



**2021-2022 Nita M. Lowey 21st Century Community Learning Centers (CCLC),
Cycle 11, Year 1**

Competitive Grant Application: Due 11:59 p.m. CT, January 21, 2021

NOGA ID

Application stamp-in date and time

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

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

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

Grant period: From to **Pre-award costs:** permitted for this grant

Required attachments:

Amendment Number

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

1. Applicant Information

Name of organization

Campus name CDN Vendor ID ESC DUNS

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

Digitally signed by Gary Lee Frye EdD, GPC
DN: cn=Gary Lee Frye EdD, GPC, o=tea,
email=gfrye@eseilubbock.com, c=US
Date: 2021.01.20 10:31:39 -0600

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 80% reserve on the NOGA is lifted.

4. Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Develop methods to allow Covid19 related drops in benchmark performance and related items (local tests) to be overcome by creating systems of afterschool, Academic & Social Emotional Learning (SEL) enrichment, and accelerations from survey/benchmark	Have academic extensions that mirror TEKS to allow students to have additional accelerated learning experiences to gain skills. Provide SEL aspects in the programs to help students process events related Covid19 along with developing items that build their resiliency to meet needs related to events over the last year. (https://www.search-institute.org/)
Extend programming that builds methods meeting family needs related to having their children in safe setting that promotes learning and builds SEL helping students reach their postsecondary learning goals	Provide extend day/year programming designed w/survey input to allow the families to take active role in their child's education while building system to promote postsecondary student goals for degrees/certifications. The SEL items will increase student's abilities to set and reach long-term goals for life success.
Provide special population students w/programming that allows them to gain methods to address their unique needs within the school setting with focus on increasing their life choices for careers while being able to meet graduation/promotion requirements	Expand equability by having systems in place that allow all sub-populations of students to benefit from afterschool programs (https://www.ed.gov/equity). We will use this program to pilot ways for partners to build services that promote equability & social justice so that the academic & SEL needs of all students and families are met in manner that is culturally competent (Taylor, 2010).

5. SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

We are including I & E (Inclusive & Equitable): Increasing academic performance in classroom & State Tests by 10% while maintain Meet/Master for 90% of the students attending the program with day-to-day formative measures coming from teacher grades/surveys and the summative measures coming from STAAR/EOC being added to this year end evaluation. Increase attendance of traditionally underrepresented at district percentage with goal of 5% increase depending of district numbers with 85% of these students meeting requirements for regular attenders to promote I&E. Provide surveys to students, parents, and staff to determine SEL changes in non-attenders; limited-attenders; and regular-attenders with 70% return rate to determine changes in preceded increases in these items based on dosage with goal of regular- having 15% increase in SEL, limited- 5% increase; non- being base line.

6. Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

- 1) With notification of funding (pre-July) post job/program openings while developing initial summer schedule
- 2) Hire center staff
- 3) Include in CIP/DIP updates this program to promote changes in the culture of the schools and promote sustainability
- 4) Develop 'Kick-Off Afterschool Summer Learning' initial program
- 5) Finalize all consortium SSA policies & procedures along with hiring grant staff
- 6) Provide local media outlets with press release concerning 5-year program
- 7) Have town meeting (Covid19 consideration made for virtual if needed) at each district to provide community stakeholders with information about the 5-year goals for the program
- 8) Use Year End Assessments of Academic progress to develop initial academic acceleration programming
- 9) Develop links among districts for joint communication plan
- 10) Develop initial plans for regular afterschool programming for fall of 2021.

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6. Measurable Progress (Cont.)

Second-Quarter Benchmark

1) Use survey & academic data to provide formative evaluation of initial effects 2) Use evaluation to make improvement to the program 3) Provide community & other stakeholders data along with input to any other changes that they would like to see 4) Meet with districts instructional staff & leadership to determine any improvements to the program 5) Develop pre-Benchmark plans to allow for determination of student missing grade-level TEKS focused on aiding all students in meeting STAAR/EOC testing requirements 6) Student / parent input to enrichment activities that they would like to see added 7) Prepare for mid-year review of meeting SMARTIE goals 8) Determine additional needs of traditionally underrepresented student population to allow for greater equality in serving all students in unique cultural competent manners 9) Provide district leaders with improvements to the infrastructure locally designed to increase the ability of each to better meet grant goals by meeting student / parent needs.

Third-Quarter Benchmark

1) Spring Semester 'Kick Off' to integrate this program into each district's overall CIP/DIP (Campus/District Improvement Plan) 2) Use the input from the Fall to increase offering design to meet each district's additional needs so have increases in student attendance 3) Begin planning for year-end survey to engage in summative evaluation of the first year of the program 4) Determine if 'Intersession' during the spring break is needed to increase students missing grade-level TEKS skills to increase their academic progress 5) Grant staff meet to develop and then present program plans to increase effective acceleration of students while increasing SEL additional program to increase these items to promote social justice and equability 6) Plan for the last quarter of the first year of the program so that the summative evaluation can be done 7) Develop the methods to provide all the TEA required progress measures in timely 8) Determine if additional providers are needed to meet a full summer program.

7. Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

The formative and summative evaluation based on the SMARTIE goals will allow the academic progress in meeting promotion/graduation requirements while given the grant staff to go beyond SMART goals by determining Inclusion & Equability for all populations of students. This will include special education populations so that all students have access to the program in manners that promote academic & SEL growth. These data will be provided to the CIP/DIP update team so that over the 5-year life of the grant the culture of each of the district partners is changed in manners that support the sustainability of aspect of the program that are effective. The rationale is that the CIP/DIP are the driving force to budget local funding. The district partners are working to seek other grants that can be jointly done which will increase non-traditional funding. The goal is to use the combination of traditional public districts & charters to create a model where partnership can be formed to better meet all student needs (applicant is charter focused on dyslexic/ADHD student with them returning to their home school in 6-grade). With this focus, we further hope to develop systems by which the 20% of student who are in this group (Taylor 2016) can be serve by districts in the state w/o access to charter. All of these items are designed to use the grant to improve the capacity of all members to increase their abilities to better meet the academic / SEL needs of all student.

The formative measure will be done at least quarterly and will be used to determine the activities/services that are not having the desired outcomes. The items that are not producing the desired outcomes will be changed in the manner in the 1/4 benchmarks. Initially we will have weekly meeting at the districts for staff to provide antidotal measures of the effectiveness of the items done and any local changes that are needed. The partners will meet every 3-weeks initially after progress reports are done to determine if there are partnership-wide changes needed to reach SMARTIE goals. This will allow program improvements to be made in timely manner. As we progress the meeting-times may be longer apart but the Director will meet with leadership / staff of each partner and schedule more meeting if required. The summative state measures will be use in the updating of subsequence years of the program to assure that we can objectively show academic improvements. SEL will be done using similar methods.

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8. 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 program will take place in a safe facility that is properly equipped and easily accessible.
- 2. 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.
- 3. The program will target students who primarily attend schools eligible for schoolwide programs under ESEA as amended, Section 1114 and the families of such students.
- 4. Applicants that receive priority points for serving: 1) students in schools implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA as amended, Section 1111(d) and other schools determined by the local education agency to be in need of intervention and support and 2) students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities or who lack strong positive role models assure that they will target these students.
- 5. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy. Funds will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case, supplant federal, state, local, or non-federal funds.
- 6. 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.
- 7. 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.
- 8. The applicant provides assurance to adhere to all Statutory Requirements, TEA Program Requirements, and Performance Measures, as noted in the 2021-2022 Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 11, 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.
- 9. The applicant agrees to all applicable program-specific assurances as described in the 2021-2022 Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 11, Year 1 Program Guidelines.

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9. Statutory/Program Requirements

1. Applicants are required to evaluate community needs and resources and describe the results, including the resources available in the community, and how the program strategies and activities proposed to be carried out in the center(s) will address the identified needs of students and their families. In alignment with the information provided in the application, *Part I: Identify Address Needs*, please provide the following information related to needs assessment.
 - a. Describe the needs assessment process, center-level needs assessment process, multiple sources of data used, and stakeholder feedback that occurred for this grant application.
 - b. Describe the results including the student population deemed “most in need” for each campus proposed to be served and provide the estimated number of students that meet the need-based criteria, including the percent of eligible students at the campus that the program plans to serve.
 - c. Describe the plan for how the center will continually assess and recruit the students most in need and how the plan addresses the needs of working families.

The districts were given a 9-question needs survey with sample activities for Academic Assistance, Enrichment, Family & Parental Support Services, and College & Workforce Readiness 30-50 examples for each. Because of the Covid19, email blasts were use along with families being asked to provide input even if was antidotal. Student input was obtained in similar manners with the excepts that where possible classroom time was used to obtain input with antidotal comments collected. The staff of the districts were given this survey along with being asked to improve their students' academic / SEL outcomes while promoting inclusive and equitable for all their student sub-groups. The survey was in English & Spanish. The data collected from all the stakeholders was use in the create of the three overarching needs and initial framing of the methods to meet these needs. Data from the TARP reports of the ISDs (Condra, being in the second year of operations along with Covid19 has yet to have students take STAAR) was also used to provide a baseline measure of objective academic performance. All of the districts are using their local benchmark testing results to provide additional academic data with input from instructional staff on students who might not meet promotion/graduation requirements. The SEL data is coming from discipline reports with input from each district staff on general methods to meet the social-emotional needs of the students and families (along with staff) that have occurred because Covid19 and other pre-virus SEL needs. These items were used to develop the SMARTIE goals. These various needs are being given to the CIP/DIP update committees so that we can change the culture of each of the districts' center(s) in a manner that supports sustainability of the afterschool program beyond any one grant's funding. We are using the email blast system to provide families and staff with information on what is being developed.

Because of the rural and smaller nature of the student populations of each of the districts, all students will be able to attend the program. We will focus on special education, students who have been retained, students missing the most grade-level TEKS skills, and traditionally underrepresented sub-group insuring that inclusive and equitable for all students is gained. The Family Engagement grant staff member will work with other staff to assure that students with unique needs are included and provide center director with information if additional programming is required. All of the students at each district are eligible for the program. TARP - Data below:

District	AA	H	W	O	ED	EL	D	AR	Ap	Me	Ma	Key:
Condra S	1.1	50.7	48.2	0	76.2	1.0	47.6	68.9	na	na	na	African American-AA, Hispanic-H, White-W, American Indian, Asian, Pacific Islander-O, Economically Disadvantage-ED, English
Cotton C	0	60.6	38.4	0	81.8	3.0	3.0	31.3	81	47	20	Learners-EL, Dyslexic-D, At-Risk-AR, STAAR - All Grades All Subject - Approaches-Ap (State 78%) Meets-Me (50%) Masters-Ma (24%)
Morton	0.5	90.2	8.0	0	75.7	19.5	2.8	57.6	53	18	4	
Tahoka	2.5	62.7	32.8	0.6	72.1	2.6	7.5	46.7	73	40	14	
Anton	3.5	66.5	26.5	0	89.0	5.0	4.0	52.0	47	15	4	

Each of the districts will provide the families updates on the effects of the program and information at the yearly district report card presentation. During the regular year the weekly folder and newsletter systems will be used to notify families concerning changes, additions, etc. to the program. In the summer weekly folders will be used and district notification boards will provide information. We will have press releases to the local news outlets and a general information flier providing information concerning the consortium and district specific activities and services. Where possible, the Family Engagement and Director will attend community service organization meetings and/or related organizations to provide general information on the program while recruiting volunteers to work at the program. All of these efforts will be integrated into the CIP/DIP to promote sustainability and cultural changes at each center.

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9. Statutory/Program Requirements (Cont.)

2. Programs must help students meet academic standards as defined by the measures of effectiveness (i.e., growth in state assessment, improved GPA, increased school day attendance, improved school day behavior, and increased student engagement in learning) listed in the Purpose of Program section of this RFA. (See Program Guidelines) Describe how the proposed program design will positively impact this set of measures at the grant and center levels. Provide data and SMART goals describing the expected estimated impact over time on one or more measure.

The districts are using of combination of local benchmarks, STAAR/EOC results where available, teachers' daily assessments of learning, and measures from software programs on student learning to determine the gains in our scholars obtaining grade-level TEKS in the subject areas. These items are designed to provide objective and antidotal data on the effects of the program on meet student academic needs. The students (parents with methods to support their child) will have programming that provides them with skills to take ownership of their learning. This will allow the Internet / software programs to be used in manner to provide at-home support to extend each child's learning to respond to each scholar's unique needs. The design will be to had age-appropriate support that allow for TEKS to be practice/learned while meeting any special population specific instructional needs. The major example is Condra School's focus on dyslexic/ADHD student population where they will pilot activities/ services to provide methods to better meet this population's unique learning/SEL needs (Geary & Hoard, 2001; Wilson, et al, 2015; Rubinsten & Henik, 2006; Landeri, et al, 2009; <https://dyslexiaida.org/>). Condra School will provide data to the other districts and meet with their staff (using Zoom) to specific develop programs that can be started in the afterschool setting to improve the academic skills of the dyslexic students in the consortium. With up to 20% of the students having some form of dyslexia this will provide methods to increase the abilities of this traditionally underrepresented population which will increase measured academic performance and GPA through better day-to-day classroom performance.

Attendance will be improved by having program that allows working parents to have a safe learning environment that allows a need for extend-day free programming to allow these parents to have better access to employment without worrying about their child(ren). The SEL items will be addressed in the afterschool setting by extending the social/emotional learning programs at each district. Our SEL activities/services are designed to link home/school with the help of the family engagement staff so that we are able to promote inclusive and equitable in manners that are culturally competent effectively increasing student respect and acceptance of all sub-populations. (<https://www.cfchildren.org/>; Zins 2004; Weissbreg, et al, 2015; Schonert-Reichl, 2017; <https://casel.org/>) We see SEL as a way to increase all students' access to learning because they will see how they can learn from all people and we are working towards a goal where each student can achieve their life-goals in socially acceptable manner.

Our combination of planning to include all student populations and their families in the afterschool program is designed to allow for us to address the full life-needs of our stakeholders. We are planning to build connection between home and school that directly show parents how they can support their child(ren). The afterschool staff will engage the parents in manner that helps general family needs that might go beyond academic/SEL to accessing other community supports. This secondary goal is from the programs that have been developed by Condra's Special Programs Director having 25-year experience in afterschool (having directed 5-cycle of the 21CCLC along with several other related program in 21 ISDs & 4 Charters). Over these years of experience he found that when other community services meeting family-needs were included the attendance, grades, and positive behaviors of students increased. Condra School's family engagement staff member will be a Master-level licensed social worker who has 15-years of experience in afterschool and finding community resources. They will work with the other district's family engagement staff to allow for this type of integration of services to be done even if these staff are not licensed social workers (<https://www.sswaa.org/school-social-work>; Garbacz, et al, 2016; Fantuzzo, et al, 2013; Ishimaru, 2019; Carman, et al, 2013).

The overall program is designed to allow for the afterschool/summer program items to allow the students to obtain real-world experience with the grade/subject-level TEKS while having increased life experiences. Our design is focused on moving each student to be able to achieve their post-secondary life and career goals. We will provide information at grade level on degree / certification systems to allow kids have a career that meets their needs. We will also provide our scholars with larger experiences so they have greater understanding of how educational and other experiences can be integrated to help them achieve their life goals.

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9. Statutory/Program Requirements (Cont.)

3. Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. Include a plan for how the center-level programs will coordinate with the regular school day to address student needs and integrate program activities with the curricular program of the campus. Address activity oversight and how the program will ensure that activities are engaging for students.

We are designing a set of activities/services that will include all populations of students in manners that allow for us to have academic acceleration (students who are behind age-peers cannot be remediation to success without a focus of having them gain more than a year's learning in each school year). This will allow students to move to having met state-standards for learning. We will use this acceleration concept to provide additionally methods to let the advanced students learn even more so they master all state-standards. Further, we will build systems that these students can lead mini-sessions in the afterschool setting so they move into the area of seeing how they can lead teams to solve problems. We will work with these students so that they understand how to bring all students into the team so that they see real-world examples of how "special ed (etc.)" students can have insights from their unique view of the world that can lead to better solutions to problems (Casey, 2019; www.ascd.org/ascdexpress). The data obtained from this blending of TEKS and real-world programming will be provided to each district's academic team / lead staff so that the items piloted in afterschool setting that have regular day applications can be integrated into the CIP/DIP to make these items part of the culture of each campus/district.

The center director and family engagement staff of each center will meet with the regular day instructional staff to obtain antidotal data on items that the teachers believe their students are missing which could be addressed in the afterschool setting. This will be done in formative manner so that changes in needs can be addressed in timely manner. We are using the various changes in the way education has had to be done because of Covid19 as the model for developing new standards for instruction. We are planning to develop system by which remote learning can be integrated into the afterschool/summer settings to allow students because of the increased number of platforms at each district to be used to link students who are not physically at the program to access it. While not a traditional view of afterschool we have talked to others who have had to do the 21CCLC over the last year to plan to have more ways to integrate the 'New Normal' into our planning so that we will be able to meet the needs and goals of afterschool/summer programming regardless of what may happen in the future with face-to-face instruction.

The grant staff will meet with the curriculum leader from each of the districts. This will be done so that we have a clear center specific focus on meeting TEKS and other instructional needs that are unique to the campus/district. This will allow our consortium to develop an overall system to response to local instruction needs while having a consortium view of general needs. Within this system we will use the district benchmarking results to focus activities/services that will provide students with missing TEKS. This focus will allow the learning in the regular day to be extended in the afterschool program. Where available, historical STAAR/EOC results will be used to discover historical TEKS weaknesses and we will design activities/services to address them.

Part of the system of coordination will be that regular day staff will be part of the people working to provide afterschool services. This allows them to have direct control of the items that are being taught to their students. For teachers not working in the program, grant staff will survey them to determine what they believe will best improve their scholars academic performance while increasing positive SEL. In this manner the after school program will have a real-world link to the regular day instruction. The major parent academic concern from surveys was having systems to allow their children to finish homework and other projects while being in safe location. The comments were in terms of parents not feeling they had the training or knowledge to provide good at-home instruction without more direct support from the campuses because of the gaps that Covid19 have caused and their experience 'home-schooling' because of Covid19.

The grant staff will meet with campus/district leadership to link grant oversight with campus oversight to assure that the program is meeting CIP/DIP goals along with grant goals. This will assure that the program is integrated into the culture and can have successful aspects sustained beyond any one grant's funding. The consortium members leadership will meet quarterly to assure that the afterschool program is meeting student, parent, and staff needs. We will use the formative evaluation system to assure that student needs are being met so that they want to attend the program and meet attendance goals so that the dosage effects and other aspects of the program can be determined with integration into CIP/DIP done to support sustainability.

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9. Statutory/Program Requirements (Cont.)

4. Describe the planned partnership between the applicant and the proposed eligible partner organization. Include how the partnership will contribute to achieving stated objectives and sustaining the program over time. Check the box if applying for priority points for such a partnership. 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

The districts formed a consortium based on shared goals that the 21CCLC program can address. Condra's Special Programs Director has a history of building consortiums for this and other grants. The phrase use for this design is "Program of Grant Writing instead of Writing a Grant for a Program" which translates into the parents working on other grants and joint projects that increase the resources available to meet local needs. Further, because of the rural and small enrollment of the partners none of them could develop cost effective systems of operation without the building of the consortium system to scale the number of students being served to allow for more full-time grant positions. This system has been refined over 5 funded cycle of this specific grant and other joint consortium grants.

Currently the partners do not have a funded afterschool program that provides coordinated focused activities/services for all students. The best is when some teachers will on their own stay afterschool without pay to work with their students. While this later is a help to a specific teacher's scholars, it does not build a system that meets the greater needs of all students, parents, and community stakeholders. The funding of the 21CCLC will give our consortium 5-years to develop system integrated into the CIP/DIP to change the culture of the campuses and build access to traditional tax-based funding sources for sustainability. The partnership among the ISDs and charter is unique in that we are developing strong working relationships among LEAs and their non-profit (Condra has 501c3 to allow donations to the mission to serve dyslexic/ADHD students) which will become a new model to seek non-traditional resources to allow for more needs of the school's stakeholders to be met.

The use of the CIP/DIP systems allows the activities/services from the 21CCLC program to be integrated into the regular instructional day that allows TEKS taught to have more day-to-day real-world items to be done by students to reinforce their learning. The afterschool programming related to SEL allows student-leaders to practice positive life choices. Since we are planning to include traditionally underrepresented students, all student will have greater experiences with these groups that promotes understanding, acceptance, and knowledge that by having these groups in the mix new/better methods to solve problems can be found. This is why we are using SMARTIE goals so that Inclusive, Equitable, and Social Justice concerns can be addressed for all student-groups.

The additional resources with the focus on underrepresented groups will allow each district to obtain software and materials (e.g. dyslexic focused reading programs - <https://dyslexiaida.org/effective-reading-instruction/>) that would be beyond the normal curriculum items purchased. In similar manner, the center grant staff will be able to request items related to unique needs that students attending the program have that are not addressed in standard curriculum state provided books and other materials. The family engagement staff member will head a new services for all members to increase the linkages between home and school to increase the abilities of families to understand and support their children's learning and CCMR (College Career Military Readiness) goals. This shows the additional infrastructure that the funding of this proposal will bring to the partners that is not possible without the initial resources that this grant brings.

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9. Statutory/Program Requirements (Cont.)

5. Explain how the program will apply 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.

Throughout the narrative we have provided research base for the various program items that we are planning for in the activities/services. Further, the grant writer has had 25+ years of experience in afterschool operating 5 cycles of funded 21CCLC program in 21 ISDs and 4 Charter schools. He is using his experience in afterschool and operation of programs in consortium afterschool setting to provide evidence-based practices that are based on his real-world experiences that produced positive student outcomes.

Within this framework we are linking CCMR activities that are grade-level appropriate to develop focus on postsecondary degree/certification needs of students to allow them to prepare for being in the workforce. Over the consortium we have preK-12 programs and will develop CCMR items that align with local CIP/DIP items related to student achieving their career goals. This will assure with combination of degrees, industrial certifications, military, and working at entry-level jobs in the communities a full plan to allow each student to meet their career/employment goals regardless of the sub-population they come from. This will all students (from those seeking PhD to SpEd who will work in sheltered-workshop settings) to have activities/services that allow their career goals to be met.

We are looking to develop activities/services that will allow methods of instruction to be done even if we need to use a Covid19 Hybrid system. We are planning for this because of the contacts we made to schools doing the 21CCLC program in cycle-10 during Covid19. This will assure that we can provide system of learning that will not be dependent on face-to-face programming if outside events cause future lock-downs. This planning will also allow for needed accelerations, because of the academic gaps caused by Covid19, to be addressed as part of the normal activities/services of our program.

The linkage of the regular day and afterschool day will be done by having regular day staff working in the program and the grant staff seeking input for needs from those staff member not doing afterschool. The grant staff will also link with the curriculum leaders of each district to assure that any unique needs are met.

6. 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.

For the districts without current busing, they will use the current system of family transportation that have been developed. The parents / students have created this system and stated they would be able to get their kids to the 21CCLC program. If needed, because of extending the day and the summer program, we will use the foundation to seek donations for gas-cards that can offset the costs to the families if more trips are required and they do not have the ability to pay for the extra gas. This will allow partners without busing to have a way to seek methods to provide current systems of transporting the students.

For the district with busing, they will have a late bus to take students home who stay for the program. This will allow the district transportation department to determine what will needed to be changed to assure that students are safely transported. These departments will also determine the extra costs that having a late bus brings to the district. We will budget items for these districts because transportation is a part of the current system.

The above items were developed for the five funded cycles of the 21CCLC programs. The cycle-3 program was the first to blend busing with parent/student transportation. We were able to offset some of the costs to both groups with each being willing to make transportation an area of in-kind donations. We developed the gas-card methods of donations in later cycles of funded grant when we were getting a large number of college students volunteering to work in the program. We got community service organizations and others to donate gas-cards because of 'asks' made after presentation on the 21CCLC being made at their meetings. We will use what we learned in developing this system to obtain gas-cards in the cycle-11.

For areas that scholars can ride bikes or drive we will have programs related to safety for both means of transportation. We are looking at having this system because in the rural areas kids are more likely to use these means to visit friends, play, etc. and by having safety training we can make them aware of ways to be safer.

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9. Statutory/Program Requirements (Cont.)

7. 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. Please describe the applicant's plan to inform the community about the center and participating in the program.

Each of the center will be at a current district building. Each of the buildings meet ADA (Americans with Disabilities Act) requirement for access and is a known location for our stakeholders. If any adjunct sites are used for special programs we will selected them based on meeting ADA requires or that accommodations can be made for students/parents.

The information of the community stakeholders began with the survey. This told them that we were developing a consortium proposal to seek funding and the activities/services that we had thought of for the major areas of Academic Assistance, Enrichment, Family & Parental Support Services, and College & Workforce Readiness. This gave the families and their children a way to have input into the overall program being developed. When we receive announcement of being selected for funding will will develop a Press Release describing the overall program, methods to help with the efforts, and the location of all consortium members. This will allow more people to see that we have built a consortium that is in multi-communities. This will allow more community stakeholders to be informed that we have a much larger impact on the region.

With or focus on Inclusion & Equability for all populations of students in the SMARTIE goals, we will develop system to extend access to all sub-groups even is their access requirements are not traditional ADA items. We believe that these items will tend to in the vein of cultural methods of engagement. We will ask in a start-up survey "Are then any items, activities, or ways of doing things that might keep your child from attending the program?" so that any issue a family might have can be addressed in the start-up phase from announcement of the award until July 1.

The Folder System will be used to send at least monthly updates home with all the students. Copies of news letter will be each of the campus offices so community stakeholders can also be informed.

8. 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. If applying for Program Priority 1- Program Integration, include a description of how the grant program will integrate with other TEA or local initiatives designed to increase specific academic student outcomes. Use data to explain how the program will realistically impact short- and long-term goals for student academic achievement.

The first system of coordination is that Condra's Special Programs Director is writing proposals that include the other partners. This is being done because of "Program of Grant Writing" that is aided by having a greater range of LEAs in the same proposal so that the resources of the partners is increased. This system is allowing the partners to have a consortium that increases all members abilities to meet all students' needs by having grant funded programs that look to sustainability. All the districts are linking Title 1 and related programs to the efforts with the CIP/DIP integration of the afterschool and district goals. The districts have used the various Covid19 reimbursement of technology platforms to increase our abilities to have remote instruction which will be blended into this program. We are also, with the written Shared Service Agreement and foundations, providing system which ownership of grant items remains with the partners along with ways that stakeholders can donate for the operation of programs either to the consortium or individual district. This allows the community to have a direct method to support our afterschool program. The blending of the various compensatory programs with grants funds allows for items to improve instruction while meeting other needs to be done both in short- and long-term. The short-term goals is to have at least 65% of campus enrollment coming to the at least one day of the afterschool program. We believe that once a student comes and see both academic / fun activities they will be more likely to become regular attenders. The intermediate-goal is to have at least 95% of the project attendance rate achieved by spring break, so that summer program has great increase on the overall dosage. The long-term goal is to build the afterschool successful items into the CIP/DIP so that at the end of the 5-years many aspects of the program are sustained. The above items will allow student academic achievement to be increased because we will focus on missing TEKS and enrichment activities / SEL that enhance students' hand-on understand of these skills. The teachers will also be able to refer students to be in the program because of academic needs that will increase positive academic growth.

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9. Statutory/Program Requirements (Cont.)

9. 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.

The primary method of continuing the successful aspects of the program is building these items into the CIP/DIP of each district. The CIP/DIP is how traditionally resources are budgeted at each LEA (Local Education Agency). This assures that these items have a funding source that is not dependent on grants. The secondary method of continuing the program is to seek other grant resources from state, federal, and foundation resources. This will allow more of the program to be sustained. The tertiary method will be the inclusion of the families so that they understand the benefits of afterschool and thus would be willing to pay tax increases to keep the program. All of these approaches build on the success of afterschool to show our stakeholders that the return on investment warrants additional taxes or grant writing efforts.

The infrastructure of all the partners will be increased because the SSA provides that each partner will retain ownership of grant-funded items. This means that beyond the staffing, all grant items will be available beyond the life of the grant. Since schools use materials for very long times, these purchases will be available for the teachers and students to allow for extra academic and SEL activities/services to be done as a part of the teachers' access to these materials.

The use of the "Program of Grant Writing" developed by Dr. Frye allows for ongoing funding linkages to be developed. He has published multi-articles and books on the subject in addition to presentations. (Frye & Revis, 2001; Frye 2002, 2003, 2004, 2005, 2007, 2008, 2009) This history of receiving grants and building consortiums allows our districts to have a plan that has shown success in obtaining ongoing funds to continue afterschool programs while meeting a range of family/community needs that go beyond traditional education activities.

10. 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)

Dr. Frye has had a history of having volunteers working in the 21CCLC programs ranging from community stakeholders to students at universities coming as a part of their coursework. Because of this, we have developed volunteer training that provides dressing norms, interaction with students outside of center, methods of classroom management, etc. that have shown to be effective in creating a wide age range of volunteers who can bring their experiences to the overall activities/service for the program. This system of inclusion further builds general community support for the program because more stakeholders have real experiences with the positive effects of afterschool.

We pre-screen people wishing to volunteer for the program by having an introductory meeting where items that could disqualify them are explained, the norms that we will expect them to follow, and the dangers in making close connections with students along with policies/procedures that govern interactions (e.g. why one should never use a personal car to drive a student home with insurance regulations, other appearance aspects, etc.). While this may seem to be involved, when we had over 300 university students we found that this level of training / screening to give them a clear understanding of issues that could happen since some of these students were only a few years older than our students.

The background checking will be done using the district's current system so that a full report is obtained for each person that is on campus. The volunteers will be informed of this requirement along with the items that would result in them not passing the check. We will have some 21CCLC to offset these costs but the district will provide these checks as an in-kind match because they have systems in place to do checks as a course of normal operations.

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9. Statutory/Program Requirements (Cont.)

11. The level of attendance in the program (i.e., dosage) is correlated with certain positive student outcomes. Describe the program's strategies for recruiting and retaining students in the program over time. Provide SMART goals specifically related to student attendance targets and dosage for a typical school year (fall, spring) and separately for summer.

The scholars at the program will be asked quarterly if they would like to see any other enrichment activities or if they have unmet academic needs. This will encourage the students to come to the program because they will understand that they can have their new needs met within the overall afterschool programming. We will also engage the parents in similar manner for that they will see they can request new activities/services and we will attempt to do them. The parents than see the program as meeting more of their families needs which will increase their willingness to have their children in the program.

We will use 3-week meeting with teachers to seek referrals of students that the TEKS/classroom assessments show are having issues in meeting course requirements. This will assure that students who need acceleration are informed about afterschool along with having services designed to extend the teaching of the concepts that they have not obtained. This allows for the afterschool program to be used in manner that does not have negative impressions (e.g. having to go to summer school and pass if want to be promoted). The students referred to the program will see other students who choose to come and the fun enrichment activities. This will allow these targeted students to get help in manner where they are with other students who they know do not need to be there.

This system was used in the five funded cycles of previous of 21CCLC and has been shown to increase the attendance of students who would normally not choose to go extra to school. We have even had attendance in the afterschool program as a method to improve behaviors in the regular school day. One student who had 31 days of ISS in previous year reduced this to 4 days when it was pointed out to him that he behaved well in the afterschool/summer program and so we knew he could do it in the regular day. We believe that this was because the 21CCLC program allow him to have his learning style addressed in manner where he was learning the regular day concepts.

12. Describe how the center-level needs assessments informed the proposed center operations schedule and corresponding staffing and budget plans. Describe how the plan will help meet the measures of effectiveness and student service targets while maintaining center-level quality.

The surveys and CIPs provide the data for the develop of the SMARTIE goals. We developed a system by which the scheduling of days/weeks/months was built around the current campus calendar. This allows to the days of afterschool and summer to align in manners to promote the maxim attendance of students. This is because we are not scheduling times that overlap other school/community events where student would not want to come to the afterschool program. These considerations along with staffing & stuff needs along with the history of having five-cycles of funded 21CCLC program led to the development of the budget for this program. We used the partners' needs and lead roles in services in developing center specific scheduling and specific materials purchased. This is designed to allow for a partner to be able to provide Professional Development (e.g. Condra on dyslexia/ADHD programs) to other members so that our partnership increases the ability of the consortium to meet needs and improve outcomes.

The creation of family engagement position will allow the partners to make their campus more welcoming and give the parents increased abilities to provide support to their children's CCMR life outcomes. This will promote the community owning the 21CCLC program and increase their willingness to donate their time and funds to the program. Additionally, since parents are their child's biggest advocate (Stanley 2020; <https://www.nagc.org/blog>) we will have a non-traditional partner (e.g. parents) who have a best understanding, desire, and permission to hold each partner-LEA to higher standards. This with the Inclusive and Equitable aspects of our gaols will increase our ability to reach more traditionally underrepresented groups of students.

We are proposing a budget that gives us a framework for doing the activities which builds in ways to have resources to respond to needs that have yet to be expressed. This is another manner that we assure that measures of effectiveness and student service targets while maintaining center-level quality are met because we have planned for ongoing needs to arise as we are able to meet our initial survey determined needs.

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10. Equitable Access and Participation

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

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

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

11. 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" value="730"/>
2. Enrollment in 21st CCLC of students attending participating private schools	<input type="text" value="0"/>
3. Total 21st CCLC program and participating private school students (line 1 plus line 2)	<input type="text" value="730"/>
4. Total year 1 proposed grant budget for serving students in all centers	<input type="text" value="1,248,775"/>
5. Applicant reservation for required staff payroll.	<input type="text" value="918,000"/>
6. Total grant amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text" value="330,775"/>
7. Per-pupil grantee amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text" value="453"/>
Grantee's total required ESSA PNP equitable services reservation (line 7 times line 2)	<input type="text" value="0"/>

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12. 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.	Grant Staff - Director-1, Center Director-7, and Family Engagement-7	\$592,000
2.	Afterschool/summer instructional staff	\$280,000
3.	21CCLC Coordinator	\$25,000
4.	Data Entry for each center (Admin)	\$21,000
5.		

Professional and Contracted Services

6.	Evaluation for 7 centers	\$20,000
7.	Software and Professional Development	\$80,000
8.		
9.		
10.		

Supplies and Materials

11.	Instructional materials for each of the 7 centers	\$147,000
12.		
13.		
14.		

Other Operating Costs

15.	Travel to 21CCLC conferences and related trainings for staff from 7 centers	\$31,500
16.	Indirect costs based on Condra's rate - full amount not charged (Admin)	\$22,275
17.	Transportation offsets	\$30,000

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 mailed OR faxed (not both). **To fax:** one copy of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to either (512) 463-9811 or (512) 463-9564. **To mail:** three copies of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to the address on page 1. More detailed amendment instructions can be found on the last page of the budget template.

You may duplicate this page.

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

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

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

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2021-2022 Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 11, Year 1

Competitive Grant Application: Due 11:59 p.m. CT, January 21, 2021

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 07/01/2021 to 07/31/2022 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 Betty M Condra School for Education Innovation

Campus name Condra School CDN 152806 Vendor ID 81-3587723 ESC 17 DUNS 06894028

Address 1500 14th City Lubbock ZIP 79401 Phone 806-993-4040

Primary Contact Gary Lee Frye, EdD, GPC Email gfrye@eseilubbock.com Phone 806-787-6137

Secondary Contact Merinda Condra, JD Email mcondra@condraschool.com Phone 806-407-0878

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 Merinda Condra, JD Title Superintendent Email mcondra@condraschool.com

Phone 806-993-4040 Signature [Signature] Date 01/20/2021

Grant Writer Name Gary Lee Frye, EdD Signature Gary Lee Frye EdD, GPC Date 01/20/2021

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

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Center Operations Schedule

County-district number or vendor ID: 152-806

Part 2: Center Overview Table

In the chart below, applicants must enter information on each of the proposed centers. Applicants must ensure that the center number entered in the chart below is the same as that used in the Center Operation charts that follows (Part 3).

Center #	9 Digit campus ID #	Name of Center/Host Site, Physical Address, City, ZIP, Program Contact Phone	# of Feeder Schools	Grade Levels Served (PK to 12)	Proposed "Regular" Student target to be served 30 or 45 days or more annually	Proposed Parent/Legal Guardian Target
1	152-806-101	Condra School 1500 14th Lubbock, TX 79401 806-993-4040	0	K-5	110	20
2	040-901-001	Morton ISD 500 Champion Dr Morton, TX 79346 806-266-5505	0	Prek-12	190	30
3	095-902-001	Cotton Center ISD 2345 FM 179 Cotton Center, TX 79021 806-879-2176	0	PreK-12	60	5
4	110-901-001	Anton ISD 100 Ellwood Blvd Anton, TX 79313 806-997-5211	0	preK-12	100	15
5	153-904-001	Tahoka High School 1925 Ave P Tahoka, TX 79373 806-561-4538	0	9-12	65	5
6	153-904-041	Tahoka Middle School 1928 Ave P Tahoka, TX 79373 806-561-4538	0	6-8	75	5
7	153-904-101	Tahoka Elementary 1925 Ave O Tahoka, TX 79373 806-561-4350	0	preK-5	130	15
8			0			
9						
10						

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022					
<i>(Part 3) Applicant will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 1	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target			
Center												
Feeder												
Feeder												
Program Operations		Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks				
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term												
Spring Term												
Summer Term												
Total number of weeks:												
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												
Total Hours Per Week:												
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
Parent/Legal Guardian Activities												

Texas ACE							Program Year						
Center Operations Schedule (one per center)							2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>													
Center 2	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target				
Center													
Feeder													
Feeder													
Program Operations		Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks					
Summer Term Jump Start <i>(Must be approved in NOGA)</i>													
Fall Term													
Spring Term													
Summer Term													
Total number of weeks:													
Center Schedule													
Day of the Week	Fall Term				Spring Term				Summer Term				
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	
Monday													
Tuesday													
Wednesday													
Thursday													
Friday													
Saturday													
Sunday													
Total Hours Per Week:													
Adjunct Sites, If applicable (site name and full address)													
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)													
Parent/Legal Guardian Activities													

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>													
Center 3	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target				
Center													
Feeder													
Feeder													
Program Operations		Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks					
Summer Term Jump Start <i>(Must be approved in NOGA)</i>													
Fall Term													
Spring Term													
Summer Term													
Total number of weeks:													
Center Schedule													
Day of the Week	Fall Term				Spring Term				Summer Term				
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	
Monday													
Tuesday													
Wednesday													
Thursday													
Friday													
Saturday													
Sunday													
Total Hours Per Week:													
Adjunct Sites, If applicable (site name and full address)													
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)													
Parent/Legal Guardian Activities													

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022					
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 4	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target			
Center												
Feeder												
Feeder												
Program Operations		Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks				
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term												
Spring Term												
Summer Term												
Total number of weeks:												
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												
Total Hours Per Week:												
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
Parent/Legal Guardian Activities												

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022					
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 5	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target			
Center												
Feeder												
Feeder												
Program Operations		Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks				
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term												
Spring Term												
Summer Term												
Total number of weeks:												
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												
Total Hours Per Week:												
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
Parent/Legal Guardian Activities												

Texas ACE Center Operations Schedule (one per center)						Program Year 2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 6	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP				Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target				
Center												
Feeder												
Feeder												
Program Operations		Start Date (MM/DD/YY):		End Date (MM/DD/YY):		Total Weeks						
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term												
Spring Term												
Summer Term												
Total number of weeks:												
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												
Total Hours Per Week:												
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
Parent/Legal Guardian Activities												

Texas ACE Center Operations Schedule (one per center)						Program Year 2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 7	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP				Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target				
Center												
Feeder												
Feeder												
Program Operations		Start Date (MM/DD/YY):		End Date (MM/DD/YY):		Total Weeks						
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term												
Spring Term												
Summer Term												
Total number of weeks:												
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												
Total Hours Per Week:												
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
Parent/Legal Guardian Activities												

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>													
Center #	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target				
Center													
Feeder													
Feeder													
Program Operations		Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks					
Summer Term Jump Start <i>(Must be approved in NOGA)</i>													
Fall Term													
Spring Term													
Summer Term													
Total number of weeks:													
Center Schedule													
Day of the Week	Fall Term				Spring Term				Summer Term				
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	
Monday													
Tuesday													
Wednesday													
Thursday													
Friday													
Saturday													
Sunday													
Total Hours Per Week:													
Adjunct Sites, If applicable (site name and full address)													
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)													
Parent/Legal Guardian Activities													

Texas ACE Center Operations Schedule (one per center)						Program Year 2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 9	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP				Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target				
Center												
Feeder												
Feeder												
Program Operations		Start Date (MM/DD/YY):		End Date (MM/DD/YY):		Total Weeks						
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term												
Spring Term												
Summer Term												
Total number of weeks:												
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												
Total Hours Per Week:												
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
Parent/Legal Guardian Activities												

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022					
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 10	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target			
Center												
Feeder												
Feeder												
Program Operations		Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks				
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term												
Spring Term												
Summer Term												
Total number of weeks:												
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												
Total Hours Per Week:												
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
Parent/Legal Guardian Activities												

For TEA Use Only
Adjustments and/or annotations made on this have been confirmed with _____

by telephone/FAX on _____
by _____ of TEA.

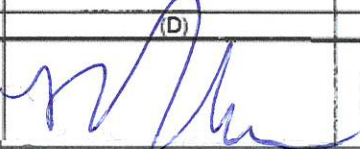
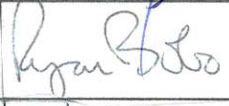

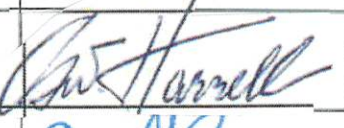

**TEXAS EDUCATION AGENCY
Standard Application System (SAS)
Texas 21st Century Community Learning Centers
Cycle 11, Year 1
2021-22 School Year
July 1, 2021-June 30, 2022
Certification for Shared Services Arrangements**

County District Number: **152-806**

Applicant Agent: **Condra School**

Program Authority: PL 107-110, Title IV, Part B-21st Century Community Learning Centers

I, as one of the undersigned, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the local education agency (LEA) that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the agency's board meeting. The participating or intermediate education agency named below has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement activities and is therefore responsible for ensuring that all funds including payments to members of shared services arrangements are expended in accordance with applicable laws and regulations. All participating agencies have entered into a written shared services agreement which describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below. It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the **SHARED SERVICES AGREEMENT**, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred. All funds are released when the tentative entitlement is released, i.e., any additional funds that result from the maximum entitlement or from reallocation will not require additional signatures. Each member identified below acknowledges accountability for the requirements contained in Schedules #6A through #6F as applicable.

Line #	County District Number	Typed Legal Name of Agency	Typed Name and Title of Authorized Representative	Signature	Email
	(A)	(B)	(C)	(D)	(E)
01	152-806	Designated Fiscal Agent: Betty M Condra School for Education Innovation	Merinda Condra		mcondra@condraschool.com
02	095-902	Member Districts: Cotton Center ISD	Ryan Bobo		ryan.bobo@calks.org
03	040-901	Morton ISD	Karen Saunders		karen.saunders@mortonisd.net
04	153-904	Tahoka ISD	Dick van Hoose (Signed by Gary Harrell w/Dick being hospital)		dvanhoose@tahokaisd.org
05	110-901	Anton ISD	Dwight Rice		dwhightrice@antonisd.org
06					
07					
08					
09					
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16					

SHARED SERVICES AGREEMENT
for
21st Century Community Learning Centers Consortium

This Shared Services Agreement (this "Agreement") by and among Betty M Condra School for Education Innovation (Condra School - fiscal agent), Anton ISD, Cotton Center ISD (CCISD), Morton ISD (MISD), and Tahoka ISD (TISD) is effective as of the July 01, 2021 for the 2021/22 school year (the "Effective Date") or on notification of grant award and will remain in effect until the grant ends.

Organization of the Shared Services Arrangement

- Board of Managers – The Superintendents of the school districts / charter system (and/or their appointees) will form the management team of the 21st Century Community Learning Center Grant. They will work jointly to manage the consortium and use the local district / charter system policies to manage the day-to-day operations of the grant/programs. Each school district / charter system will maintain local records for the grant and Condra School in conjunction with the Llano Estacado Rural Communities Foundation will house the consortium records. Meetings will be done on an as needed basis.
- Fiscal agent for the grant will be Condra School.

Ownership of Assets

Each school district / charter system will have ownership of all assets purchased by the grant and will use current inventory and purchasing policies currently in effect to manage these assets.

Liabilities

Grievances, lawsuits or any other legal action is taken against the fiscal agent of a shared service arrangement by an employee, student or parent may be for cause against the school district / charter system. If so, the expenditures incurred might be the responsibility of the member district / charter system. If the cause is against the fiscal agent of a shared services arrangement, costs incurred might be paid by each member district / charter system on a pro rata basis determined by the board of managers.

Basis for Allocation of Costs of the Fiscal Agent

Each school district / charter system will receive funding based on the per center allocation done by TEA (Texas Education Agency).

Uncontrollable Costs that Impact the Fiscal Agent

Each school district / charter system will share equally if there are uncontrollable costs that occur in the normal operation of this grant.

Responsibilities of Fiscal Agent

- *Employment of Personnel*

- The fiscal agent will employ all employees who are shared among two or more school districts / charter system.

- The individual school district / charter system will employ all employees who only serve a single school district.

- *Budgeting and Accounting*

- The fiscal agent, with the aid of the Llano Estacado Rural Communities Foundation Executive Director, will be responsible for preparing the budget, both for the fiscal agent and member school district / charter system through the Standard Application System (SAS). After funding is approved, the fiscal agent will assist member school districts in developing their portions of the budget.

- The fiscal agent is responsible for all of the accounting records of the shared services arrangement. That portion of the arrangement which the fiscal agent expends funds on behalf of member school district / charter system is recorded in the appropriate shared services arrangement fund within the Special Revenue Fund.

- The amount that is distributed to member school district / charter system is debited to appropriate Function and Expenditure Object Codes. As member district / charter system receive funds from the fiscal agent, the revenue is recorded in the appropriate revenue code and expenditures are charged to the appropriate account.

- *Reporting*

- The fiscal agent reports primarily to the board of managers or other governing entity. The board should be apprised of the financial condition of the shared services arrangement at least on a quarterly basis.

- The fiscal agent is responsible for allocating funds in the shared services arrangement fund among participating members. The prorated basis is determined by the board of managers or other governing entity. The fiscal agent reports these expenditures, by member districts / charter system, fund, and shared services arrangement type through Public Education Information Management System ([PEIMS](#)).

- The fiscal agent is also responsible for required state and federal reporting related to a grant, and for ensuring that accounts are not overspent by more than the variation allowed, if any.

Responsibilities of Member School Districts

• *Employment of Personnel* - Each member district usually employs personnel who solely serve that school districts / charter system. Normally each member districts / charter system employs instructional personnel, but may also employ others. The staff of the member districts / charter system are employed by their board of trustees.

• *Budgeting and Accounting*

- Each member district / charter system is responsible for budgeting its portion of the funds that will be received through the fiscal agent with the local amount provided by the fiscal agent.

- Each member district / charter system is responsible for the accounting records for that portion of the funds that are received from the fiscal agent, if any. These expenditures, with offsetting revenue, are to be recorded in the appropriate fund. When the member district sends funds to the fiscal agent, expenditures are to be recorded in the appropriate fund.

- Periodically, the member district / charter system should request that expenditures be reconciled with transfers from the fiscal agent.

• *Reporting*

- The primary reporting responsibility of the member district / charter system is to the board of trustees. The board should be apprised of the financial condition of the school district at a minimum, on a quarterly basis.

- The member district / charter system is responsible for reporting funds expended by *that district only* through Public Education Information Management System (PEIMS).

- The member district / charter system is responsible for submitting detailed expenditures to the fiscal agent for required state or federal reporting. In the event that the member district has over-expended in an account by an unallowable amount, the member district should reduce the expenditures in that fund and record an offsetting expenditure. The fiscal agent will accumulate the expenditures from all member school districts / charter system and compile a summary of the expenditures for the entire arrangement prior to submitting a report.

- Condra School will report the above information to TEA using the system established by them for general program reporting on this program.

Other Aspects of the Grant

The board of the school districts / charters can makes adjustments to this agreement for the effective management of the grant with input from TEA and/or their representatives on an “as needed basis” to allow to the effective management of the grant.