



2023-2024 Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 12, Year 1

Competitive Grant Application: Due 11:59 p.m. CT, January 23, 2023

NOGA ID []

Application stamp-in date and time

TEA will only accept grant application documents by email, including competitive grant applications and amendments. Submit grant applications and amendments as follows:

Competitive grant applications and amendments to competitivegrants@tea.texas.gov

Authorizing legislation: Public Law 114-95, Elementary and Secondary Education Act of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)

Grant period: From 08/01/2023 to 07/31/2024 Pre-award costs: ARE NOT permitted for this grant

Required attachments: Refer to the program guidelines for a description of any required attachments.

Amendment Number

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

1. Applicant Information

Name of organization T.R. Hoover CDC

Campus name HS Thompson CDN [] Vendor ID 30381 ESC [] UEI []

Address 5106 Bexar St City Dallas ZIP 75215 Phone 214-421-2420

Primary Contact Sherri Mixon Email sherri@trhoovercdc.org Phone 214-478-2440

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 Sherri Mixon Title Executive Direc Email sherri@trhoovercdc.org

Phone 214-478-2440 Signature Sherri Mixon Date 01/23/2023

Grant Writer Name Sherri Mixon Signature Sherri Mixon Date 01/23/2023

Grant writer is 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.

T.R. Hoover CDC has invested in the lives of children in South Dallas and Oak Cliff for over 25 years. We provide afterschool and summer programs, hot meals year round, academic exposure and excursions and parental engagement opportunities. Unfortunately, the COVID-19 pandemic, like in many communities across the world, not only altered education, but provided a glaring reality of inequity in healthcare, technology, and the disproportionate rates of academic achievement in predominantly Black and Hispanic neighborhoods. Our desire to create equal access to the COVID-19 vaccine, in our predominantly low income community brought national attention to the work we do in TIME Magazine, CNN, and other news outlets, and caused us to shift our focus to demanding our families have the first ever Tech Center (Hoover Tech) in South Dallas. The digital divide is an existential problem in underserved neighborhoods in Dallas. In order to bring technology to students and families living in South Dallas, T.R. Hoover provides individuals with computer and internet access to further education, employment opportunities, and community outreach. With our Hoover Tech Center, we are able to provide:

Computer and internet access to students of all ages who need technology to participate in online education. In addition, students can access digital learning resources throughout the year at our facility and even on their school campuses through our partnership with Dallas Innovation Alliance allowing for mobile device usage.

Computer and internet access to families to perform tasks for accessing health care, food stamps, and enrollment in other social services programs.

Provide computer and internet access to parents seeking job skills training including but not limited to resume writing, virtual job training seminars and workshops, interview skills training, computer skills training, software systems training, and financial literacy training.

Provide computer and internet access for individuals to attend virtual meetings for work, church, or community meetings.

While we prepare for expansion, we continue to educate children grades PK to 6th grade through our afterschool and summer programs, our Saturday STEM classes, and our Boys and Girl Scouts programs are hosted at HS Thompson Elementary. We have experienced a 100% high school graduation rate from our Summer Camp and Afterschool Program alumni, a high percentage of those students matriculate to college or the military. We invite alumni to share their experiences with current scholars and their families to motivate and prepare them for the future. T.R. Hoover CDC has a strong relationship with the Dallas Independent School District. DISD instructors teach during our Summer Camp and we partner with them to use their curriculum and share partners, to assist our children with Reading, STEM support, and extracurricular activities such as Chess and Dance. Our Executive Director and her family are alumni of nearby schools and have been longtime supporters of these institutions. She

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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.

Who – Students and Families of students Pre-K through 5th grade attending JJ Rhoads, HS Thompson, Paul L. Dunbar, Charles Rice, and Martin Luther King Jr. Arts Academy. What – Students will receive tutoring, homework support, and enrichment with exposure to mentoring and extracurricular activities in smaller instructional settings that will allow better opportunities for success. When – Afterschool program will occur between 3:00 and 6:00 PM and Summer Camp with occur between 9:00 AM-3:00 PM during parent working hours. Where – Afterschool programs will take place at school campuses and T.R. Hoover CDC. Summer Camp will take place at T.R. Hoover CDC, 5106 Bexar St. Dallas, TX 75215 Which – Developing a curriculum that allows instructors and volunteers to support students with a near one to one instructional format, ideally 5 students to 1 instructor. According to Harvard Kennedy School, Small-group learning is a method that can supplement case discussions, lectures and other class formats. Students work together in groups of typically 3-6 members, helping each other think critically, master course concepts, and apply them to real-world situations. Students are motivated toward a common goal and work together to support each other ' s learning. We will also provide families with resources that will allow them to be impactful while supporting their children. Why – What is the reason for the goal? The goals help to improve student performance in the classroom and parent engagement, which in turn, Children generally achieve better grades, test scores, and attendance. According to research conducted by, Henderson and Berla (1994),"the most accurate predictor of a student's achievement in school is not income or social status but the extent to which that student's family is able to: 1. Create a home environment that encourages learning 2. Express high (but not unrealistic) expectations for their children's achievement and future careers 3. Become involved in their children's education at school and in the community. Children consistently complete their homework. Children have better self-esteem, are more self-disciplined, and show higher aspirations and motivation toward school.

We currently recruit teachers to work in our afterschool programs with the help of DISD. We are currently strategizing on what type of qualified staff is needed to run the ACE program. Should we be awarded the ACE grant we will immediately use our strategy to recruit teachers with the the help of DISD ' s referral, through our website, and through social media. We will also recruit for students and educators at local community events, namely Fair Park ' s Earth Day Celebration in April.

We will recruit students by marketing on social media, our website, and by passing out promotional material with permission from the local school during parent drop offs and pick ups. We will also promote at our community events, our monthly community meetings, and during our weekly Community Food Drive Thru Line. We will provide incentives such as family game night with food and raffles to give parents an opportunity to learn about T.R. Hoover CDC and the ACE program and our expectations for the coming school year. Within the first six weeks of the program we will assess students based on their current academic performance level. Our instructors will have opportunities to connect with each student ' s school teacher and parents to assess the needs of each child and to receive feedback from parents, progress reports, and report cards.

We will hire an ACE Director and Evaluator who will work with our core team of facilitators, Managers and Coordinators to ensure the ACE Program is running smoothly and efficiently. These team members will work

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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.

We will conduct surveys and solicit feedback among our stakeholders in order to have information that will help us improve our program. We will also share data with the campus that we can use and asses and report to the TEA.

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.

We will support the following in order to ensure the ACE grant program is strong and sustainable and is able to meet the need of each scholar.

Targeted Academic Support-We will academically support our scholars in the following ways:
 Provide smaller instructor to student ratios in order for teachers and student to be attentive toward one another.
 We will request the support of Literacy, Math, and Technology volunteers through our corporate partnerships with companies such as Ernst & Young, Chase Bank, and Texas Instruments
 Academic Mentorship-Which will provide mentoring through educational and career exposure with the help of community partnerships and volunteers, in order for parents and students to gain an extended network that will support them in becoming financially sufficient and academically successful.

Student interest-based enrichment: With smaller ratios we are able to provide students with specific educational enrichment that meets each student where they are and allows them to receive advanced studies that can develop those who are considered gifted and talented and students who are falling behind will have the opportunity to get caught up. We will also provide specialized classes in Vex Robotics, Dance, Art, Nature and Science with the Texas Master Naturalist, Chess, Writing, and more.

Family Engagement:In addition to monthly parent meetings with classes in financial literacy, child development, healthy eating, community service, job workforce training, etc. parents are encouraged to communicate with facilitators and instructors often. Facilitators will give parents resources on how to advocate for their children in and out of the classroom. In addition, T.R. Hoover CDC will use the ACE grant to ensure children continue to have quality meals to eat during the programs and to take home if necessary.

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8. Statutory/Program Requirements (Cont.)

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

The National Center for Education Evaluation and Regional Assistance offers lists of best practices to ensure a high rate of student success. Under the ACE Grant we will model such practices in the following way:

- Begin lessons with short reviews of previous learning.
- Present new material in small amounts; assist students as they practice this material.
- Ask many questions and observe student responses; questions allow students to connect new material 3 with prior learning.
- Provide models such as step-by-step demonstrations or think alouds to work out 4 the problem.
- Guide student practice by asking good questions and providing feedback.
- Check that students understand the material; doing so can help students learn 6 with fewer errors.
- Obtain a high success rate (~ 80%) through teaching in small steps, 7 guiding practice, and employing mastery learning techniques.
- Provide scaffolds, or temporary supports, for difficult material.
- Prepare students for and monitor independent practice; ample independent 9 practice is necessary for skills and knowledge to become automatic.
- Engage students in weekly and monthly reviews of past material.

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.

T.R. Hoover CDC partners with a local transportation company to take students on academic excursions (field trips). We we will continue to serve the 55 plus students who currently attend our afterschool program on our campus, however the students we are targeting will be offered transportation home from school at 6 PM and will require transportation during the summer months while in our summer camp. This transportation will bring children to camp, take them on field trips, and take them home during the afternoons.

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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.

Should T.R. Hoover be awarded the ACE funds, we will notify the community with the help of our marketing team. We will create flyers to pass out in the community, to give to schools to have on hand, we will also promote through our website, social media pages, through text, our upcoming community events (ME First Health and Wellness Fair, Easter, Cinco de Mayo, and Back to School Jam) and through newsletters. We will also recruit employees with the help of Dallas Independent School District, request the use of the TEA job board, and the assistance other community partners, via LinkedIn, and the Texas Workforce Commission.

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)

T.R. Hoover CDC will refer volunteers to a reputable agency to take a required a background check before volunteering with students.

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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.

T.R. Hoover CDC currently adheres to State Daycare Licensing standards to ensure the safety and security of the children we serve. We will continue to work with Daycare Licensing and Texas Foodhandler Licensing to adhere to the policies and procedures required by the state of Texas and as it pertains to food services, security, health services, and special education.

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.

T.R. Hoover CDC will incorporate the new additions acquired by the ACE funding into our budget and solicit the funders from grantors to help continue to support the afterschool and summer programs.

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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

With the intentional support of hired instructors, community partners who offer educational programming, such as DISD, Dallas Innovation Alliance, Big Thought, HAKing Innovation, the Hockaday School, St. Mark's School of Texas, and the United Way, we will expand our program to increase our staff and quality volunteers (5 to 1; up to 5 to 2 with volunteers) to meet the immediate educational needs of scholars who require additional support, as well as those who need advanced curriculum instruction in order to continue to make academic gains. The expansion of our program will create smaller learning environments for students to receive direct support from educators during non-school hours and help change the trajectory of scholars who are overlooked in larger environments. Dallas ISD has agreed to work with us in our efforts, specifically HS Thompson and JJ Rhoads.

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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.

It is our priority to ensure students have equal access to technology, educational resources, and instructional support and enrichment through our efforts under the ACE funding. We recognize that this type of access aids in developing student growth and achievement. Parent, school, and community engagement will help students and parents by helping them know what questions to ask schools and teachers as it pertains to help meet goals and see student achievement and advancement.

We will seek exemplary instructors and academic enrichment partners to help students during afterschool and especially during breaks we will also seek the assistance TEA to provide supplemental instruction to students to ensure advancement.

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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" value="Families"/>	Barrier	<input type="text" value="Low Income; Red Line Community with Limited Resources"/>
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.	ACE Program Director and Evaluator	\$115,000
2.	Family Engagement Manager	\$75,000
3.	Marketing Manager	\$50,000
4.	Program Coordinators (2 at \$45,000)	\$90,000
5.	Kitchen Staff	\$40,000

Professional and Contracted Services

6.	Transportation	\$50,000
7.	Tech Support Services	\$65,000
8.	Instructors (30 at \$30/hour)	\$648,000
9.		
10.		

Supplies and Materials

11.	Technology	\$46,000
12.	Administrative Supplies and Furnishings	\$24,000
13.		
14.		

Other Operating Costs

15.	Field Trips and Extracurricular	\$30,000
16.	Food and Snacks	\$10,000
17.		

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

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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"/>	
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