



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 The Rhodes School for the Performing Arts (RSPA)

Campus name The Rhodes School Humble CDN 101861 Vendor ID [] ESC 4 UEI LKWHG2TWH

Address 13334 Wallisville Rd. City Houston ZIP 77049 Phone 281-458-4334

Primary Contact Ashley Miller Email amiller@rhodesschool.org Phone 346-214-6924

Secondary Contact Natasha Henderson Email nhenderson@rhodesschool.org Phone 281-458-4334

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 Ashley Miller Title Superintendent Email amiller@rhodesschool.org

Phone 346-214-6924 Signature [] Date []

Grant Writer Name Annetra Piper, Ed. D. 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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Adjustments on this page have been confirmed with [] by [] of TEA by phone / fax / email on []



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Authorized Official Name Ashley Millier Title Superintenden Email amiller@rhodesschool.org

Phone 346-214-6924 Signature [Signature] Date 1/23/2023

Grant Writer Name Annetra Piper, Ed. D. Signature [Signature] Date 1/23/2023

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RFA/SAS # 701-23-106/180-24

2023-2024 Nita M. Lowey 21st CCLC Cycle 12, Year 1

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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.

RSPA used several methods to determine the needs of the students, parents, and the community surrounding the schools. Initially, RSPA reviewed student data using the most recent Texas Academic Performance Report (TAPR). Although the ratings of the proposed schools to be included in this project (The Rhodes School Humble - 2022 Accountability Rating: B) and The Rhodes School Northshore (NS) (2022 Accountability Rating: Not Rated: Senate Bill 1365) and the district as a whole has a B rating, the students are in need of intensive intervention to help them succeed. In addition to accountability ratings, student scores on STAAR assessments were also reviewed. The Rhodes School (District) serves approximately 607 students in grades PreK - 8. The data show 90.4% of the students are economically disadvantaged (ED). The Rhodes School also had parents, students, teachers, and staff complete a survey to determine the needs of the campus. This survey included information regarding school culture and climate, school (student) safety, home-school relationships, parent engagement, and equitable access. The assessment also reviewed student attendance, discipline data, and student withdrawal data (important indicators of student engagement). Each assessment was completed locally at the school level. Reading data reveals that 42% of Humble Pre-K - 8 were at the At Meets or above level, and 35% of the students were At Meets level in Math. At the Northshore campus, K – 5 on the most recent state assessment shows 38% of the students for All Grades At Meets in Reading, and a startling 25% of NS K – 5 were At Meets in Math. These numbers are far below the state measure. There is a need for additional interventions for students to increase in reading and math. Additionally, with 90.4% of the students being economically disadvantaged (ED), they may not have been exposed to experiences or opportunities to the same degree as their non-ED peers. The student attendance rate, at 94.7 for the district, shows a willingness to come to school; however, with 16.4% of students being chronically absent, this is a concern. Also, 57.3% of students are at-risk. Based on the student enrollment at each school and the % of students most in need of assistance for each school, the following numbers of students are available to be served and will be targeted by the program - Humble (354 students enrolled/58.2% at-risk or 206 students. Humble will serve at least 125 students; NS (253 students enrolled/56.1% at risk or 141 students, serving at least 125 students). The results of the survey showed that participants identified a need for an after-school program that would keep these low-income students safe and provide an avenue for parents to become more engaged in the school. Additionally, the number of students who did not reach At Meets levels in math and reading demonstrates a need for more targeted support. Students who score below 65% on reading and math assessments, have more than two unexcused absences during a 9-week period, or have more than one office referral during a 9-week period will be recommended and prioritized for participation. Students will also be able to participate because of interest if they are not recommended. Students will be recruited by receiving details of the program and creating excitement about the proposed activities. Surveys will be used for other activities of interest to students and families. The plan will address the needs of the families by ensuring that classes/events are provided for parents during evenings for working parents and during school time for those who do not, ensuring accessibility for the families and providing activities that are of interest to them.

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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.

Rhodes School for Performing Arts has created Grant-Level Summative SMART goals designed to increase student success and parent engagement throughout the grant period. SMART goals and benchmarks are as follows:

Goal 1: By the end of the project period, at least 60% of participating students will score at or above the state level passing (At Meets Grade Level or Above) on the state assessment in reading, as measured by the baseline year's score. The benchmarks created to support SMART Goal 1 are: (a) By the end of the first quarter, at least 15% of participating students will show an increase in reading scores through documented data based on the beginning of the year (BOY) assessment; (b) By the end of the second quarter, at least 25% of participating students will show an increase in reading scores through documented data based on the middle of the year (MOY) assessment; (c) By the end of the third quarter, at least 50% of participating students will show an increase in reading scores through documented data based on the end of the year (EOY) assessment.

Goal 2: By the end of the project period, at least 55% of participating students will score at or above the state level passing (At Meets Grade Level or Above) on the state assessment in mathematics, as measured by the baseline year's score. The benchmarks created to support SMART Goal 2 are: (a) By the end of the first quarter, at least 15% of participating students will show an increase in math scores through documented data based on the beginning of the year (BOY) assessment; (b) By the end of the second quarter, at least 25% of participating students will show an increase in math scores through documented data based on the middle of the year (MOY) assessment; (c) By the end of the third quarter, at least 50% of participating students will show an increase in math scores through documented data based on the end of the year (EOY) assessment.

Goal 3: By the end of the project period, chronic student absenteeism will decrease by 5%, as measured by the baseline year's level. Benchmarks: (a) By the end of the first semester, at least 85% of participating students with an attendance rate below 90% will increase attendance to 95%. (b) By month 3, the number of parent contracts signed regarding participant attendance will be 100%. (c) By the end of the program, at least 90% of the students will have participated in the program for 60 days or more.

Goal 4: By the end of the project period, the number of participating students sent to the office for discipline reasons will decrease by 50% compared to the previous year. Benchmarks: (a) By quarter two, at least 35% of teachers of participating students will report an increase in engagement in learning; by quarter three, the percentage of teachers will increase to 55%. (b) By quarter three, the percentage of participating students receiving in-school suspensions will decrease by 50% as compared to the previous years' suspensions.

Goal 5: By the end of the project period, the number of parents who participate in school events will at least double as measured by the previous year's participation levels. Benchmarks: (a) By quarter two, the number of parents who attend signature parent engagement events will increase by 50%, as measured by the previous year's attendance; (b) By quarter three, the number of parent attendees will increase by 75%; (c) By quarter two, the number of parents enrolled in at least two 21st CCLC class will meet the requirements of enrollment of at least 20 parents per class. (d) By quarter 3, via a survey, at least 90% of parents will report the program is beneficial to them and their families.

Key strategies for recruiting and retaining students: The old adage that students (and people) vote with their feet is very true. The proposed program will provide a variety of quality, exciting, and enriching after-school activities to students. Recruitment will include advertising on campus about the upcoming program. Offering classes that are of interest to students, fun, and high energy will encourage program participants to continue to attend the after-school program. Participating students' daily attendance will be tracked, and incentives will be given to students that maintain regular attendance. Adult family members will be engaged in the program through monthly newsletters that highlight events and activities through the program in communication about their child's success. Classes offered to parents will be of interest to them. The program will recruit and pay staff that have the skills and talents to provide fun, interactive, and engaging activities for the students. The site coordinators hired will have the capacity to successfully oversee the program and monitor the program with fidelity.

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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.

The required performance measures will be used to evaluate the overall effectiveness of the proposal. The components of the evaluation plan include data from student performance indicators (e.g., overall student academic achievement; improved scores on the tests compared to baseline data and benchmark measures; the percentage of students performing at/above grade level; surveys; attendance records; discipline records; and programmatic indicators (e.g., how well the project is being implemented, students who meet the required program attendance, and meeting objectives on time and within budget). Data will be collected, analyzed, and reported by comparing baseline data for the program participants to determine growth within the project. Through data collection procedures, pre- and post-surveys, and reviews of project and school records, appropriate feedback will be provided on the quality or effectiveness of all major activities and strategies to program administrators (project director and site coordinators) throughout the project year and at the end of each project year to facilitate appropriate project implementation improvements. The evaluator will meet with program administrators at the end and/or the beginning of each project year, and throughout the year, to discuss findings from the annual report. The project evaluator will provide ongoing evaluative feedback on all implementation elements so that timely ongoing programmatic modifications can be made throughout the duration of the project's implementation and documented. Results of the formative and summative evaluations will be used to define program goals and objectives and to determine the overall effectiveness of the project. If the benchmarks or summative SMART goals do not show progress, the program director and site coordinator will review the program to determine what is not successful. This will include attendance, engagement, and value related to math, reading, and STEM. Program administrators will also monitor programs using walk-throughs to ensure the activities are on course and supportive of daily academic needs. Programs that are not successful may be changed at the end of each session (end of semester or year).

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.

Proposed program activities: The Rhodes Schools, at all locations, focus on Science, Technology, Engineering, Art, and Math (STEAM) as an innovative instructional approach with an arts-based framework and a particular emphasis on increasing student opportunities for STEM. Based on this framework, the activities for the students in the 21st Century CLC program will be STEAM-related activities. The first hour of the program will focus on math, science, and reading classes. During this first hour, all students will be tutored in math, reading, and science, with targeted students receiving high impact tutoring (HIT). They will also have an opportunity to participate in homework help time, if they do not need to be tutored. Students will be assigned to tutorials or homework help for the entire term. If it is determined that a homework help student needs to be assigned to a tutorial class, based on a review of grades, benchmark assessments, or teacher input, the student will immediately be assigned to a tutorial class the next week. Tutoring, especially focused on reading and math, help students do better in school (Cook, et. al, 2015; Tomic, 2016). Also, having the ability to receive assistance and ask questions regarding homework can improve students' scores in the classroom. The second component of the program will be the enrichment component. As the students transition to the enrichment component, they will go to the cafeteria for snack time and will be assigned to the area of the cafeteria where they will be picked up by their enrichment teacher. The enrichment teacher will take the students to their classroom after snack time. Students must participate in the tutoring or homework help component in order to participate in the enrichment component. During the enrichment component, beginning in the second hour, students will have an opportunity to be assigned to multiple disciplines in dedicated classes. The assignment is based on student choice, but once chosen, students will be assigned to the class, since this is not a drop-in program. There will be an opportunity for students to be moved to another activity within the semester if the class does not meet the student's expectations. Examples of enrichment activities include performing and visual arts (theater/drama, dance, music, and art); STEM (robotics, animation, engineering design, and coding); and physical activities (basketball, soccer, and karate). Learning labs will be incorporated into the program, similar to the learning labs the students experience during the school day using project-based experiential learning opportunities. In these learning labs, students will be exposed to authentic, real-world settings where they put classroom theory into practice. The project-based experiential learning lab activities will be aligned to the school day curriculum. Program activities were chosen based on student interest. As a STEAM magnet school, students are already excited about STEM and art. Programs that fail to excite students about learning will not generate sufficient participants to fill program capacity and can impact attendance and enrollment (Harackiewicz, Prinski, and Smith, 2016; Renninger, KA, Hidi S. 2016). Additionally, project-based learning (PBL) has high efficacy for motivating students to learn because it provides opportunities for students to work collaboratively in groups to answer driving questions or meet challenges to complete projects (Bell 2010). Students learn by doing and exposure to different environments, activities, or opportunities creates and maintains interest, enhances understanding, and fosters critical thinking (Renninger KA, Hidi S. 2016). The integration of fine arts with STEM develops cognitive functioning and increases student academic achievement, high-order thinking, communication, and collaboration skills (Coxon, 2012; Bevin, 2012). Fridays will focus on leadership and life skills training - financial literacy, conflict resolution, personal goal development, social emotional development and decision making. In a survey provided to parents, they indicated that they would like to participate in activities that will help them understand school processes, gain skills, and become better parents. Based on this information, parent/family activities will focus on skills development with classes like, computer, resume writing, and financial planning. The program will also provide opportunities for parents/community members to get their GED or learn English, as well as learn parenting skills and how to help keep the school accountable for effectively educating their children. The program will also offer parents classes of interest, such as floral design, gardening, and nutrition/cooking. The student activities are expected to improve student academic achievement and overall student success because they will be based on increasing reading, math, and/or science skills. The lesson plans of the program teachers must demonstrate how these fun and engaging activities that integrate math, reading, and science will keep students interested in the program. Educational field trips will provide students an opportunity to tie what they learn during the school day and the after-school program to a real-world setting, helping students understand the importance of what they are learning and how these skills can be applied to everyday use. The parent activities are expected to keep the parents engaged in the school and their child's success. Parent activities occur weekly or monthly, depending on the class.

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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 program will use STEM and arts integration (STEAM) as the catalyst to increase student achievement, in both their classroom grades and on state tests, as well as prepare the students for postsecondary and workforce readiness, and increase positive youth development. Creative expression through the arts increases student self-confidence and helps students find common ground despite differences and allows them to learn from each other during positive classroom and social interactions. (Swapp, 2016). STEAM programs promise to: (1) engage students in innovative, technology-rich, creative learning experiences; (2) motivate students and families to participate in the innovative practices (3) prepare youth to succeed in school; and (4) encourage students to pursue post-secondary education and successful careers (Hayden, 2011; Vega, 2012). Reports from school districts across the country with high percentages of students receiving free and reduced-priced meals show that allowing students to use PBL, STEM, and the arts, in an after school environment, provide increased student achievement (Nichols, 2012; After School Alliance, 2013). Students enjoy using project-based learning (Gay, 2010; Ladson-Billings, 2010; Hmelo-Silver, 2004; Thomas, 2000). STEAM lends itself to the effective use of project-based learning and student achievement (Han et al, 2014). It is also important to begin exposing STEM to children as early as possible in order to increase their desire for STEM and impact how they perceive STEM and STEM careers (Dejarnette, 2012). Integrating art into the education of STEM and other coursework allows students to be creative and logical, using both the left and right sides of the brain. These factors together allowed for the alignment of the mission and vision into the afterschool program. The STEAM-based activities will be aligned to regulars school day activities. The activities will be a part of the program for a semester, with students having the opportunity to stay with the class or choose another one that is of interest to them at least once, increasing voice and choice. RSPA will use a Restorative Practices program called CREW (Community, Responsibility Ethics and Works) to foster understanding amongst students and help students manage conflict. CREW is based on The Leader in Me (Covey, 2014) concept.

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.

Because the 21st CCLC Cycle 12 programs are held on the students' campus, getting to activities will not be a problem for participants. According to a survey completed with the students, approximately 60% of the students will need bus transportation home, 30% will be car riders, and 10% will walk home. Transportation will be provided for the students who live too far away to walk or whose parents are not able to pick them up to ensure that the students arrive home safely from the program. Students who are able to walk home will not be allowed to do so unless there is written permission from the parent and kept on file in the campus office. Teachers and staff who work with the program will participate in the dismissal process so students will not be able to slip away unnoticed. Students will be placed on the bus or taken to the pickup station where the parents are waiting. The site coordinator will provide the list of students by dismissal type (bus rider, walker, picked-up). A grant staff member will be on hand until every child is picked up or taken on the bus. Dismissal protocols will include ensuring that the person picking up the student is authorized to do so, and the staff will check ID, verifying authorized pick up. Students who are not picked up within 15 minutes after the program ends will be escorted to the office to contact their parent. If parents do not respond or are not available for an additional 15 minutes, students will be placed in the care of the site coordinator. Centers will provide on-site security by a police officer, if necessary and students will be carefully supervised to maintain safety. Any off-site activities that occur will be done with a chaperone ratio of 1 to 10 students, with at least half of these chaperones being district teachers/staff. For off-campus activities, such as field trips or event activities, students will be brought to the site by bus and returned to the center for dismissal. The same protocols used to ensure the correct students are on the bus to attend the field trip will be used to return to the campus (i.e., roll call, checking seats, etc.). For dismissal, if parents are unable to be reached within an hour, authorities will be called. The campuses that participate in this project will add an extra level of protection by providing an on-site safety monitor or police officer, if necessary.

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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.

RSPA will communicate information about the program via the district and school websites. Flyers, handouts, assemblies, call-outs, marquees, automated phone messages from the parent coordinator, information by sign-in/out sheets, evening announcements on the PA system, after-school parent meetings, and a community newsletter will be used to advertise the program and recruit the students.

Information about the program that will be disseminated to the community and parents will be written in both English and Spanish or any other language needed to communicate with the parents and community. Verbal communication through call-outs or automated phone messaging systems in both English and Spanish will also be used to inform parents about the offerings and happenings at the center. Information will also be distributed at Open House, PTA meetings, and other school programs where parents and community members will be in attendance. The program will also create and distribute a monthly newsletter with updates regarding program success, upcoming events, and student highlights.

Bulletin boards in high-traffic areas of the school will also promote the program, as well as flyers distributed throughout the community. Additionally, the school will advertise the program on electronic information boards that are installed in the reception areas of each campus. Announcements in the local community papers will foster partnerships and create visibility of the program. Social media (with parent permission on file to showcase students) will be used to advertise and highlight the program and events. On all communication, the school will use 21st Century CLC, Texas 21st CCLC, or Texas ACE in its communications for consistency.

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)

The RSPA program will use volunteers as a part of the 21st CCLC program. RSPA will accept qualified applicants within the local communities to volunteer and participate in our 21st Century Community Learning Centers. Parents and community members that have gained some life experience can put their skills and talents to good use by volunteering at the proposed 21st CCLC sites. Volunteer tutors must have at least a high school diploma or equivalent, with preference given to persons with prior tutoring experience, experience working in a school setting, post-secondary education, or workforce training. Recruitment of volunteers will be systematic and ongoing.

RSPA will contact parents to determine interest in participating as a volunteer. RSPA already has a contingent of parent volunteers who consistently support the school and will reach out to them first. RSPA volunteers must complete a screening and pass a background check before actively participating in the 21st CCLC centers. All volunteers are required to complete a full and comprehensive criminal background check, which includes searching the national criminal database (using the national fingerprint-based FBI background check), sex offender registries, and child abuse records. RSPA will also check both business and personal references. The safety of RSPA students is and will continue to be a top priority. Volunteers will play an important role in the program by chaperoning student events, monitoring student traffic in hallways to ensure safety, tutoring, and distributing flyers and advertisements to parents who pick up students. Before the volunteer comes to the Centers, they will participate in orientation sessions focused on required standards for volunteering. Additional orientation sessions will be given by campus staff. These sessions will include a discussion of the goals and objectives of the program, tours of the Centers, and introductions to 21st CCLC staff. It will be important for volunteers to have frequent communication with the 21st CCLC staff and principal.

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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.

RSPA will coordinate federal, state, and local programs to make the best use of funding for the program. RSPA will use funding from Title 1 federal programs to support the regular tutoring component of the program. Teachers will be paid extra-duty pay from these funds to tutor students during the first hour of the after school program. The teachers hired to participate in the after school tutorials and homework help will be regular school day teachers who are familiar with the curriculum and the students' needs. Additionally, because the program will encourage attendance and participation, student classroom attendance will increase, providing them with more time in the classroom and more focused and safe support during the after school hours. RSPA will purchase some snacks for the program participants through the free breakfast and lunch school meal program provided by the U.S. Department of Agriculture. These snacks, along with the ones provided by the grant, will allow students to have a nutritious meal or snack during the program. Special Education resources will be used to provide modifications, interventions, and supports where needed for program students. 21st CCLC is open to all students; therefore accommodations will be provided for special education students as needed. RSPA is a recent recipient of the federally funded Magnet Schools Assistance Program (MSAP) grant. These funds will be used to expand the Science, Technology, Engineering, Arts, and Math (STEAM). MSAP funds will be used to bridge the digital divide that continues to limit students' access to information and hampers their ability to explore, innovate, create, and analyze through technology. It is also a very real barrier to parent engagement because parents cannot avail themselves of the digital resources that support parent/home connections. Funding from MSAP can support the purchase of additional technology that can be used to extend STEM from the school day. Special curricular and enrichment activities (Robotics Clubs, Fine Arts Classes, Technology Clubs, Learning Labs, etc.) supported through the MSAP grant will engage students in group learning and social interactions that break down racial and socio-economic barriers and promote diversity through respect.

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.

The program will work with community members and stakeholders to identify additional funding and services that can be provided to the students at no cost in order to continue program services when the funding is over. Community members and stakeholders will be regularly engaged by serving on a steering committee that can provide feedback regarding program quality using feedback from within the community, from parents, and from students. Additionally, RSPA and HCCAC will seek to partner with entities that can enhance the after-school program with financial and capacity building resources and provide the forum in which many of the experiential learning activities can take place. Potential partner representatives from the arts, postsecondary education, STEM-focused groups, private industry, social support, media, and education organizations will work with RSPA and HCCAC to support implementation, promote sustainability of services, and diversify the perspectives that shape programming, as well as provide in-kind services when necessary. Partners will also leverage resources to expand the impact of the after-school program and help the schools increase positive outcomes aligned to the measurable program goals and objectives. RSPA and HCCAC will actively seek out additional grant funding and donations. Additionally, as student scores rise and more students attend the schools, state funding will increase. The schools will create innovative ways to use additional state funding to support after school opportunities for students and families. Programs may not be at the full capacity as they are with 21st Century funding, but some components of the program will stand, including tutoring and limited STEAM related activities. The resources provided by this grant will be used to showcase not only the work of the students, but the academic increase that a program of this caliber can produce by increasing engagement (family and student), attendance, and academic achievement.

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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

RSPA expands the educational choice of families with children Pre-K through 8th grade while providing increased opportunities for students. Founded on the principles of Scholarship, Leadership, and Citizenship, RSPA will partner with Harris County Cultural Arts Council (HCCAC). HCCAC believes that the arts are a societal cornerstone that brings people together and builds community. In order for that to occur, the arts must be accessible to all regardless of income or ethnicity and is the primary mechanism for preserving, sharing, and celebrating the history of the culture of all people. HCCAC believes that arts education is an essential tool in developing the whole person and, therefore, must not only be a part of the educational system but must also be a part of everyday life. In this project, RSPA will focus on STEAM learning (STEM, with an arts integration framework) in keeping with the overall district mission and focus. Together, HCCAC and RSPA will partner to increase the opportunities for students to be exposed to the arts and STEM. HCCAC and RSPA will create a formal agreement (see attached) that increases the capacity of each organization to achieve their shared goals of expanding the arts and arts-integration with STEM. To increase the strength of the partnership, HCCAC will provide to the participating students of RSPA an opportunity to attend events, shows, and activities sponsored by HCCAC and use the event venue free of charge. Participants will be able to interact with actors, artists, and other noteworthy individuals who have a strong place in the art world. HCCAC strives to be a strong, multi-faceted local arts advocate with priorities that include community place-making, providing a venue to cultural organizations and professional artists, developing and advocating for cultural funding, enhancing arts education, providing services that build capacity, and marketing East Harris County as a destination for cultural tourism. The organizations share the focus of improving the quality of life for students, parents, and community members through arts and culture-based community engagement and using the arts to promote social and economic justice in the region. HCCAC and RSPA desire to help build students into people of integrity, who contribute to the good of society, and who are equipped to successfully compete in a global marketplace. The organizations will actively partner with one another by meeting monthly with the district leadership, principals or their designees from each school, and HCCAC leadership to ensure that the program stays on track and on budget, including reviewing program goals and activities to ensure success. They will actively engage in finding additional partners to support the program efforts and recruit volunteers to work in the program. Because of the broad reach that HCCAC is able to attain, students at RSPA will have access to a greater number of arts-related programs than they would have on their own. A copy of the MOU is included with the application that will be implemented if the proposal is awarded. This partnership will assist in achieving stated objectives and sustaining the program over time. The objectives will be met through the arts component, which will increase student engagement in the program. The arts activities will integrate STEM, which will support the improvement of math, reading, and student engagement and attendance. Parents will be engaged by participating in the arts events through volunteer efforts and attendance in student-led performances. HCCAC will provide the partnership activities on the campuses listed in the application. The students at the RSPA Northshore will be able to walk over with staff to performances and other events at the venue. Students at RSPA Humble will receive bus transportation to take them to events at HCCAC. These funds will come from the grant.

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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.

The site coordinator will meet weekly with the teachers of the program students. During these meetings, they will determine what is being taught during that time, how the students are doing in the teachers' classes, which additional supports are needed for the students, etc. The site coordinator will also review student grades to determine if the program is having an immediate impact on student success. Program teachers will complete and submit lesson plans, which identify what will occur during the week. The site coordinators will share what is taught during the school day with the after school staff to ensure that they are meeting the academic needs of the students and work with them to coordinate the after school activities with the needs of the students. RSPA will develop a progress report for each program student that allows teachers to provide anecdotal feedback on student progress in the targeted areas, as well as use STAAR data and benchmarks to determine success.

Program Priority 1 - Program Integration: RSPA will use the Additional Days School Year Full Year Redesign (ADSY FYR) to extend the school year to 180 days in order to provide more opportunities for learning for students. ADSY funds will be used to support the summer program and any cost incurred from extending the school year to 180 days. The summer program will be 5 days a week, 6 hours a day, with a focus on reading, math, and enrichment. Scholars will also take weekly field trip experiences. RSPA will also integrate the benefits of COVID Recovery Instructional Materials Support Initiative (CRIMSI) to provide professional learning directly to teachers, coaches, and leaders through asynchronous modules and live virtual communities of practice so that they are better equipped to work with students and understand the best use of the HQIM. This will benefit the students in the program who need intensive support and will benefit those in the high impact tutoring classes (Program Priority 1). RSPA currently participates in training on how to effectively use the HQIM with fidelity. RSPA also provides support to address student learning loss through some components of the TCLAS with initiatives such as: Additional Days School Year Planning and Execution Program (ADSY PEP); Resilient School Support Program (RSSP); Grow Your Own (GYO); and Strong Foundations Grant from House Bill 4545. RSPA does whatever it can to help students succeed.

Program Priority 2 - Targeted students will receive high impact tutoring (HIT). The 1:3 teacher:student ratio tutoring will allow teachers/tutors to target specific deficits in the students' academics. The students of similar skill levels will be placed with the HIT teacher so that they can feel success within their group. This will also allow students to get more specialized attention based on their needs and close monitoring of their knowledge and skills. What they are learning will be in alignment with the school curriculum. The site coordinator will work with the teacher of record for the participating HIT student to ensure that the information needed for the student's success is shared with the tutor/teacher. Research consistently shows that high-impact tutoring positively affects student learning (Robinson and Loeb, 2021; Cook, et. al, 2015; Materra and Morris, 2018). The HIT component will occur during the same time as the tutoring/homework help component that all students will participate in so the HIT students will be able to participate in the enrichment programs as the other students when the tutorial component is over for the day. Students in the HIT program will be exposed to high quality instructional materials (HQIM) purchased from TEA and will receive support based on what is being taught during the school day and the needs of the students. The materials will focus on reading and math skills' enhancement. The HIT teachers and tutors will receive training and professional development on the best use of the materials and how they will best support the students. It is especially critical that these students are provided support since returning from being out of school during the coronavirus. Studies have shown that high poverty students will have a larger gap during the time of this pandemic (Kuhfeld and Tarasawa, 2020). They compared it to the potential loss of students during the summer slide, especially in math and reading.

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

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11. Request for Grant Funds

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

Payroll Costs

1.	1 FTE Project Director @ \$60,000 to provide oversight of the program at the district level;fring	\$71,400
2.	2 FTE Site Coordinators @ \$40,000 each; fringe at 19% (for each FTE; 9% for ex-duty pay)	\$95,200
3.	1 FTE Program Specialist @ 35,000 to support the engagement and learning components;fri	\$41,650
4.	Extra-duty pay for sch yr teachers 7 teachers x 2 schools x 1.5 hours/day x 156 days x \$25/hr	\$89,271
5.	Extra-duty pay for sum. teachers x 7 teachers x 2 schools x 6 hours/day x 25 days x \$25/hr;fri	\$57,180

Professional and Contracted Services

6.	Sports (Karate, basketball, soccer, etc.)	\$15,000
7.	Arts (photography, videography, dance, percussion, theater, keyboard)	\$15,000
8.	STEM (robotics, computer, animation, coding, etc.)	\$15,000
9.	Parenting Activities	\$8,000
10.	Program Evaluator	\$2,000

Supplies and Materials

11.	Sports equipment	\$5,000
12.	Arts equipment	\$5,000
13.	Robotics and other STEM equipment	\$5,000
14.	General and classroom supplies and materials	\$6,299

Other Operating Costs

15.	Bus transportation home (10,000); Bus transportation for field trips (\$5,000)	\$15,000
16.	Travel to mandatory meetings and conferences (\$3,500); field trip fees (\$12 x 250) x 3 per yr	\$15,500
17.	Snacks (some snacks provided by FRM program and community partner)	\$3,000

Capital Outlay

18.	<input type="text"/>	<input type="text"/>
19.	<input type="text"/>	<input type="text"/>
20.	<input type="text"/>	<input type="text"/>

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

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Appendix I: Negotiation and Amendments

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

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

You may duplicate this page.

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

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

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

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