



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: Taft Independent School District
Campus name: [] CDN: 205907 Vendor ID: 74-6002353 ESC: 2 UEI: []
Address: 400 College St. City: Taft ZIP: 78390 Phone: (361) 528-2636
Primary Contact: Angelita Lopez Email: angelita.lopez@taftisd.net Phone: (361) 528-2636
Secondary Contact: Dr. Irene Garza Email: irene.garza@taftisd.net Phone: (361) 528-2636

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):

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

Authorized Official Name: Dr. Irene Garza Title: Superintendent Email: irene.garza@taftisd.net

Phone: (361) 528-2636 Signature: [Handwritten Signature] Date: 1-20-2023

Grant Writer Name: Angelita Lopez Signature: [Handwritten Signature] Date: 1-20-2023

[x] Grant writer is an employee of the applicant organization. [] Grant writer is not an employee of the applicant organization.

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3. Shared Services Arrangements

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

Check the box below if applying as fiscal agent.

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

4. Identify/Address Needs

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

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

Title I, Economically Disadvantaged Need: As identified by TEA, Taft ISD has two campuses who are Title I schoolwide campuses. Woodroe Petty Elementary has 86.26% economically disadvantaged. Ricardo L. Trevino Junior High has 83.41% economically disadvantaged. Our economically disadvantaged students' families lack the necessary resources at home to assist with their academics and providing enrichment experiences/supports. The District will restructure its current school day to align the student activities with HQIM school day curriculum to met the state academic standards (TEKS or STAAR). This increase in academic time the students will receive will help with meeting their academic, social/emotional, and enrichment needs.

Only 31% of all students are at the Meets Grade Level or Above (state is at 48%), ELAR is at 34% (state is at 53%), Math is at 30% (state is at 42%). (2021-2022 TAPR) The District will implement comprehensive activities to include four components: Academic Assistance/Support; Academic Enrichment; Family/Parental Support; and College, Career, and Military Readiness. These components will increase current STAAR performance by 12% at the Meets Level or Above, bridging the gap in comparison to state performance.

While our College, Career, or Military Ready Graduates are at 79.2%, above the state (65.2%), our economically disadvantaged rate is 75.6% and our special education rate is 71.4%. Only 18.9% of our graduates were CTE completers (state 27.6%) and 0% of English Learners were CTE completers (state 9.1%). In addition, only 2.1% (state 32.9%) of our graduates were at or above SAT/ACT criterion. The District will offer additional academic enrichment opportunities to support TSIA2 support in Reading and Math during non-school hours for junior high students attending these high poverty/low performing schools to better prepare them for more rigorous coursework beginning in junior high. The District will also ensure that student interest and workforce needs align with programs of study offered beginning in junior high to ensure CTE completers by graduation. (2021-2022 TAPR)

Absenteeism/Tuancy presents another area of concern. Woodroe Petty Elementary had a 26.3% rate of chronically absent students and Ricardo L. Trevino Junior had a 21.2% rate of chronically absent students. (2021-2022 TAPR) This presents a barrier to learning and closing COVID learning gaps. District efforts to address attendance concerns will continue in an effort to increase the attendance rate from 91.6% to 95.5% for school year 2023-2024.

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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.

Pre-Implementation Benchmarks:

- 1) Statutory Priority (SP) 1 - Targeted Services: Promote program to all of our at-risk students in need and ensure that at least 70% enrolled in program are at-risk. This will decrease the risk of dropping out, improve attendance, and improve academics.
- 2) SP 2 - Joint Partnerships: Provide program opportunities to our Title I, Part A campuses and provide them with 21st CCLC Orientation.
- 3) Budget Set-up: Establish the budget at the district level and approved by the school board for the 21st CCLC grant program.
- 4) Project Director will meet with District and Campus Administrators to review program planning and implementation, provide updates, and request feedback.
- 5) Program Staff Hired/Volunteers Identified: Recruit and hire staff for program. Establish communication with district partners, local businesses, and local organizations to gather potential volunteers.
- 6) Complete Marketing/Recruitment: Create 21st CCLC program marketing materials using approved ACE branding. Materials will be distributed at businesses, churches, PTO meetings, and on social media.
- 7) Communicate with Parents/Families: Promote program using marketing materials and provide opportunities for parents to engage in discussion. Gather parent and student feedback through surveys to ensure program offerings meet student interests in addition to needs. Inform parents of the attendance requirement and targeted enrollment necessary.

Implementation Benchmarks:

- 1) Project Director and Site Coordinator Collaboration: Project Director will meet weekly with Site Coordinators for planning and addressing campus needs.
- 2) Professional Development: Have all necessary staff attend trainings and other opportunities offered by the Texas ACE program. Also, have all center-level staff regularly attend scheduled program-specific in-person training.
- 3) Project Director will meet with District and Campus Administrators monthly to review program implementation, provide updates, and request feedback.
- 4) Site Coordinators Center-Level Activities: The site coordinators will meet with teachers weekly to determine focuses on lesson plans and ensure alignment with HQIM and High Impact Tutoring schedules.
- 5) Identify Academic and Family Activities: Assess the academic needs of each participating campus to offer activities tailored to student need and interest. Administer surveys to identify activities that parents would like to participate in (i.e. Financial Literacy, Workforce skills, Parenting Tips). Establish monthly Parent and Family Engagement activities.
- 6) Field Trips: Students will be offered laboratory, field investigations, and experiences that support the Texas Essential Knowledge and Skills (TEKS). Some possibilities include zoos, STEM sites, museums, business and industry site-visits, etc.
- 7) Monitor the fidelity of program implementation through evaluation and feedback.

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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.

Taft ISD will provide an effective program that aligns with the identified 21st CCLC SMART goals. To ensure that the program is meeting its intended goals, the district will monitor program implementation and evaluate data to review goal attainment. This will allow the district to determine if adjustments are needed and ensure that student and program needs are met. Evaluation data will include: SMART Goal Progress, Assurances Met, Program Systems and Processes, and status of identified benchmarks/expectations.

If the program is NOT showing progress, the district and program staff will modify the program based on feedback and suggestions provided by the Advisory Committee, including student, parent, and community input. Meetings with the assigned TEA Program Director will help guide the district with any necessary mid-cycle adjustments.

These action steps will ensure the district can adequately modify the program with prolonged sustainability.

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.

- 1) Academic Assistance – homework, accelerated learning, and tutoring that are aligned to TEKS, state required assessments, and/or End-of-Course exams;
- 2) Academic Enrichment – mentoring program, ESL classes to emphasize English skills for English Learners, arts and crafts provided by the district Art teacher, basketball and tennis classes provided by the district coaches, field trips to a local park to conduct field activities such as, outdoor fun reading, math scavenger hunts, etc.;
- 3) Family and Parental Engagement and Support – Coastal Bend Food Bank to be able to assist with dinner meals to the students while maintaining healthy and nutritious meals. BCFS, a local agency that can provide a Strengthening Families program to the community to educate parents on effective communication with their children, positive parenting, and family counseling. Friends of Taft City Parks, a local recreational agency, can provide exercise and sports camps to continue to advocate for a healthy and physical lifestyle. Driscoll Health System is able to provide families in the community with educational courses on applying for assistance, Migrant information, Asthma information and etc.;
- 4) College, Career, and Military Readiness – Provide financial and environmental literacy presentations and resources through Del Mar College, TAMUCC, TAMUK, and other campuses in the area.

Taft ISD's proposed activities will improve student achievement and success. In fact, they will assist with the following measures: Improving the district's attendance rate to a minimum of 95% (state's average). 2.) Increasing STAAR scores in grades 4-8 in subjects Reading/Language Arts/Math to meet the state's average. 3.) Providing additional meaningful learning opportunities for students in Grades 1-8.

To ensure the center level program coordinates with the regular school day, Taft ISD will have all 21st CCLC Program staff meet with regular school day staff and participate in campus-level decision making committees, grade-level meetings, vertical alignment meetings, core-subject meetings, and Admission, Review, and Dismissal (ARD) meetings relevant to the targeted student population. The 21st CCLC site coordinators will also be on campus on a weekly basis to meet with school teachers. This way the program will run more smoothly and have effective integration in the lesson plans.

Lastly, Taft ISD will hire program staff such as the Program Director, Site Coordinator, Family Engagement Specialist, and work with support staff (paraprofessionals, volunteers, tutors, etc.) to have effective oversight and engaging activities. To gather feedback on the program, the district will pass out surveys approximately every six weeks to students and parents. Through these measures, the district expects the students will have choice and improved academic achievement and overall student success.

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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.

Taft ISD will be putting forth its highest efforts to ensure that its 21st CCLC grant program is effective. This means the district will only apply the best practices (those that are researched, and evidence based). These practices will play a major role in the implementation of our educational and related activities that complement and enhance academic performance, youth development, achievement, and postsecondary/workforce preparation.

The use of Highly Qualified Instructional Materials (HQIM) resources will continue to drive our instructional practices to provide support and interventions for our students. Blended learning will be utilized to allow students to learn and apply skills at their own pace while instructional staff can be available to provide personalized learning in small groups. Strong Foundations training for our teachers will establish a literacy framework to provide structure and supports for our students as we strive to have 100% reading on grade level.

3. Describe the transportation needs of participating students and how those needs will be addressed. Specifically describe how students participating in the program will travel safely to and from each center and home.

Needs for Transportation: Taft ISD is aware of the need for transportation so its students can attend the afterschool 21st CCLC program activities. Since the district has 89.9% of its students considered economically disadvantaged, with qualifying Title I campuses, coupled with the district being considered rural, there is a need for the district to provide transportation to assist its participating students of single parents and poverty-stricken families to be able to travel safely to the academic filled activities after school or on weekends.

How Needs Will Be Addressed: To address this transportation need, Taft ISD will have buses available for students to travel to and from each center and home. This will ensure students can attend all activities offered. Since daily activities will only be held on campus, then no additional travel expenses will be required to any adjunct centers. Only occasional activities will be planned off site.

How Students Will Travel Safely to and From Each Center and Home: Taft ISD places student safety as a major priority. Therefore, when discussing travel, the district has developed procedures to ensure students can safely travel to and from each center and home. First, Taft ISD will require parent/guardian consent for all students traveling on the bus. Second, only authorized individuals on the parental/guardian transportation consent form will be allowed to pick up the student. A Site Coordinator or assigned staff will be available to ensure proper dismissal of the student with the authorized individual or approval to ride on the bus. The Site Coordinator or assigned staff will use picture IDs until they are familiar with each of the participating students' and their parent/guardian. All the aforementioned strategies will be used to create safe transportation for the students of the program.

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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.

Taft ISD assures that all community learning center information will be understandable/accessible and will be disseminated across its community. Taft ISD believes that the following outlets will serve as effective ways in disseminating the 21st CCLC data: Campus & District Websites, Facebook, Twitter, school announcements/automated messages, Newspaper, local churches, Post Office, and local community-based organizations. Descriptions of the data will be simple and available in English & Spanish. Notice of Intent will be placed on websites.

To continue and expand on its current marketing, the district will market the 21st CCLC Program with marketing resources that comply with the Texas ACE branding guidelines and bear the Texas ACE logo. The district plans on continuously marketing the program as students may join activities every 6 weeks and activities are regularly changed based on academic and social needs, which allow for student/parent choice.

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)

Taft ISD does plan on utilizing volunteers in activities carried through the Learning Centers. To Ensure adequate and appropriate placement of volunteers in the program, the district will implement policy that ensures that volunteers have completed a background check, has positive references, is passing all courses, if a High School student, and is effectively able to multi-task and prioritize accordingly.

Priority will be given to volunteers who already established business partners.

All Volunteers will be required to be knowledgeable about the 21st CCLC Program and will be required to attend a 21st CCLC Orientation. The above strategies will be effective in screening for volunteers.

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8. Statutory/Program Requirements (Cont.)

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

The program will be able to coordinate with Federal, State and Local programs by utilizing resources provided by Coastal Bend Food Bank in order to assure that meals are provided to students in the program and that they are nutritious in value. Therefore, the district will coordinate federal, state, and local programs and make the most effective use of public resources at each campus served. Local agencies such as Coastal Plains, Driscoll Health Plan, and San Patricio County Health Department will be available to provided parent presentation to focus on mental and physical healthcare. Early Childhood Intervention and CACOST will be able to partner to educate on the beginning stages of Special Education pathways and setting students up for success educationally. The program will also be able to utilize assistance regarding students identified as Migrant and McKinney Vento, as these students are identified as Highly Mobile and at Risk youth.

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.

Taft ISD, in preparation for program funding to cease, will create a preliminary plan that details how its community learning centers will continue after funding has ended. This plan involves the district taking several assessments of resources that it currently has (i.e. state, federal, or local). Further, the district will have program staff establish a directory of all vendors, local businesses/industries, community-based organizations (Taft ISD Education Foundation, Community Action Corporation of South Texas, Friends of Taft Parks), churches, city staff, counties, and colleges/universities (TAMU-CC, Del Mar College & Coastal Bend College) along with the contact information from entities that are already engaged in services with the district.

Once the district has an established directory, the district will reach out to these existing and new partners. For existing partners, the district will discuss with them about continuing their services for years to come after funding has ended. For new partners, the district will discuss the great opportunities and motivation they can provide the district' s students.

The 21st CCLC program staff will also be playing a major role in the solicitation of the program at the district, campus, and community level to encourage buy-in and continued support. To increase encouragement, Taft ISD plans on showcasing its stakeholders at school events, as well as on social media outlets. It is the intent that there will be buy-in not only from these organizations and individuals, but that it will solicit more buy-in for sustainability from other organizations and school board as a whole.

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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

Taft ISD is planning on partnering with organizations that increase the scope of services the district could offer through the 21st CCLC grant while achieving stated objectives and sustaining the program over time. Organizations to be added will include of Community Action Corporation of South Texas. Taft ISD chose to partner with the Community Action Corporation of South Texas (CACOST) because of the extensive work it has been able to provide to children and families in Taft. CACOST has been able to provide work such as referring families, health strategies, paying for utilities bills, early childhood intervention, and nutritional services to youth and seniors. For this grant, CACOST will be tasked with providing some extremely beneficial presentations such as: Behavior Management presentations, Health and Nutrition presentations, and Community Awareness presentations. These presentations will be great to the students and families of the 21st CCLC grant program. Beyond just these partnerships, Taft ISD plans on identifying additional services and activities not currently offered through these organizations as needs are identified at the campus level. Taft ISD does see the following activities being a part of the program: Basketball, tennis, arts and crafts. Besides tennis, these activities as of the date of the submission of the application, are not accessible to students who would be served with the 21st CCLC Program.

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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.

Taft ISD understands the great need for the program. Therefore, the district will coordinate federal, state, and local programs and make the most effective use of public resources at each campus served.

One initiative that will integrate seamlessly with the 21st CCLC grant program is our newly implemented afterschool program (TCLAS Decision 11) which provides targeted tutoring support for at-risk students as well as enrichment activities to engage students in learning. The tutorials provided in this program allows students to work on targeted skills with extended time and close learning gaps that may have been widened during the pandemic. Since the tutorials are being provided utilizing HQIM resources in Reading and Math, this integration is specified in Program Priority 1 & 2.

High Impact Tutoring (TCLAS Decision 6) is being implemented during the school day to accelerate student learning at both campuses and will also be integrated into the 21st CCLC grant program as an extension of the learning that students are completing in those sessions. This integration also supports the HB 4545 requirements as well as the vetted tutors through HIT online programs such as Amplify Reading, Mathia, ST Math, Amira, Zearn, and Book Nook. Teachers can use these programs to pull specific lessons that can be used in small groups for HIT purposes. This integration would also be specified in both Program Priorities. Both of these integrations will support students reading on grade level and numerical fluency as well as increasing student achievement at the Meets and Above level on STAAR which is a goal for our district.

Since teachers are utilizing small group interventions to support targets for specific students and online learning resources to allow students the opportunity to practice at their own pace, this blended learning model meets Program Priority 1 and 2 by accelerating student learning and increasing student achievement. This model is extended into our afterschool program currently and would be integrated into our 21st CCLC grant program to encourage critical thinking and problem solving skills in reading and math.

This increased tutoring and activities will assist the district in meeting its short- and long-term goals for student academic achievement such as increased scores in Reading or Math, as well as increased percentage of Attendance and College Readiness at the district.

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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="Students & Parents"/>	Barrier	<input type="text" value="Absenteeism/Truancy"/>
Group	<input type="text" value="Parents & Teachers"/>	Barrier	<input type="text" value="Lack of Education of Community Resources for Families"/>
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" value="225"/>
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="0"/>
4. Total year 1 proposed grant budget for serving students in all centers	<input type="text" value="\$630,000"/>
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" value="0"/>
7. Per-pupil grantee amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text" value="0"/>
Grantee's total required ESSA PNP equitable services reservation (line 7 times line 2)	<input type="text" value="0"/>

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11. Request for Grant Funds

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

Payroll Costs

1.	Project Director will be hired to oversee the program and Site Coordinators	\$65,000
2.	Two Site Coordinators will be hired to implement program activities.	\$110,000
3.	Teachers, paraprofessionals, and bus drivers will be provided with extra-duty pay.	\$155,000
4.	Academic Tutors and Enrichment Support Staff will be hired.	\$35,650
5.	Benefits	\$43,880

Professional and Contracted Services

6.	Staff/Parent/Student Training, Technical Assistance, Resources/Activities not offered by TEA.	\$40,000
7.	Non-profit partner: Will supplement 21st CCLC program initiatives and provide learning oppor	\$20,000
8.		
9.		
10.		

Supplies and Materials

11.	Director/Stie Coordinator supplies to run the program and increae parent involvement.	\$52,000
12.	Supplies/materials to support activities designed to increase students' educational outcomes.	\$30,000
13.	STEM kits will be purchased to implement engineering/robotics activities during ACE program.	\$20,000
14.		

Other Operating Costs

15.	Travel for students to attend afterschool program and take part in educational field trips.	\$25,000
16.	Travel for staff to attend trainings and travel between centers.	\$20,000
17.	Purchase nutritional snacks to be offered during parent meetings, workshops, and activities.	\$12,000

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 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
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For TEA Use Only:
 Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.