



**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 <a href="mailto:competitivegrants@tea.texas.gov">competitivegrants@tea.texas.gov</a>	

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
- 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.

The leadership team at Universal Academy (UA), including its Superintendent, board, and school-level administrators, completed a comprehensive needs assessment at its Irving campus, which serves 726 pre-K-12th grade students by analyzing state assessment scores, local test scores, local report card data, and student progress made toward meeting and/or exceeding Texas Essential Knowledge and Skills (TEKS) standards. These sources indicate a clear need for academic programming to improve achievement levels. For instance, the 2021-2022 Texas Academic Performance Report for Universal Academy's Irving campus shows that only 43% of its students are meeting grade-level education standards across all subjects, while 48% of students statewide are meeting grade-level standards across all subjects. The site's English bilingual (EB) and/or English learner (EL) students are struggling the most, as they lag far behind their peers and students across the state in all key subjects.

To supplement this data analysis, UA held Zoom meetings and in-person conferences with stakeholders, including students, parents/guardians, and/or project partners, to gather their thoughts on the school's specific needs. Stakeholders noted that the most important needs to address were: 1.) Increasing academic achievement levels for disadvantaged students, especially English bilingual and/or English learner students; 2.) Increasing school engagement for both their students and their families; 3.) Providing additional mental health wellness services and resources, and; 4.) Offering free, holistic enrichments in the areas of academics, physical health, wellness/recreation, and the visual and performing arts. The district and its stakeholders also reviewed various reports and literature on best practices for addressing these needs at a school level. Based on this review process, UA and its stakeholders agreed that the best way to respond to all of the needs identified above would be to implement a holistic out of school time Texas ACE program at its Irving campus.

The proposed program will address these needs, including the needs of working families, by providing targeted academic support using school-day aligned academic activities; engaging enrichment activities that promote academic growth and are based on student interests; and family engagement activities that connect parents/guardians to the school community and improve quality of life for families.

Through the needs assessment, UA determined it will serve 200 of its most high-need K-12th grade Irving campus students that are in its "at risk" population (i.e. students who are economically disadvantaged, English learners, or struggling academically, per Texas Education Code 29.081). The district will also serve 100 family members.

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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.

Benchmarks to measure progress toward meeting SMART goals will include disadvantaged students improving their academic performance in key academic areas (i.e. ELA/reading and math) on a quarterly basis; students increasing attendance rates and decreasing chronic absenteeism rates on a quarterly basis; demonstrating more positive attitudes in various aspects of the school day (i.e. STEM education, the visual and performing arts, health and wellness, etc.); and parents/guardians reporting improved family relations and/or student attitude toward school.

UA will evaluate state and local test scores to identify potential new Texas ACE participants. In addition to analyzing academic achievement scores, the district will review SWIS data reports for information on students with social-emotional challenges who may benefit from Texas ACE programming. UA will also identify students from economically disadvantaged families for participation based on free/reduced-price lunch rates. Finally, teachers and counselors at the Irving campus can also provide references for participation based on their observations of and interactions with students in classroom and/or extracurricular settings. Retention will be maintained through ongoing individual contact with the youth and their families to identify barriers to participation and develop ways to overcome those barriers. Staff will promptly follow up with families if students are absent from the program and address ways to maintain their involvement. The program will cultivate camaraderie among participants and activities will be developed based on feedback from student and parent/guardian surveys. To ensure active student engagement throughout the program's implementation, periodic student satisfaction surveys will be administered to assess interest levels in academic enrichment activities. Past practice demonstrates that filling a need for high quality afterschool programming with engaging activities, parental involvement, and a positive environment will encourage regular attendance by participants.

The district will use its Parent Academy to engage with adult family members, connect them with the school and community, and enhance family literacy. The Parent Academy offers job training and career development services, digital and financial literacy workshops, literacy education for English learners, and discussions on how to support their child's education and promote a culture of learning at home.

UA's leaders will recruit qualified staff members to the Texas ACE program by building supportive relationships with them, demonstrating linkages between school-day programming and out of school time programming and the benefits it has for students, and giving them the opportunity to use innovative teaching practices. The district will hire a full-time Project Director/Site Coordinator who has relevant experience in out of school time education management to oversee the program. To ensure the program aligns with school-day activities, the Project Director/Site Coordinator will meet with UA staff and attend planning meetings to coordinate the Texas ACE academic curriculum with both the regular school day program and TEKS educational standards. The Project Director/Site Coordinator will develop logbooks for all students to track participation and communicate students' specific needs to Texas ACE staff.

The Program Evaluator will monitor the fidelity of program implementation by ensuring the district meets all federal statutory and TEA program specific assurances and requirements and uses approved activities and strategies, as noted in the program guidelines, to achieve its stated SMART goals. The Evaluator will create a grant-specific spreadsheet to track all aspects of UA's Texas ACE program, including its alignment to the core, federal 21st Century Community Learning Centers model.

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**6. Project Evaluation and Modification**

If the benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program. Include a description of how the state activities for continuous improvement will be utilized for project evaluation and modification.

The contracted, external Program Evaluator will complete regular quantitative data (i.e. student achievement results, Texas ACE attendance and participation, school day attendance and behavioral data, etc.) and qualitative data (i.e. informal teacher, parent, and student feedback, survey results, interviews, etc.) analysis and meet with UA's leadership team, including its Superintendent, Business Manager, and Irving campus principal, to determine if there is a need for program modifications. Evaluation data will be disaggregated by grade and/or subpopulation (i.e. economically disadvantaged students, English learners, students with disabilities, etc.) to see if a particular subset of students require additional supports. If this is the case, UA will adjust staffing to match changing program needs and use individualized instructional materials to help students make progress toward relevant SMART goals.

To ensure continuous improvement, UA will use the Texas 21st CCLC Student Tracking system (TX21st) to collect data required to monitor progress, conduct program evaluation, and provide required reports to the federal program. The TX21st system also allows for monitoring of daily attendance, participation, and outcome data. The district will use this data to track adherence to grant requirements and make changes to increase student engagement, if needed. UA will also use local evaluation reports developed by TEA to develop action plans for future improvements. The district's contracted Program Evaluator will assist with writing said action plans, with an eye on making quarterly updates to the program. UA will coordinate with TEA's education specialists to evaluate and modify specific program details (i.e. future sustainability or implementation and operations) with technical assistance experts, if needed.

**7. Statutory/Program Assurances**

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

Check each of the following boxes to indicate your compliance.

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

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**8. Statutory/Program Requirements**

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

All Texas ACE program activities will improve student academic achievement and overall student success for the 200 targeted K-12th grade students at Universal Academy's Irving campus. A breakdown of activities by each focus area is as follows.

**Targeted Academic Support**

School-day staff will provide daily, individualized instruction in core academic areas including reading/ELA, math, science, and history/social studies. Students' academic data and unique educational needs will inform individualized intervention strategies. Teachers will provide individualized academic support for students in the form of tutoring, homework help, and small group work. Students will also participate in project-based learning to use their literacy, math, science, and social studies skills in tandem to investigate and respond to real-life questions or problems in their community.

**Student Interest-Based Enrichment**

Enrichments will include hands-on STEM projects, arts and crafts, exercise and recreation, health and nutrition education, cultural education, and college and career readiness. All enrichment activities will have a student-centered approach to increase student engagement, promote independence in learning, and encourage participation in exciting, interactive, and meaningful educational experiences. UA will partner with Dallas College North Lake Campus, the Education Leads to Success (ELTS) Foundation, the Irving Arts Center, Stemtree of North Dallas, and Susser Bank to enhance the Texas ACE program. A breakdown of enrichment activities for each grade band of students is as follows.

**K-5th Grade Students:** STEM enrichments will help UA's younger students build the technical skills and the mental habits to promote critical thinking and problem-solving. Students will use Legos and laptops to complete hands-on coding projects. K-5th grade visual and performing arts enrichments will focus largely on art production and individual expressionism.

**6th-8th Grade Students:** STEM enrichment activities will include inquiry and technology-based learning experiences in fields such as geology, the solar system, robotics, and more. Middle school visual and performing arts enrichments will balance art production with concepts of design and discussions of art history. Middle school students will also participate in an external P.E. equestrian program through the ELTS Foundation at the nearby C.J. Legacy Ranch on a monthly basis in the late spring, summer, and early fall. They will benefit from outdoor exercise and form problem-solving skills, such as how to plan, communicate, and work with others in a team setting.

**9th-12th Grade Students:** STEM enrichment activities will encourage high school students to consider STEM as a potential higher education and/or career option. UA's high school students will build their mentoring and workforce readiness skills by delivering fun, interactive STEM lessons to elementary and/or middle school Texas ACE program participants. Visual and performing arts enrichments will balance art production with concepts of design and discussions of art history. High school students will also participate in the ELTS Foundation's P.E. late spring, summer, and early fall equestrian program.

**Family Engagement**

UA's Parent Academy sessions will give families the tools to build a culture of literacy at home, along with tips on how to assist their children with homework and studying. These sessions will also include financial literacy workshops, English lessons for English-language-learning parents/guardians to build their fluency and proficiency, information on how parents/guardians can enhance their job readiness skills, and tips on how to assist high school students with the college search and application process.

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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.

Universal Academy’s Texas ACE program will follow best practices from evidence-based resources, such as the U.S. Department of Education’s Structuring Out-of-School Time to Improve Academic Achievement report. For instance, the Irving campus’ Texas ACE staff will align the program with the school day curriculum to maximize educational benefits; collaborate with teachers, counselors, English learner instructors, and special education staff to create more individualized instruction; work with a variety of partners to craft exciting and engaging learning experiences that supplement classroom instruction and promote positive youth development, as well as college and career readiness; and make use of all available data to continually refine and improve the program to meet students’ existing and future needs.

By following these best practices, the program will consistently promote student success. Afterschool Programs: A Review of Evidence Under the Every Student Succeeds Act, a 2019 report on the efficacy of out of school time programming, indicates that well-designed, student-centered 21st CCLC models, such as the one Universal Academy’s Irving campus plans to implement, “improve outcomes in a variety of domains, including Mathematics Achievement, Reading/ELA Achievement, Science Achievement, Physical Activity/Health, Attendance and Enrollment, Promotion and Graduation, and Social and Emotional Competencies” (pg. 47). Therefore, the services to be provided will help participants meet local and state-level academic standards while also preparing them to enter postsecondary education and/or the workforce.

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.

The Texas ACE program site is located at Universal Academy’s Irving campus K-12 school building, so transportation to the site for afterschool programming is not necessary. Buses will drop students off at a central pickup location at the end of the afterschool program, but will not leave until all students are picked up, and will bring students back to the school or drop them off at home, if necessary. School buses will also transport students to and from Universal Academy’s Irving campus for summer programming. The program will include round-trip school transportation for the enrichment trips to the C.J. Legacy Ranch for the P.E. equestrian program to maintain student safety and security.

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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.

The Program Director/Site Coordinator will disseminate information about the Texas ACE program through the Universal Academy’s website, newsletter, and social media channels, as well as local newspapers and flyers that are posted locally at business and community centers. The district will also hold in-person community meetings and share them via Zoom to allow for virtual engagement and provide information to parents/guardians and staff members through phone calls, texts, and/or emails, as well.

All program materials, newsletters, permission slips, and other publicity materials will be engaging with reading levels no higher than 8th grade. Since approximately 49% of the students at Universal Academy’s Irving campus are considered English bilingual or English learners, the school will take particular care to ensure all families and communities receive program notifications in the language most accessible to them. As a result, all printed materials, including flyers and enrollment forms, will be available in both English and Spanish. Other translations will be made available, as needed. Throughout the course of the program, the Program Director/Site Coordinator will collaborate with Universal Academy’s leadership team and the Texas ACE partner entities to actively publicize and promote the program to the community. District residents will receive quarterly newsletters, and parents/guardians of participants will receive brochures prior to each quarter containing the slate of activities and events. Parents/guardians will have access to assistance from program staff and partners as needed. Once the program begins, Universal Academy (UA) will maintain ongoing individual contact with youth and their families to provide program updates and promote participation.

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)

N/A; the entity does not plan to use volunteers.

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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.

Universal Academy will coordinate its proposed Texas ACE program with federal Title I educational supports for low-income youth, federal Title II professional development resources, and the state's Average Daily Attendance (ADA) funding to provide high-quality targeted academic support, student-interest based enrichment, and family engagement activities. The Texas ACE program will supplement, not supplant, existing supports at UA's Irving campus, including literacy and attendance interventions and summer learning loss interventions. Universal Academy will be the fiscal agent for this program and will use Texas ACE grant funds in compliance with TEA General and Fiscal Guidelines.

Universal Academy will work with its facilities and maintenance staff to ensure the Irving campus is an appropriate, safe, and fully equipped facility for the Texas ACE program. The campus is handicapped accessible and meets all OSHA, ADA, and state/federal facility requirements. The school conducts regular building and fire inspections, fire drills, lockdown drills, and other emergency preparedness activities in accordance with state and local building codes. The campus maintains an up-to-date crisis response plan and an emergency parent/guardian alert plan. All playground equipment at the campus has passed inspections by school staff, and those inspections will be available for review. All program equipment, supplies, and materials will be age and developmentally appropriate, and will be stored in locked cabinets and/or office spaces that are dedicated for the Texas ACE program.

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.

Universal Academy's preliminary sustainability plan will be supplemental to grant funding, resulting in additional services above and beyond those that could be provided by the grant dollars alone. The plan includes developing new partnerships when feasible; applying to federal, state, and local grant-makers for funds; and effectively using school, partner, and community resources. Developing a wide network of community stakeholders (i.e. businesses, local community-based organizations, and local governments) who can lend their time, expertise, knowledge, and/or financial support to the Texas ACE program will add sustainability and ensure current and future generations of students in Irving, TX can benefit from excellent out of school time programming. Additionally, UA's Board of Directors is committed to leveraging general funds and other resources annually to absorb all costs associated with physical site operations and supplies to continue operating the program sites after the funding period ends. Resources provided by this grant (i.e. supplies and materials, etc.) will be maintained and used in future iterations of the 21st CCLC program, if possible.

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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

To expand access to high-quality academic, enrichment, and youth development services, Universal Academy will partner with Dallas College North Lake Campus, the Education Leads to Success (ELTS) Foundation, the Irving Arts Center, Stemtreet of North Dallas, and Susser Bank as part of its Texas ACE program. A breakdown of services to be provided by each partner is as follows.

Staff from Dallas College North Lake Campus will help high school students from UA's Irving campus and their families navigate the college application process, including scheduling college visits, filling out the Free Application for Federal Student Aid (FAFSA) and applying for scholarships.

The ELTS Foundation will give 6th-12th grade students the opportunity to participate in equine therapy that also promotes STEM education, physical and mental health/wellness, and character development skills.

The Irving Arts Center will have professional artists in residence deliver monthly visual and/or performing arts workshops for Texas ACE program participants.

Stemtreet of North Dallas will deliver educational workshops that excite and engage students in interactive STEM activities.

Susser Bank representatives will provide tips for saving money for college, as well as financial literacy lessons for high school students and their parents/guardians.

The partners will contribute to the success of Universal Academy's Texas ACE program by ensuring that students cultivate key 21st century learning tenets (critical thinking, communication, collaboration, and creativity); expanding access to holistic youth development services and academic, cultural, artistic, musical, and career/college-readiness enrichments available in the Irving, TX community; and exposing students to STEM as a high-growth career field.

The partners are all strongly committed to the success of the program beyond year one of the five-year grant and will leverage their resources to expand and/or refine the programming offered to Universal Academy's Texas ACE program participants throughout the grant period and beyond. Program partners will use their affiliations within the Dallas, TX and Irving, TX communities to assist with bringing in new partners for further enrichments and/or securing supplemental program funding beyond the grant.

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**8. Statutory/Program Requirements (Cont.)**

- 9. Describe how the program will coordinate with school-day to ensure that measures of student success align with the regular academic program of the school and the academic needs of participating students.
  - a. If applying for Program Priority 1- Program Integration, include a description of how the grant program will integrate with other TEA initiatives designed to accelerate learning and increase specific academic student outcomes.
  - b. If applying for Program Priority 2 - Accelerated Learning, include a description of how the grant program will integrate supplemental HQIM and HIT product use.

The Project Director/Site Coordinator will align programming with classroom instruction and school day learning goals by meeting with staff and attending school day planning meetings to ensure students' unique physical, social-emotional, and academic needs are met. Quantitative data (i.e. test scores, homework assignments, report card data, etc.) and qualitative data (i.e. teacher observations, student feedback, etc.) will be reviewed to inform Texas ACE programming. The Project Director/Site Coordinator will also develop logbooks for Texas ACE program participants to track participation and note effective instructional strategies, as well as challenges, for individual students. The Texas ACE program will use in-school performance rubrics to track student participation and performance in a way that mirrors the school day experience. Since certified teachers from Universal Academy's Irving campus will be providing academic support and enrichments during the Texas ACE program, they will have a strong background knowledge of students' individual learning needs, as well as goals for them to meet.

The program will meet the needs of students with disabilities and/or individualized education plans (IEPs), and will use age-appropriate forms to collect student input for programming purposes and give them an opportunity to choose topics and activities within the various enrichments (STEM, health and wellness, visual and performing arts, etc.). This feature, along with the inquiry-based design behind programming, will ensure that activities are engaging for students, and that students have a voice in selecting what they do during the program.

Universal Academy's Irving campus is not applying for Program Priority 1 or 2.

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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		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

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

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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.	1.0 FTE Project Director/Site Coordinator	\$67,000
2.	0.5 FTE Family Engagement Specialist	\$24,000
3.	0.5 FTE Childcare Licensed Director	\$30,000
4.	Professional Staff (Teachers) for Fall, Spring, and Summer Programming	\$143,211
5.	Support Staff for Fall, Spring, and Summer Programming	\$84,603

**Professional and Contracted Services**

6.	Independent Evaluator	\$3,000
7.	Transportation Services	\$55,768
8.	Irving Arts Center	\$990
9.	Stemtree of North Dallas	\$30,000
10.		

**Supplies and Materials**

11.	Laptops and Printers for Three Staff Members	\$1,125
12.	Project Director/Site Coordinator Supplies and Materials	\$1,500
13.	Student Supplies and Materials and Family Engagement Supplies and Materials	\$24,000
14.	Positive Behavior Interventions and Supports (PBIS) Supplies and Materials	\$5,000

**Other Operating Costs**

15.	Travel costs for Project Director/Site Coordinator to attend 2 annual TEA in-person meetings	\$1,790
16.	Travel costs for Project Director/Site Coordinator to attend OSTI-CON	\$1,277
17.	Travel costs for 2 staff to attend the statewide parental involvement conference	\$1,336

**Capital Outlay**

18.	N/A	0
19.		
20.		

Direct and indirect administrative costs:

**TOTAL GRANT AWARD REQUESTED:**

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

**Appendix I: Negotiation and Amendments**

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

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

*You may duplicate this page.*

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

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

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