campus contact system, and any other forms of communication deemed necessary by the ACE staff and school administration at each center. As is a research-based best practice, CISNT will also equip students to share about the program with their peers to increase recruitment, (Castrechini, 2011).

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, when trained, supported, and managed well, play an important role in supporting students while also leveraging community support and building relationships for program sustainability. CISNT will utilize a network of partners to encourage community participation in ACE programs, including local colleges and universities, civic groups, faith-based organizations, corporations, and local governments. All volunteers will be 18 and over (or under an approved school partnership) and complete the Volunteer Onboarding Process prior to service:

1. VOLUNTEER APPLICATIONS include basic information, experience, and skills, and permission to perform a CRIMINAL HISTORY SCREENING AND BACKGROUND CHECK. Background checks will be processed upon application and continuously throughout the year to ensure the safety of CISNT students.
2. The VOLUNTEER ORIENTATION includes an overview of CISNT, programs and services offered, organizational policies, code of conduct, including DFPS reporting requirements, volunteer roles, and training on working with CISNT students. Volunteers must sign the volunteer code of conduct before placement in an ACE program.
3. Upon campus placement, volunteers are given a CAMPUS INTRODUCTION, which further reviews the code of conduct, campus safety policies and procedures, and volunteer scheduling and time keeping.

CISNT will utilize volunteers in supporting students' academics and social and emotional wellbeing, as well as to enhance enrichment and family engagement opportunities. Volunteers will provide services such as: mentoring, academic support in reading and math, enrichment activities, and support for special events, such as family engagement nights. Volunteers may provide services one-to-one, in small groups, and in large groups, under the supervision of ACE staff members.

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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.

As a nonprofit working in the school setting, CISNT coordinates federal, state, and local programs to make the most effective use of public resources and supplement, not supplant, existing activities at each campus served. CISNT leverages state-supported resources, such as CIS, TEA, and HHSC, to ensure staff are well-trained to provide high-quality programs and appropriate, safe, and equipped facilities, including:

- 1) **FOOD SERVICES:** Through local partners, the federal National School Lunch Program will provide free, nutritious snacks and meals to students after school and in the summer. Each ACE program will also have access to a locally-supported, CIS Nutrition Hub at the center for additional snacks and meals to address high levels of food insecurity.
- 2) **SECURITY:** CISNT utilizes school facilities at each center, which are kept locked and require guests to check in with the office staff or the Site Coordinator. ACE staff will be trained by LISD and DISD in the Standard Response Protocol (SRP), a nationally-recognized, proven methodology that ensures a uniform response by faculty, staff and students to school-based emergencies. Additionally, ACE staff will follow all district, state, and federal guidelines for reporting of student crises, including abuse/neglect, suicide/self-harm, injury, or other behavioral incident, including notification of and response coordination with school officials.
- 3) **HEALTH SERVICES:** CISNT will connect families to local and state-funded health and mental health providers to ensure access to affordable medical, dental, and vision resources, as well as federal support programs, such as TANF. CISNT policies and procedures align with our districts and schools for student health services, including, but not limited to, student illness or injury during program and self-administered medication requirements.
- 4) **SPECIAL EDUCATION:** CISNT programs do not discriminate on the basis of ability. If a child participating in the program requires additional services to participate fully, such as specialized transportation, CISNT will coordinate district and local resources to provide the necessary services.

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.

CISNT is committed to providing long term support in North Texas and has continued to maintain and grow services over the past 29 years. CISNT views 21st Century grant funds as a short-term incubator of program support and will leverage diverse resources for long-term sustainability. CISNT will utilize the Program Sustainability Assessment Tool developed by the Center for Public Health Systems Science at the Brown School at Washington University in St. Louis to develop a formal sustainability plan, inclusive of strategies for the eight key components of sustainability identified in the model: Environmental Support, Funding Stability, Partnerships, Organizational Capacity, Program Evaluation, Program Adaptation, Communications, and Strategic Planning (2023).

Additionally, CISNT will form the CISNT ACE Steering Committee, who will be charged with providing feedback to increase program quality, building community awareness, evaluating program effectiveness, and informing operations and sustainability plans. Membership will be voluntary, diverse, and qualified to support efforts to increase quality and visibility of the program in the community. GRANT RESOURCES will support sustainability efforts, including funding for the full-time ACE Project Director who will lead community-building efforts, state and local evaluation tools, data collection support, and training and resources available to grantees.

Over the last two years, while holding the Nita M. Lowey 21st Century Community Learning Centers Cycle 10 grant, CISNT has successfully piloted two locally-funded afterschool programs with Lewisville ISD and Denton ISD. These programs operate a similar model to CISNT ACE programs, with reduced student capacity, through the utilization of both public and private resources. Throughout the grant cycle, CISNT will continue to identify and leverage diverse funding sources and build partnerships with state and local governments, corporations, foundations, service providers, community stakeholders, and volunteers to sustain afterschool services after the grant period and to provide a continuum of support to students.

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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

In the 2022 Community Needs Survey, parents/guardians in Denton County identified that the major barriers to accessing afterschool resources were affordability, availability, transportation, and consistent/reliable programming.

ACHIEVING MORE THROUGH JOINT PARTNERSHIP: To overcome barriers to access for working families and achieve program objectives, CISNT will partner with two local education agencies (LEAs), Denton ISD (DISD) and Lewisville ISD (LISD), to facilitate 10 high-quality ACE centers under this 21st Century Grant. This planned partnership will enable services to be accessible to students who otherwise would not have access to free, high-quality, school-based afterschool programming. Although DISD and LISD have campuses with significant student need that are among the lowest performing schools in Denton County, both districts have capacity barriers to operating ACE programs on their own. CISNT is a 501C3 nonprofit organization with 15 years of excellent ACE grant management experience, including successful implementation of 21st Century Cycle 5, 7, 8, and 10 grants, and has developed the infrastructure for ACE programs that consistently produce measurable impact for students.

As established by a formal partnership agreement, CISNT will serve as the fiscal manager and manage the daily operation of ACE programs. DISD and LISD will be active partners in the implementation, supporting grant objectives, and will provide a \$25,000-\$27,000 cost share for each ACE program and sit on the ACE Steering Committee. ISDs will also provide each ACE center with a secure workspace for the full-time Site Coordinator and safe, consistent program space. Campus administrators will provide daily oversight and support to ACE program staff, including recommending students most in-need, cooperating during interim and annual evaluations, and providing access to relevant campus and student data. In return, CISNT ACE programs will provide high quality, well-structured activities that will improve student performance, engagement, and family engagement.

EXPANDING SERVICE CAPACITY: Research shows that "when communities take a coordinated approach to supporting access to quality afterschool learning experiences, learning and developmental outcomes can improve" (The Aspen Institute, 2018). CISNT will leverage community support to provide expand access to critical services and increase the quality of these services that meet student needs. Partnerships with Aramark and the STH Project will ensure that students receive free snacks and meals during the program. Partnerships with local institutions of higher education, such as Texas Woman ' s University and the University of North Texas, will provide community volunteers who will build positive relationships with students, while enhancing academic support and enrichment opportunities. CISNT will also utilize partnerships with local businesses, such as Frost Bank, DATCU, and Texas Legends, as well as local nonprofit organizations, such as the Christ Child Society, university groups, and community volunteers to expand and enhance family engagement opportunities, such as money management workshops, family fun nights, and STEAM and literacy nights. Through intentional coordination and partnership, CISNT will align community resources to fill gaps in services to effectively serve students at-risk, while increasing the program ' s likelihood for sustainability after the grant cycle.

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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.

As a nonprofit that is uniquely integrated into the school campus, full-time Site Coordinators officing at each center will coordinate with school staff and administration to ensure that measures of student success align with the regular academic program of the school and the academic needs of participating students. Site Coordinators will represent CISNT on campus leadership teams to ensure alignment for campus improvement goals. Partner school districts agree to provide CISNT staff access to relevant student data required to monitor and measure student progress in ACE goals and objectives throughout the school year. Additionally, partner districts commit to ensuring that ACE programs are aligned with specific Campus Improvement Plans, as well as Texas Education Agency (TEA), district, and school initiatives, and that programs are safe, supportive, and educationally enriching.

PRIORITY 1- PROGRAM INTEGRATION - The CISNT ACE Program will be integrated with other TEA initiatives designed to accelerate learning and increase specific academic student outcomes:

1) **COMMUNITIES IN SCHOOLS:** CIS is supported by the Texas legislature and TEA, with specific staff members within TEA dedicated to monitoring and guiding CIS programs. All campuses served by ACE will have a CIS daytime case management program. According to TEA, " the CIS model is designed to keep students persisting in education and ultimately graduate from high school. CIS partners with educators, students, and parents to identify the needs of students who are at-risk. " CIS provides individualized services to students and families which help students fully engage in learning and tracks student-level data and education outcomes for those served. CISNT ACE staff will collaborate with CISNT case management staff and school staff to evaluate campus-level needs, identify individual students in need of additional academic support afterschool, and to provide comprehensive services which address the needs of the whole child, equipping them for success.

2) **PROJECT RESTORE:** All ACE staff will receive training through the TEA Project Restore Initiative, which provides science and strategies to address the emotional needs of students, equipping staff to " create an environment that jump starts teaching and learning and drives student achievement " (TEA). Training topics cover addressing trauma and building resilience, building positive and secure relationships, building positive classroom culture, and forming strong partnerships with students and families. Supporting student mental health and wellness provides a " strong...foundation for learning, " and increases positive student engagement in their education (Mental Health America, 2016; Healthy Schools Campaign, 2017).

PRIORITY 2 - ACCELERATED LEARNING: CISNT has budgeted grant funding for the purchase of HQIM and HIT products which will be integrated into the ACE program through high-impact tutoring implemented at all 10 centers, as well as through small-group and classroom learning in the ACE program. CISNT will also utilize HQIM and HIT products in alignment with the school-day, leveraging products already in use at each center to measure student achievement with consistency. HIT will be implemented by part-time tutors at each campus who have been well-trained in the evidence-based HIT model and in HIT and HQIM product use. The full-time ACE Accelerated Learning Specialist will oversee school-day aligned academic services, including the implementation of HQIM and HIT products, providing daily support and coaching for tutors. Consistent monitoring of model implementation and student progress will ensure high-quality interventions which drive increases in student performance.

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9. Equitable Access and Participation

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

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

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

10. PNP Equitable Services

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

- Yes No

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

Are any private nonprofit schools participating in the grant?

- Yes No

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

Assurances

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

Equitable Services Calculation

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

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11. Request for Grant Funds

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

Payroll Costs

1.	Salary & benefits for 1 FT Project Director and 1 FT Internal Monitor	101,983.92
2.	Salary & benefits for 1 FT Family Engagement Spec. and 1 FT Accelerated Learning Spec.	119,797.00
3.	Salary & benefits for 10 FT Site Coordinators & 2 Site Coordinator subs	590,451.00
4.	Salary & benefits for 30 PT High Impact Tutors & 64 PT Academic Enrichment Specialists	838,137.00
5.	Salary & benefits for 1 FT Grant Accountant	39,250.99

Professional and Contracted Services

6.	Bussing to provide free transportation to and from each center	189,982.00
7.	Contracted services to enhance academic enrichment and family activities	12,100.00
8.	Professional development and training for CISNT ACE staff	3,000.00
9.	Lewisville ISD fiscal agent fee to support payroll, HR, and purchasing services	13,673.37
10.		

Supplies and Materials

11.	Supplies and materials for student enrichment activities and family engagement activities	13,400.00
12.	General, consummable office supplies for FT staff	7,750.00
13.	Technology for FT staff to execute and monitor ACE programs	6,000.00
14.	HQIM and High Impact Tutoring technology, product licensing, and supplies	9,250.00

Other Operating Costs

15.	Mileage costs for FT staff, required travel for Texas ACE trainings, and travel for OSTI-CON	28,331.00
16.	Nutritional snacks for students and parents	9,000.00
17.	Student liability insurance	1,893.72

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs: 54,818.08

TOTAL GRANT AWARD REQUESTED: 1,984,000.00

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Appendix I: Negotiation and Amendments

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

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