



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

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

NOGA ID

Application stamp-in date and time

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

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

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

Grant period: From to **Pre-award costs:** 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 UEI

Address City ZIP Phone

Primary Contact Email Phone

Secondary Contact Email Phone

2. Certification and Incorporation

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

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

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

Authorized Official Name Title Email

Phone Signature Date

Grant Writer Name Signature Date

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

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3. Shared Services Arrangements

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

Check the box below if applying as fiscal agent.

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

4. Identify/Address Needs

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

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

Multiple data sources:

AWBLA first evaluated community needs by facilitating surveys for parents, teachers, and 5th thru 8th grade scholars currently enrolled in the district. There were 385 responses to the surveys which informed the primary components of the AWBLA AEP. Respondents indicated that they most valued 1) an appropriate schedule, 2) educational support for scholars, 3) creative outlets for scholars, 4) homework assistance for scholars, 5) classes to assist parents in helping their children academically, 5) classes for parents to improve their physical fitness and 6) and a single parent support group.

Needs indicated for before and after-school:

Surveys relay the need of support after-school and in the summer with supervision of their child/children until they are able to get off of work. There as a need to address the loss of learning thru accelerated instruction due to the Covid 19 global pandemic. Futher research also revealed that our geographic boundary is located in a food desert and surveys revealed a number of scholars going to bed without dinner at night. For these reasons scholars are in need of meals before school, after school, and during the summer.

Needs addressed inclusive of working families:

Scholars will be provided with an after-school and summer program that gives them the opportunity to receive additional social, emotional and cognitive development while being supervised by highly qualified adults. Scholars will be offered targeted intervention that will address learning loss from the impact of COVID-19. AWBLA will offer a solid after school and summer curriculum committed to specific grade levels, develop engaging instruction, monitor the progress of scholars and make adjustments according to scholars' performance. The before school, after school and summer nutrition program will be offered to ensure that students have daily access to healthy meals and aid in the fight against hunger during these times. This food source would also reduce food insecurity, obesity rates and poor health due to lack of nutrition.

Needs assessment informed the targeted participation:

The Eagle Academy Community Learning Center (CLC) will increase its TEA STAAR Overall Accountability Rating from 82 % to 87% by June 2024 by specifically targeting students for intervention who are economically disadvantaged and address learning loss for all students and families impacted by COVID-19.

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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.

First-Quarter Benchmark:

The District Academic benchmark for the first quarter will increase from 82% to 87% in ELAR, Social Studies, Science, and Mathematics by December 2024.

The Student Attendance benchmark for the first quarter will increase from 88% to 93% by December 2024.

The Discipline referral benchmark for the first quarter will decrease from 40% to 35% by December 2024.

The Family Engagement benchmark (Supper Program, Parent Academy) for the first quarter will increase from 65% to 70% by December 2024.

Second-Quarter Benchmark:

The Academic benchmark for the second quarter will increase from 87% to 92% in ELAR, Social Studies, Science, and Mathematics by March 2024.

The Student Attendance benchmark for the second quarter will increase from 93% to 98% by March 2024.

The Discipline referral benchmark for the second quarter will decrease from 35% to 30% by March 2024.

The Family Engagement (Supper Program, Parent Academy) benchmark for the second quarter will increase from 70% to 75% by March 2024.

Third-Quarter Benchmark:

The Academic benchmark for the third quarter will increase from 92% to 97% in ELAR, Social Studies, Science, and Mathematics by June 2024.

The Student Attendance benchmark for the third quarter will increase from 98% to 100% by June 2024.

The Discipline referral benchmark for the third quarter will decrease from 30% to 25% by June 2024.

The Family Engagement (Supper Program, Parent Academy) benchmark for the third quarter will increase from 75% to 80% by June 2024.

The Eagle Academy will improve academic outcomes for students in grades kindergarten through 8th grade by providing academic intervention and/or acceleration. AWBLA staff and Community partners will facilitate before school, after school and summer school programming for the 650 students enrolled in the program with a focus on TEKS based academic intervention and/or acceleration. Program administrators will ensure that staff and community partners have the knowledge and experience to meet the needs of scholars to ensure they are able to meet or exceed challenging State standards. AWBLA currently has an 88% attendance rate and wants to increase the rate by 10%. Research indicates students attending Texas' 21st CCLC after-school programs, regardless of participation level, improved their school day attendance—students with low levels of participation in the program decreased their absentee rate by 14% and students with high levels of participation experienced a 15% reduction (American Institutes for Research, February 2013). Students participating in a high-quality after-school program went to school more, behaved better, received better grades and did better on tests compared to non-participating students (Weissberg, R.P., et. al, March 2010).

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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.

Project evaluation benchmarks will be set for each benchmark evaluation. Checkpoints to track these goals will happen quarterly. When the desired goals are met during these checkpoints, it will yield the following:

1. Increase in student academic achievement
2. Increase in student attendance
3. Decrease in discipline referrals
4. Increase in Family Engagement (Supper Program, Parent Academy)

During the quarterly checkpoints, an evaluation modification will occur for students who are not on track to meet their desired goal. Their action plan will be modified with new goals after a student conference. Weekly checkpoints will be established until their goals are met. Once students meet their goals, they will continued to be monitored every quarter.

If benchmarks do not show progress, those students will have their action plans modified with new goals after a conference with the parent and student. The student will also be provided with extra support and guidance from the appropriate staff to assist in reaching his/her goals. Weekly checkpoints will be established until their goals are met. Once scholars meet their goals, they will continue to be monitored each quarter.

7. Statutory/Program Assurances

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

Check each of the following boxes to indicate your compliance.

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

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8. Statutory/Program Requirements

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

The SMART goals over time for the Eagle Academy are to ensure that the Academic Achievement overall of students increases from 82% to 87% in ELAR, Social Studies, Science, and Mathematics by June 2024.

The Eagle Academy's out-of-school time programming will include the following activities on a daily basis in support of student academic achievement and overall student success.

1. Homework Assistance (50 minutes in the morning, before school): Students will be provided with a quiet space where they can complete their homework, working individually or in small groups as appropriate. Program staff will supervise the period, providing general guidance and maintaining the study-friendly environment. Students who finish their home work quickly will be provided with quiet alternatives, including books, puzzles and other activities. Scholars will start the day prepared for their classes and receive credit for completed homework.

2. Enrichment programming (2 hours, 10 minutes after school): The Eagle Academy is partnering with sponsors (See attachment) who have experience in providing innovative and engaging enrichment programming in 21st CCLC. The Eagle Academy relies on proven instructional methods, including project-based learning (PBL). Research demonstrates PBL can positively impact student academic achievement, providing benefits to students across grade levels, academic subjects, and achievement levels, including improved performance on standardized tests. PBL also shows promise as a strategy for closing the achievement gap by engaging lower-achieving students. (www.bie.org)

3. Summer programming will take place over the course of a six week period and provide continuation of enrichment programming to be provided by our community partners.

The Eagle Academy community partners will work closely with AWBLA administrative and instructional personnel to tailor creative enrichment programming to meet student needs. Community partners maintain and are continually expanding a talent roster of qualified instructors across a wide range of subjects including the visual and performing arts (Music, Dance, Theatre, Art and Spoken Word/Poetry) as well as STEM subject areas. All enrichment sessions focus not only on the discipline of the activity, but also integrate elements of social and emotional learning, such as developing positive relationships, practicing self-regulation, social awareness and empathy. Instructors will receive extensive professional development addressing topics such as safety, child development, classroom management, arts integration and social and emotional learning techniques, and have access to a library of lessons, many of which directly support literacy and other classroom subjects through fun and engaging enrichment activities.

The Eagle Academy's motto is that we will never close the achievement gap until we close the engagement gap. A primary focus is to address the engagement or opportunity gap. System-wide partnerships provide students with increased access to and dosage of the city's assets. The Eagle Academy will work to empower partners to raise the overall quality of the Academy's educational experiences. This will be achieved by working to support the needs of students and families in the school community thru facilitating a supper program and a parent academy. Students enrolled in the Eage Academy will be provided supper at no cost during afterschool and summer enrichment. Parents will have acces to training and support thru the parent academy, also at no cost.

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8. Statutory/Program Requirements (Cont.)

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

The Eagle Academy will provide students with engaging and creative activities, which are the foundation for high quality programming and relate to academic and non-academic outcomes. Scientifically-based research demonstrates that children involved in highly engaging/creative activities have more consistent school attendance, higher academic achievement (Catterall, James, Doing Well and Doing Good by Doing Art: A 12- Year Longitudinal Study, Imagination Group: I-Group Books, 2009), and may be primed for greater leadership and community involvement (Benson, Peter L., Sparks: How Parents Can Ignite the Hidden Strengths of Teenagers, Search Institute, 2008). Offering further support of this approach, business and policy leaders have conducted their own research and found that creativity and innovation are mandatory skills for children’s success as future citizens and workers (The Partnership for 21st Century Skills, www.p21.org). The program places a priority on fostering students’ social and emotional learning (SEL) to help them build the skills, knowledge and attitudes needed to be successful in school, work and life. SEL includes knowing and controlling emotions, understanding and collaborating with others, making positive choices, and demonstrating resiliency. Research is showing that SEL programming can “...improve the culture and climate of schools and classrooms, as well as children’s social, emotional, behavioral, and academic outcomes.” (Jones, S. M., Barnes, S. P., Bailey, R., Doolittle, E: Promoting social and emotional competencies in elementary school, 2017). The Eagle Academy will also implement Restorative Discipline. Restorative Discipline is a whole school relational approach to building school climate and addressing student behavior that fosters belonging over exclusion, social engagement over control, and meaningful accountability over punishment. Early implementation results indicate a significant in behavior referrals, out of school suspensions and expulsions (Institute for Restorative Justice and Restorative Dialogue).

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.

Students enrolled in the Eagle Academy will be students enrolled in AWBLA; consequently, transportation does not provide a barrier to services. AWBLA will provide transportation to and from school for parents that opt into the district’s transportation program.

Parents will have the option to opt into the AWBLA district transportation service that provides shuttle service to and from each campus. Parents may elect to have their children transported to and from home.

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8. Statutory/Program Requirements (Cont.)

4. If awarded, applicants must disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Describe the applicant's plan to inform the community about the center and participating in the program.

The Eagle Academy is committed to ensuring that all individuals eligible to participate receive information regarding program components and program participation. The Eagle Academy will service all students who attend A W Brown Leadership Academy which services the geographic boundaries of Dallas County and Ellis County in the Southern sector of Dallas, Texas.

The Eagle Academy administrators will play a primary role in outreach efforts to ensure stakeholders are aware of the Eagle Academy's educational opportunities, locations, schedules and campus contacts. The Eagle Academy leaders will disseminate information about the program by; Posting an Eagle Academy program summary and enrollment process on the A. W. Brown Leadership Academy website; Promoting program utilizing the district's and key partners' websites and social media pages (Facebook, Twitter, etc.); Program summaries and enrollment information will be sent to all AWBLA families via email and text message; AWBLA will host an introductory "Listen & Learn" to share information about the Eagle Academy program components and enrollment process; All scholars enrolled in AWBLA will receive information regarding the Eagle Academy during their respective orientations; AWBLA will publish information regarding the Eagle Academy in its Student/Parent Handbook and; Creating and distributing informational flyers, brochures, and district newsletter (electronic and hard copies) to partner organizations, students, parents, caregivers, teachers, and community.

All materials will be disseminated in both English and Spanish. Also, materials will be published on the AWBLA website ensuring accessibility for individuals with disabilities, as the website is ADA compliant.

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)

In the Eagle Academy's programming, volunteers will be engaged strategically to serve as coaches, assisting students to practice life skills such as communication, collaboration and problem solving, co-direct career explorations and help connect the relevancy of college and career possibilities. A volunteer job description will be developed and used to recruit interested and qualified volunteers.

1. The Eagle Academy requires volunteers to complete a volunteer application and criminal history check. Volunteers will be placed at a campus and monitored by the Eagle Academy administrators. All volunteers will attend an orientation session that includes expectations and scope of work, school culture and working in partnership with school/parents/afterschool. Training opportunities will be held throughout the school year.

2. Volunteers will be recruited from interested corporations, senior groups, and retired employee groups.

3. The AWBLA has a network of corporate partners that provide volunteer support in programs. Corporate volunteers bring both a volunteer capacity, but also provide avenues for career exploration for the Eagle Academy.

4. The Eagle Academy Program Specialist will develop systems for parent volunteers to support before school, after-school and summer program activities. When possible, volunteers that work through the before/after and summer school programs will be encouraged to continue their work with the campus during regular school hours to build campus community partnerships.

5. Feedback will be solicited from all volunteers through a survey which will evaluate communication, training, onboarding and utilization of volunteers. As part of the continuous improvement process, the Eagle Academy will make changes as needed to the onboarding process for volunteers to ensure the program is building lasting partnership with 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.

AW Brown Leadership Academy currently receives Title I Funding that will be coordinated with it's Eagle Academy and 21st CCLC funding, if the grant is awarded.

The Eagle Academy Project Director will work in tandem with the AWBLA CEO, CFO, and the Executive Director of Teaching and Learning to coordinate access to a variety of federal, state, and local funding sources and partner organization services being provided at the participating campuses. As a testament of the AWBLA's commitment to the Eagle Academy, access to both campuses and all campus resources (computer labs, mobile laboratories, gymnasium, textbooks, software, etc.) are being offered at no cost to the Eagle Academy.

All resources will supplement, not supplant local, state, or federal expenditures or activities. The Eagle Academy will offer both academic and non-academic supports to students and their families. Students do not currently have access to formalized SEL and Restorative Discipline practices or cultural enrichment activities before, during, after school, or summer programming.

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.

AWBLA will secure the needed infrastructure to ensure grant objectives are met. In addition, the AWBLA will support the identification of community and funding resources to position the program for sustainability. AWBLA and the Eagle Academy will utilize a continuous improvement model throughout the grant, making any necessary programmatic changes needed to ensure all objectives are being met.

Eagle Academy administrators will work in tandem with the AWBLA CEO, CFO, and the Executive Director of Teaching and Learning to coordinate access to a variety of federal, state, and local funding sources and partner organization services being provided at the participating campuses. As a testament of the AWBLA's commitment to the Eagle Academy, access to both campuses and all campus resources (computer labs, mobile laboratories, gymnasium, textbooks, software, etc.) are being offered at no cost to the Eagle Academy. AWBLA will secure the needed infrastructure to ensure grant objectives are met. In addition, the Eagle Academy will seek the identification of community and funding resources in conjunction with AW Brown Leadership Academy to position the program for sustainability. AWBLA and the Eagle Academy will utilize a continuous improvement model throughout the grant, making any necessary programmatic changes needed to ensure all objectives are being met.

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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

The Eagle Academy Community Learning Center in conjunction with Sheila B. Ministries and the Region 10 Service Center will provide comprehensive out of school programming in partnership with several organizations. The Eagle Academy's mission and vision emphasize the importance of academic, social, and character education. Community partners also consist of Fellowship Baptist Church, Brain Buzz Tutoring Services, Continental Society, Boy Scouts, Girl Scouts, Boys to Men Mentoring, Precious Pearls Mentoring, et. al. The Eagle Academy will work with community partners to:

- Teach our students to Lead through engagement with community leaders coordinated through our community partners and through structured opportunities for service learning;
- Educate our students through Texas Essential Knowledge and Skills (TEKS) based academic intervention and/or acceleration depending on the needs of students;
- Validate our students through Social and Emotional Learning (SEL) and the utilization of Restorative Discipline principles to improve their ability to handle both the academic and non-academic challenges they may face;
- Enrich our students through programming that seeks to close the opportunity gap by providing access to community-based arts, leadership and service learning outlets; and
- Love our students through family engagement opportunities that give parental assistance for providing academic support for students, and emotional and physical fitness support for parents, and fostering relationships with other programs and community resources such as adult education programs, and local workforce development

The Eagle Academy will expand access to high-quality out-of-school time programming for students by combining the academy's resources with our community partners' expertise in after-school and summer programming, extensive instructor roster and professional development capacities, AWBLA will secure the needed infrastructure to ensure grant objectives are met. In addition, the partnerships will support the identification of community and funding resources to position the program for sustainability. The Eagle Academy, AWBLA and our community partners will utilize a continuous improvement model throughout the grant, making any necessary programmatic changes needed to ensure all objectives are being met.

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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.

As Program Priority 1, the Eagle Academy will provide students with engaging and creative activities, which are the foundation for high quality programming and relate to academic and non-academic outcomes. The Eagle Academy will also ensure that it's curriculum is aligned with the Texas Essential Knowledge and Skills. It will utilize the Texas Education Agency's initiatives for addressing accelerated instruction.

Also, scientifically-based research demonstrates that children involved in highly engaging/creative activities have more consistent school attendance, higher academic achievement (Catterall, James, Doing Well and Doing Good by Doing Art: A 12- Year Longitudinal Study, Imagination Group: I-Group Books, 2009), and may be primed for greater leadership and community involvement (Benson, Peter L., Sparks: How Parents Can Ignite the Hidden Strengths of Teenagers, Search Institute, 2008). Offering further support of this approach, business and policy leaders have conducted their own research and found that creativity and innovation are mandatory skills for children's success as future citizens and workers (The Partnership for 21st Century Skills, www.p21.org).

The program places a priority on fostering students' social and emotional learning (SEL) to help them build the skills, knowledge and attitudes needed to be successful in school, work and life. SEL includes knowing and controlling emotions, understanding and collaborating with others, making positive choices, and demonstrating resiliency. Research is showing that SEL programming can "...improve the culture and climate of schools and classrooms, as well as children's social, emotional, behavioral, and academic outcomes." (Jones, S. M., Barnes, S. P., Bailey, R., Doolittle, E: Promoting social and emotional competencies in elementary school, 2017).

The Eagle Academy will implement Restorative Discipline as well. Restorative Discipline is a whole school relational approach to building school climate and addressing student behavior that fosters belonging over exclusion, social engagement over control, and meaningful accountability over punishment. Early implementation results indicate a significant reduction in behavior referrals, out of school suspensions and expulsions (Institute for Restorative Justice and Restorative Dialogue).

The Eagle Academy will also provide hi-impact academic tutoring support and intervention for students in both virtual and in-person settings for Program Priority 2. Responsibilities of the services to be provided are:

- The vendor will provide quality hi-impact academic sessions for students based on their needs.
- The Eagle Academy administrators will provide data to help target the needs of the students.
- The vendor will provide opportunities for progress monitoring to show students progress.
- The parties will agree upon curriculum and resources to be used to support students
- The parties will analyze data throughout the process to monitor students'

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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"/>	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"/>

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="600"/>
2. Enrollment in 21st CCLC of students attending participating private schools	<input type="text" value="25"/>
3. Total 21st CCLC program and participating private school students (line 1 plus line 2)	<input type="text" value="625"/>
4. Total year 1 proposed grant budget for serving students in all centers	<input type="text" value="1,880,000"/>
5. Applicant reservation for required staff payroll.	<input type="text" value="359,440"/>
6. Total grant amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text" value="1,520,560"/>
7. Per-pupil grantee amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text" value="2,433"/>
Grantee's total required ESSA PNP equitable services reservation (line 7 times line 2)	<input type="text" value="60,825"/>

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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	\$85,000
2.	Program Specialist	\$60,000
3.	Site Coordinators (2)	\$90,000
4.	Support Staff extra-duty pay	\$555,600
5.	Employee benefits	\$198,840

Professional and Contracted Services

6.	Accelerated Instruction Services	\$357,028
7.	Enrichment Services	\$227,716
8.	3rd Party Quality Monitoring	\$7,200
9.		
10.		

Supplies and Materials

11.	Time for Kids Nonfiction Readers Prek-8th	\$60,000
12.	Focused Reading Intervention K-8th, Focused Mathematics Intervention K-8th	\$64,000
13.	Exploring Social Studies K-8	\$40,000
14.	Smithsonian STEAM Readers K-5	\$43,000

Other Operating Costs

15.	Educational Field Trips	\$63,000
16.	Awards and Incentives	\$8,616
17.	ACE conferences, workshops, meetings	\$20,000

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

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

Appendix I: Negotiation and Amendments

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

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

You may duplicate this page.

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

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

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

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