



**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:**

Required attachments:

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

1. Applicant Information

Name of organization

Campus name CDN Vendor ID ESC UEI

Address City ZIP Phone

Primary Contact Email Phone

Secondary Contact Email Phone

2. Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- Grant application, guidelines, and instructions
- General Provisions and Assurances
- Application-Specific Provisions and Assurances
- Debarment and Suspension Certification
- Lobbying Certification
- ESSA Provisions and Assurances requirements

Authorized Official Name Title Email

Phone Signature  Date

Grant Writer Name Signature  Date

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

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3. Shared Services Arrangements

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

Check the box below if applying as fiscal agent.

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

4. Identify/Address Needs

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

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

A review of demographic data from the Census.gov and campus documents such as the Public Education Information Management System PEIMS show that TCCC serves low-income, ethnically diverse families. Most families' primary language is Spanish, and many single parents are raising children in public schools. Often these students need to be supervised due to parents having to work long hours to meet the economic needs of their household. This situation places children at risk of engaging in behaviors that challenge their safety. Low academic success results partly because parents often express that they cannot support academic needs due to language barriers or the availability of time and resources. At the same time, they attempt to support instruction, and many have communicated their struggles with learning another language.

To assess the needs of participating campuses, members of the After-school Planning Committee, comprised of district and campus level staff, and TCCC staff reviewed the campus data. The review included attendance, academic progress, formative and summative data, home language surveys: grades, and other reports. Multiple students were identified (375) as potential candidates to participate in the 21st Century After School Program. In addition, the committee assessed the availability of after-school programs in the community. It confirmed an urgent need to provide after-school services that meet students' academic and social-emotional needs from 5-18 years old. The academic data analysis revealed a need to improve mastery of reading, Math, and science. Various assessments throughout the academic year of 2021-2022 administered in September 2022 revealed that 68% of students are below grade level in literacy skills and 52% below the level in Math. Specifically, it was determined that 89% were identified as economically disadvantaged; 100% qualified for free and reduced meals; 37.4% live in single-parent homes; and 69% are English Language Learners (ELL). It is essential to acknowledge that we are still experiencing the effects due to the challenges associated with COVID-19; students are expected to be negatively impacted (COVID Slide), increasing the need to provide support by extending the school day and engaging in high-quality instructional activities. These characteristics, coupled with achievement data, will serve as the criteria to prioritize participation.

The committee also found that family involvement activities were necessary to support literacy. During the grant implementation, parents will be trained on how to help their child's literacy skills. This training will include workshops and real-life demonstrations using videos, demonstrations, and in-person observations. Extending school hours will allow students to engage in activities that ultimately improve academic achievement and provide a haven for participants.

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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.

In collaboration with (CBO) Tejano Center for Community Concerns, Raul Yzaguirre School for Success has established goals under the Texas Education Agency's Purpose of Program: TCCC Board of Managers routinely tracks and monitors student progress with the goals. Brownsville and Elite Primary will collaborate with TCCC's Program Director and site coordinators to track the progress of cohort students and ensure that they are meeting or exceeding district goals. Ongoing monitoring of student progress will assist in impacting student performance by providing ongoing monitoring of student success.

Student Performance in the TCCC Program will impact the overall goals of the campuses:

District Improvement Plan

By the end of the school year 2023-2024, 70% of students will be reading on or above grade level, as evidenced by multiple progress monitoring measures.

By the end of the school year 2023-2024, 70% of students will solve mathematical problems using computational skills, strategic thinking, technology tools, and collaboration, as evidenced in formative and summative assessments such as STAAR.

By the end of the school year 2023-2024, the students will improve attendance by 20%, as evidenced by daily and PEIMS documents.

Students will improve engagement in learning as evidenced by observations, project-based learning, discourse, and participation in the 21st-century program.

The RYSS campuses will increase parent engagement by 20%, as evidenced by participation data from surveys, workshops, communication logs, and services provided by the TCCC organizations.

The following quantitative data will be collected:

Pre and post-test assessment of tutorials in the core subjects, STAAR scores by the student by campus, classroom grades in core subjects, PEIMS data, promotion rates, decreased behavior incidents, rate of attendance during the regular school day, number of students with 60 or more days of attendance in 21st Century, and parent participation in family literacy activities. The Site Coordinator will work with the campus PEIMS clerk, and the Project Director will work with the District's PEIMS Department to collect the quantitative data and report the results to TEA and the TCCC Board of Directors. The formative evaluation will examine the implementation and effectiveness of the project. Data will be collected through electronic instruments developed and adapted to measure the quality, type, and degree of specific program features. The evaluation plan will incorporate the quantitative and qualitative data collected to provide a comprehensive record of the degree of program implementation, the extent to which the Texas 21st CCLC Project achieves the desired results, and the impact it has had on both participating students and their family members. The evaluation results will refine, improve, and strengthen the program and the performance measures listed in the grant.

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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.

Key administrative academic and school staff will meet regularly to discuss various methods and strategies to modify the program goals that meet or exceed SMART goals. To achieve goals, we will administer pre and post-test to target areas of improvement with identified cohorts of students. We will reduce the number of students per class size to increase instructions. Staff will identify students needing extra time and pull out of enrichment activities. Staff will increase manipulative and hand, and visual activities. Also, evaluate and identify other social-emotional areas that prevent learning. Ongoing evaluation through instructions with teachers and monitoring attendance and behavior data may impact the overall learning of cohorts.

7. Statutory/Program Assurances

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

Check each of the following boxes to indicate your compliance.

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

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8. Statutory/Program Requirements

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

The TCCC Brownsville campus has successfully implemented a 21st Century Ace program for the last year and a half. With their shared experience, we hope to duplicate their success. , Our proposed Project Director brings a remarkably diverse background of 13-plus years of experience with the 21st Century grants. He has worked with Elementary, Middle, and High schools in several districts. He has worked as a Program Specialist and District Level Interventionist for challenging 21st Century schools and trained staff. During his work with 21st Century programs, he has established a practical model that yields high outcomes. The TCCC program plan is comprehensive and designed to address all required components and objectives, including improved academic performance, attendance, behavior, promotion, and graduation rates. Each campus' activities may vary based on needs identified in their comprehensive needs assessment; however, the overarching model will include four components – college and career readiness, academic enrichment Tutorials, enrichment, and parental and family involvement. In addition, he will work in collaboration with staff, administrators, community leaders, parents, and students.

Mondays through Fridays, students will receive 45 - 60 minutes of homework help followed by 45 - 60 minutes of academic enrichment tutorials and conclude with 45-0 minutes of engaging enrichment activities. All programs will include interventions and small-group accelerated instruction, homework assistance, youth development activities, prevention programs, enrichment activities, technology-based education, and services for families of participating students.

A five-week summer program will be offered to participating students and students who need help with promotion standards. Grant funds will expand and enhance the summer school day for identified students on each campus. They will allow campuses to offer enrichment and character education activities after the regular academic summer school program. Center-level activities will be a minimum of 45 consecutive minutes planned for each hour a center operates.

Summer Activities will intentionally address student needs while honoring student agency. These activities are aligned with state standards and developed using a planning tool such as the Texas ACE Activity/Unit and Lesson Plan Worksheet.

Actions will reflect the following three components during each term: academic Assistance, academic enrichment, and family and parental support. Academic enrichment accelerated learning, and tutoring activities will align with the regular school day program and state standards. Enrichment activities will enhance the academic-related activities of the typical day and be aligned with a documented student or campus need. There needs to be more than just Program sessions offered in solitude alone to meet the overall goal of Program, improving student academic success. Therefore, opportunities for families to obtain skills that allow families to be their children's first teachers and build a bridge that connects the school to home are critical. The US Department of Education's Dual Capacity Model illustrates the vital need for staff and families to learn together and provide Program activities linked to learning. While students will gain a substantial number of resources and skills, research (Weiss, H.B., Lopez, M.E., Rosenberg, H. 2011) shows that students spend 55% of their time at home, as opposed to 12% of their time at school. Therefore, to ensure academic success for students, a vital family component of our after-school program will be provided. Families of students served by the program will be provided opportunities for active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Family activities will be designed to meet the identified needs of each center's families and students; the needs of working families will be specifically addressed through extended hours and family sessions that address the individual needs of each family member. Activities will be ongoing and consistently available throughout each term. The number of family members served will be proportional to the targeted number of students. Project Director will facilitate a fall and spring survey with students and parents to identify interest-based enrichments and family activities to increase participation that aligns with district goals.

The table below outlines a typical schedule for the after-school activities during fall and spring terms.

4:00 - 5:00 Academic Assistance; students will have an opportunity on an extended day to complete classroom assignments and get additional instructions for struggling students. Students can complete homework and work with manipulatives aligned with school day activities.

5:00 - 6:00 Enrichments; students will participate in a cadre of activities, STEM projects, and project-based activities to enhance math, reading, and writing skills. Students who exceed the SMART goals academically will have extra time with small group work.

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8. Statutory/Program Requirements (Cont.)

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

The TCCC Model is designed to align with the Texas ACE ' s four Core Components (academic assistance, enrichment, workforce readiness, and family and parental engagement) and address community and student needs. The 2151 CCLC CASE team (Project Director, Program Specialist, Data Coordinator, and Site Coordinators) integrates research and evidence-based practices into their professional development and service delivery strategies. The team will meet monthly to identify best practices, discuss issues related to implementation, and share resources. The Project Director will train program staff and service providers to reinforce identified research and evidence-based practices for each center. Examples of three primary best practices integrated into the TCCC for Kids model are below: 1) Literacy, Numeracy, and SEL Integration: TCCC will provide each Center with TEKS-aligned curriculum and program guides that focus on state-mandated standards and incorporate the three components of literacy, numeracy, and social-emotional competencies. 2) Data-Driven Decisions and Youth Voice: Staff will review data on a routine basis to ensure program quality and provide services based on individual needs. Data Coordinator will prepare monthly reports based on activities, attendance, and Center-level data. Teacher, parent, and student survey data are included as they become available. The Program Specialist will conduct focus groups, survey parents, and conduct targeted outreach activities. 3) Collaborate to Address individualized Need: To address multiple needs of participating youth, Centers will collaborate with school administrators, counselors, and teachers to expand individualized services to identified students with different needs, students whose primary language is Spanish. (Putnam, 2016); (Sirach, 2017); (Zygouris-Coe et al., 2004); (Maali, 2007); (Mccombs, 2017); (Birmingham, 2005); The Harvard Family Research Project (2008)

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.

TCC requires each Center to create a program operations manual that aligns with Texas ACE Blueprint, RYSS manual, and district policies. The operations manual includes, but is not limited to, procedures on student safety, communication plan, unexpected closures, emergencies, and program sign-in procedures. Each Site Coordinator must create formal methods to document the sign-in/out process at the Center or adjunct site(s) to ensure the safety of all students and staff during programming. Project Director trains all after-school program staff on program policies and procedures before working in the program. Critical systems are shared in the parent handbook and posted throughout the Centers. Also, each Center must develop a campus emergency safety plan, including evacuation procedures, fire drills, and emergency preparedness. As part of Center operations, parents must complete a student registration form that provides consent on how each student will travel home from the program daily and to the program if the program is in the morning. Attendance is taken every time students transition to a new activity throughout the program. Site Coordinators maintain daily attendance rosters in a binder.

Program Transportation: To address the transportation needs of students at the Centers, Site Coordinators will establish and train staff on protocols that align with the Texas ACE Safety Assessment. All Center staff will follow district policies regarding signing in students for their before-school and after-school program dismissal. All Centers will use the RYSS registration form, which requires parents to indicate how their students will travel home from the out-of-school time program. Based on the registration form, students are placed on rosters grouped into three categories—walkers, car riders, or bus riders. Walkers will sign out before dismissal from the program to walk home. The Site Coordinator and campus staff verify car riders. When an adult transports a student from the program, Site Coordinators will confirm the adult ' s identity and permission to transport the student.

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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 Project Director will utilize all social media platforms/school flyers, and newsletters. In collaboration with all TCCC, school administrators, and teaching and support staff, ensure information about the Texas ACE Centers is circulated throughout the community. Project Director will provide materials that are formatted to adhere to all Texas ACE branding guidelines. Program Specialist, Curriculum Specialist, and Data Coordinator will provide best-practice content, opportunities, and data reports for dissemination. Site Coordinators will customize materials by Center and seek input from RYSS communication Department Boards and Center Advisory Councils to create a uniform communication plan that can be tailored to each Center for distribution. Program Start-Up: Upon notice of the award, RYSS will announce the grant award through a TCCC press release, which will include each Center's location and contact information. TCCC Communications staff will distribute the press release to local news outlets in each Texas ACE Center community. Campuses will notify parents, students, and the community about the new Texas ACE program. Site Coordinators will promote the program to families via Back-to-School orientations, campus newsletters, and flyers in students' folders. Additionally, Centers will use the campus marquee, the school's website, and social media to promote the Texas ACE program at the start of the school year. Ongoing: RYS will distribute promotion tools to Centers and assist in customizing communication to meet student and family needs. Tools consist of flyer and banner templates and registration packet information that are formatted to adhere to all Communication Plans: Texas ACE Centers will use Center Advisory Boards to inform and assist in implementing their communication plans. The Data Coordinator will train Site Coordinators and Center Advisory Boards to use qualitative and quantitative data to share information with key stakeholders.

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)

Texas ACE Centers will recruit community-based volunteers from parent organizations, faith-based entities, local civic groups, and businesses. Volunteer Process: Screening: Volunteers interested in serving at a Texas ACE Center will complete a volunteer registration packet at the district level and have an interview with the Site Coordinator. As a safety precaution, all volunteers must undergo a district background check before working directly with the students. CASE will communicate with each Site Coordinator to ensure all volunteers have completed the district's volunteer screening process. Campuses will maintain copies of the completed verification process for the Project Director ' s review on compliance site visits. Placement: Site Coordinators will use information gathered in the registration packet and interview the volunteers to ascertain interest and skill level. Once cleared for service, Center level volunteers are integrated into programming. If any volunteer provides direct service as a lead teacher, they will submit lesson plans to the Site Coordinator. Event based volunteers and guest speakers are placed according to interest, skill set, and geographic location. Center-based volunteers serve based on their content knowledge and interests, educational background, or work experience about the established educational goals of the event. Orientation: Site Coordinators will organize volunteer orientation. The purpose of volunteer orientation is to review procedures for attendance, checking students in/out, communication, and overall learning objectives of the Texas ACE program. Volunteers will defer to staff for addressing accidents/incidents/discipline about the district and Texas ACE procedures. Volunteers commit to the confidentiality of all information gained through conversations with students. No personal information is released to outside entities without the written consent of a parent or guardian. RYSS will host several community projects that require volunteers who meet our requirements.

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8. Statutory/Program Requirements (Cont.)

6. Demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources at each campus served and ensure an appropriate, safe, and equipped facility. This includes coordination with, but not limited to, food services, security, health services, and special education.

The maintenance staff at TCC will make routine checks to ensure that all of our facilities meet or exceed the TEA and City of Houston guidelines in terms of operating a safe, appropriate environment for students, staff, volunteers, visitors, and parents. All food and snacks will prior be approved by our Nutrition Department, which follows all guidelines of local, state, and national mandates. In the event of an incident, we will follow the school ' s policies and procedures and report to appropriate agencies for review and correction if needed. The 21st Century satff will work with all department heads and adminstrators to ensure guildlines are follow to create an appraopriate, safe, and equipped facility.

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.

RYSS staff will continue to work with the TCCC board, local foundations, corporations, and various stakeholder groups to leverage support for Centers. RYSS will use the Cycle 12 grant resources to implement sustainability strategies at the Center and program levels.
Center-Level Strategies: The first step of sustainability is creating a high-quality program that results in positive program outcomes. During operation, campuses will focus on building high-quality programs that provide measurable outcomes for students and families. The Site Coordinator and Center Advisory Council members will receive training on using qualitative and quantitative data to share stories with key stakeholders. Advisory Councils will create a financial plan that includes: 1) estimating the fiscal resources needed to sustain the program, 2) mapping current fiscal resources, and 3) identifying funding gaps and possible funding sources. Each Center will actively pursue these opportunities relying more on campus, district, and community support to reach their goals. Program Level Strategies: RYSS will continue its history of convening community partners to ensure sustainability and maximization of available resources. The Chief Academic Officer will assist in developing innovative lessons and will archive the lessons for future use beyond the grant period. TCCC's Board of Trustees will promote program sustainability by assisting RYSS in coordinating resources from public and private agencies on local, state, and national levels

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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

Tejano Center for Community Concerns will serve as the lead and fiscal agent in collaboration with local to administer the Texas ACE Cycle 12 grant. TCCC will formalize oversight with each entity through a service agreement instead of shared service agreements, as TEA has historically advised. Schools will implement programming, and service providers will provide content through contracted services. TCCC provides overall grant management, technical assistance to the schools, professional development, curriculum resources, community partners, and budget oversight (including expenditure reimbursements). To ensure the implementation of a quality program, TCCC will employ the Project Director, one program Specialist, and three Site Coordinators. Furthermore, a Data Coordinator/Budget Manager and a volunteer Curriculum Specialist (Chief Academic Officer) will provide additional support to ensure that all services offered at each Center meet Texas ACE mandates. TCCC will:

- ? oversee grant deliverables and serve as a representative for all TEA correspondence and required engagements
- ? direct program implementation, maintain data systems and provide technical assistance to ensure compliance
- ? provide additional resources such as access to numeracy and literacy curricula and materials, as well as training and technical support for Center staff in the implementation of the model components
- ? maintain a database of vendors that are bid through a public process and available to Centers
- ? directly contract with social service providers to implement grantee-wide social services for students who need additional wrap-around services.

Collaborating LEAs: Through an agency agreement, TCCC will allocate funds to each school to implement the proposed Texas ACE program. Each Center will: 1) employ two full-time Site Coordinators and secure additional program staff and service providers; 2) oversee day-to-day operations, ensure compliance and maintain attendance and student records; 3) participate in all evaluation requirements and facilitate youth voice through student surveys, focus groups and leadership activities to help inform program design; 4) work with their districts to procure supplies and materials for program activities, including technology, and allocate other operating costs for travel and training for program staff; and 5) work with school counselors to identify youth in need of additional services, as students continue to face Pandemic challenges or other barriers that may hamper academic success. Services provided at each Center will address identified needs of students and their families. Each school has also agreed to give a minimum of 5% of leveraging funds, including in-kind, to support the Texas ACE Cycle 1 program further.

Community Providers: Centers will use local community members to provide opportunities to students and families. Youth-serving organizations and community volunteers will deliver innovative, engaging projects that address students' academic needs and enrichment interests through collaboration with Centers.

Sustainability: The TCCC partnerships allow for program sustainability by leveraging the TCCC Board of Trustees' funding investments experience with leveraging public and private funds with district-based resources, such as Title I funding and other established district funding streams.

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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.

RYSS is currently engaged in a series of TEA initiatives designed to accelerate learning. Most of these initiatives, such as House Bill 3, HB4545, MIZ, Vetted tutors, and ADSY(Additional Days in the School Year), support extended school time and the use of High Impact Instructional Materials (HQIM)and resources to close gaps in learning. Supplemental online and other materials such as iReady, decodable texts and print materials have also been provided to ensure students have what they need to demonstrate learning before, during, and afterschool. It is our intent to integrate these initiatives by taking the following steps:

1. Analyze academic data and student work to develop formative and summative goals to guide the instructional process.
2. Continue implementing high-quality curriculum content such as SAAVAS, Eureka, Carnegie, and Stemscoptes to align to TEKS (Texas Essential Knowledge and Skills) identified by the data analysis. 2. Support teacher development through job-embedded coaching to plan lessons that target student academic gaps. This process will include planning, unit and lesson internalization, effective delivery of instruction, ATBATS (practice), evaluation, and reflection.

Personalized learning is at the core of RYSS ' s instructional model and will be a pillar for 21st-century implementation. Blended Learning practices will be incorporated into the academic portion of the after school day and technology tools and online curricula will be available to accelerate learning and provide personalized paths for each student. Clear and consistent routines and expectations for the use of tools and digital content will support the d of authentic student work.

Lastly, time will be built into the day to allow for planning among 21st century staff and campus teachers and leaders. It will be imperative to collaborate with targeted staff members to ensure that communication leads to an effective implementation that supports both academic and student interest-based enrichment.

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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	375
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	641750
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)	
Grantee's total required ESSA PNP equitable services reservation (line 7 times line 2)	

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11. Request for Grant Funds

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

Payroll Costs

1.	Project Director	75000
2.	Site Coordinators (3)	165000
3.	Program Specialist	62000
4.	Professional-Support Staff Extra Duty Pay	163300
5.	Employee Benefits	34175

Professional and Contracted Services

6.	Professional Development and Vendors	12000
7.	Academic Assistance	24000
8.	Enrichments	24000
9.	College and Career Readiness	9000
10.	Family and parental Involvement	9000

Supplies and Materials

11.	Program Technology	15000
12.	Site Coordinator Office Supplies	6000
13.	Administrative Office Supplies	3000
14.	Enrichment Consumables	9000

Other Operating Costs

15.	State and National Conferences	7500
16.	Evaluation	15000
17.		

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs: 641750

TOTAL GRANT AWARD REQUESTED: 641750

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