



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 Venus ISD
Campus name Venus High School CDN 126908 Vendor ID 1756002705 ESC 11 UEI NL31NX47E
Address 12 Bulldog Dr. City Venus ZIP 76084 Phone 9723668815
Primary Contact Hollis Moore Email hollis.moore@venusisd.net Phone 9723663448
Secondary Contact Ann-Marie Morgan Email annmarie.morgan@venusisd.net Phone 972-366-3448

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 James Hopper Title Superintendent Email james.hopper@venusisd.net

Phone 972-366-3448 Signature [Signature] Date 1/23/2023

Grant Writer Name Ann-Marie Morgan Signature [Signature] Date 1/23/2023

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

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

**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.

Venus ISD serves 2300 students in grades PreK - 12, over 75% of whom are identified as ECD, 28.7%, EL, 41.3% at-risk. The district received a B rating in 2021-22, but only 37% of students Meet grade-level expectations in Reading, and 25% in Math. The number of students district-wide needing accelerated learning support is 31%, and 8.3% of students are chronically absent. These numbers indicate that students in elementary, middle, and high school need access to more resources for targeted academic support and student interest-based enrichment and that will engage more families. In the first year of the Venus STEAM Center, the goal is to recruit 20 elementary, 40 middle, and 45 high school students. Survey data indicate a dearth of afterschool programs and activities for students both in the district and community as well as activities that can engage families. While Venus ISD's two secondary campuses offer extracurricular programs for students, fewer than 26% of respondents to a needs survey agree or strongly agree that there are enough afterschool activities and programs offered to students either in the district or community. Lack of transportation is often cited as a reason for students not participating in activities. Working families lack the resources to pay registration fees and other costs associated with clubs and activities outside of the school district. Interest-based clubs may be started by a teacher, but if that teacher leaves the district, the club disbands. Many students do not access the public library due to lack of transportation. The proposed Texas ACE Venus STEAM Center will prioritize interdisciplinary investigations, and through the partnership of STEMiversity, provide a central theme in the study of forensics, which will allow students to develop needed reading and math skills through exploration, experimentation, mock trials, creativity, presentation, and collaboration. Numerous studies have cited the low participation and graduation rates of minority, women, and low-income students in STEM programs. According to Julia Clark, "minorities are underrepresented at every level from elementary to graduate school." She continues, "Lack of preparation in science among under-represented minority groups in the early elementary grades undermines enrollment and success in secondary-level school programs and, ultimately, in college and career choices later in life." (Clark, 1999). Low-income students from every part of the nation face serious challenges due to lack of early intervention at the secondary school level. The Venus STEAM Center aims to use forensic and environmental science to stimulate elementary, middle, and high school students interests in science and increase student interest in STEM-based careers. The STEAM Center will also partner with the Venus Public Library to increase awareness of the adult education courses currently offered for English Learners. The STEAM Center will invite family members to participate in various student events through the summer and school year such as mock trials and student demonstrations as well as events designed for family participation such as group activities and classes. Priority will be given to a bilingual project director or site staff member to ensure clear communication with all families, and translators will be provided at all family events. The STEAM Center will also partner with the Venus P-TECH to ensure that all students understand the college and career opportunities available to them in high school.

**For TEA Use Only:**

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

**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.

The STEAM Center will be open to students in grades 4 - 12. Students will receive information through class meetings and campus announcements, fliers and emails sent to parents, and shared through district and campus social media. Information about the center will be offered at all campus and district events. Parents of students identified as needing additional support will be contacted directly by phone and email. Students will see demonstrations of the forensic curriculum in their science classes. An informational meeting will be held in the evening on each of the campuses included in the target audience. Information will also be shared through the public library and willing community churches.

Staff for the center will be recruited from within the district through announcements at staff meetings and email; postings for external candidates will be on the district's HR page. In addition to training for regular operations of the center, the center staff will have access to specialized professional development provided by STEMiversity in drug forensic chemistry, environmental science analysis, qualitative/quantitative, analysis, DNA, fingerprinting and chromatography. Educators will use these knowledge-based skills to help deliver science curriculum subject to their students. Training will be designed so that teachers who do not have a science degree will gain the necessary confidence and skills to deliver the selected forensic subject matter.

A district leadership team consisting of the project director/site coordinator of the STEAM Center, district and campus administrators, STEMiversity staff, and community members will meet quarterly to determine curricular checkpoints and review progress measures, ensuring the programs are implemented with fidelity. The project director will collaborate with classroom teachers to ensure that what students are learning at the center is relevant to their regular school instruction. Collaboration between the project director and the campus GT coordinators and science, technology, and art teachers will ensure alignment in all areas of enrichment.

The district administers MAP Growth in reading and math three times a year as well as two interim assessments to monitor student progress. These measures will also be used to monitor the academic progress of students who participate in the center. The center's programming will promote the integration of reading, writing, and communication as well as how these and other 21st Century Skills are needed for college and career readiness and future academic success. Students will build confidence as they engage in investigation, collaboration, and presentation with opportunities for leadership. Center attendance reports will be compared to daily school attendance. Surveys and parent sign-in sheets will be used to monitor engagement with adult family members.

**For TEA Use Only:**

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



## 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 center's leadership team will use evaluation data to modify methods of instruction and focus of content and make decisions about what training and support are needed for teachers. The project director will enter daily activity attendance and outcomes in the TX 21st CCLC Student Tracking System. The project director will use the state and local evaluation reports to propose action plans to the leadership team and make recommendations on changes in operations or programming. The project director will attend the Out of School Time Initiatives Conference as well as participate in other training provided by TEA and/or recommended by the district leadership team. The project director will utilize the technical assistance provided by TEA for questions and concerns related to operations or programming. At least quarterly, the STEAM Center leadership team will monitor progress through observation of the center's activities and meetings to analyze data and develop action steps for improvement.

## 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 21<sup>st</sup> 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.

### For TEA Use Only:

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

**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.

STEAM Center students will receive individualized support from site staff members in core instructional areas for a designated amount of time each day the center is in session. Site staff members will receive training in the high-quality curricular materials used by campuses in reading and math so that they can better support the students. This targeted academic support time will be designed so that all students have opportunity to receive support and work on relevant tasks or software programs that will help them develop necessary math and reading skills. The primary curricular programming will be provided by STEMiversity and will engage students in enrichment activities based on their interests. The Venus STEAM Center will provide students exciting, hands-on forensics-based experiments through the partnership with STEMiversity. STEMiversity's resources include access to leading science professionals and instrumentation most students do not see until their final year of college or on-the-job training, including an infrared spectrometer, analytical balances, microscopes, and Gas Chromatograph/Mass Spectrometer. The core curriculum includes forensic and environmental analysis, evidence collection techniques and spectral analysis for identification. The key learning points include chemistry of color, observation and recording of data. Students will also demonstrate an understanding of context and understanding of instrumental techniques and identification of unknown substances. Creating a culture of safety is one of the most important aspects of working in a laboratory. STEMiversity is in partnership with the Laboratory Safety Institute to provide safety training. Students and teachers will gain knowledge and training on how to work safely in a laboratory environment. Students will participate in mock trials, and family members will be invited to observe student presentations and participate as jury members. The forensics curriculum will be interdisciplinary in nature and involve reading, writing, math, art, and technology. Throughout the projects and based on their areas of interest, students will have opportunities for creative writing, drawing, theater, and graphic design. Projects will include problem-based, age-appropriate research with opportunities for presenting in a variety of formats. Students will have opportunities to research their own areas of interest and design projects that integrate what they learn in school and in the center. Students will create informational presentations for their parents and family members.

Frequent opportunities for family engagement will occur. The center will partner with the public library to offer adult ESL classes and other educational classes. The center will partner with the P-TECH to offer families information about college, college readiness, financial aid, and local workforce opportunities. Families will be invited to STEAM Nights, in which they will have the opportunity to participate in some of the experiments that students do. Families will be invited to participate in the mock trials and other presentations developed by students. The family engagement calendar will be planned to complement the campus calendars so that families have opportunity to access all relevant events, such as parent-teacher conferences, AVID Night, ESL Night, Fine Arts Night, etc.

Students will also have opportunities for physical activity in a safe environment. Students will receive a healthy snack during each afterschool session as well as lunch during summer sessions. Site staff members will receive training on talking with students about nutrition and the importance of physical activity.

**For TEA Use Only:**

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

**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 STEAM Center will integrate several best practices to ensure academic performance and achievement. Site staff members will be trained in Social-Emotional Learning strategies and curriculum so that students receive support in developing social skills, developing and maintaining relationships, and managing their own behavior and attitude. Through the hands-on, collaborative projects, students will have many opportunities to practice these skills.

Older students will be afforded the opportunity for work-based learning through practicums with STEMiversity and will receive instruction and time for researching careers, preparing for the workforce, and developing resumes and interview skills. Younger students will receive exposure to STEM-related fields and careers. Student mentors will be recruited from the groups such as the National Honor Society, AVID Elective classes, and Key Club. These mentors will support the center' staff in building relationships with students and providing academic support.

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.

The center will be located at the high school campus. Students will be transported to the high school from the middle and elementary schools by bus immediately after school is dismissed. Since the campuses are within walking distance of each other, the bus ride will be fairly short. Parents who prefer to transport their children in their own vehicles will be allowed to do so. Bus transportation will also be provided for students to travel home when the center closes, or parents may elect to pick up their children with their own vehicles. During non-school days, bus transportation will be provided both to and from the center for all students who need that service as well. If not riding the bus, students will not be released from the center without parental approval, either by way of a parent or person designated by the parent picking up the child, or through written permission that the child is allowed to leave independently for students in grades six and higher.

**For TEA Use Only:**

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

**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.

Information about the community learning center will be disseminated to the community in several ways. All communication will include the location, times, and methods of registration.

**Internet and Social Media**  
 The district maintains a website and social media pages and will post information about the center frequently, in both English and Spanish. The district's communication officer will work with the grant project manager and then center project director to ensure that information is timely and accurate. Events will be posted on the district's public-facing calendar.

**Community Meetings**  
 The district superintendent hosts several community meetings throughout each school year to provide updates and information. These meetings take place on one of the campuses as well as various community venues, such as local churches. Spanish translation is always provided. Information about the community learning center will be shared at these meetings, including how the center benefits families and the community.

**District Communication**  
 Each campus will share information about the center via campus emails to parents, campus newsletters, and campus meetings and events. Teachers will receive information to share with parents during parent-teacher conferences.

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)

STEMiversity will recruit professionals to volunteer to present to students. All volunteers will be screened by STEMiversity for content area expertise and relevance. Volunteers will complete background checks when necessary as decided by the district's human resources department. However, the district's system for screening driver's licenses will be used when volunteers arrive on campus.

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



**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.

STEMiversity will coordinate with federal and state partners as needed to ensure access to curricular programming and instrumentation. The district leadership team will coordinate various departments to ensure smooth operations and that students receive necessary support. The director of child nutrition will ensure that snacks are healthy and that summer time meals meet nutritional requirements. The district police chief will ensure security of the location. The district nurse will ensure students at the center have access to appropriate services. The director of special education will consult on curriculum and instruction to ensure that students requiring special services have their needs met. The federal programs director for the district will monitor the implementation and use of grant funds to ensure all assurances are met.

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.

Once the grant expires, STEMiversity will continue to provide training and support. STEMiversity will continue to apply for grants that will allow them to maintain the partnership with Venus ISD and support the STEAM Center. In addition, the district will continually look for external partnerships locally and regionally to sustain the program. Throughout the life of the grant, the district will aim to absorb 20% of the program costs each year until the grant expires and then continue with 100% of funding that cannot be found elsewhere. The resources provided by the grant will help the district monitor the impact of the community learning center and evaluate its effectiveness. This data will provide evidence for the continuation of the center after the grant expires.

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



**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

Venus ISD will partner with STEMiversity to operate the Texas ACE Venus STEAM Center. STEMiversity (STEMv) was formed to address the shortage of students who pursue higher education and careers in the Science, Technology, Engineer, and Mathematics (STEM) fields. The mission of STEMiversity is to provide training and educational programs that encourage exploration, develop experiences, and provide necessary instruction for students and educators preparing for college and today's workforce opportunities. STEMiversity is a 501 (c) (3) non-profit organization founded by former Drug Enforcement Administration Laboratory Director, Darrell Davis. STEMv is based in Cedar Hill, TX. STEMv provides unique resources and curriculum that students cannot access in Venus and would be hard-pressed to access even in the greater DFW area. In fact, there are only four forensic laboratories in the DFW area. Furthermore, STEMv is partnered with colleges such as Prairie View A & M University, Texas Southern University, and Sam Houston State University, thus providing more avenues for Venus students to access college. STEMv also maintains partnerships with professional organizations such as the Committee for Action Program Services, the American Chemical Society, the National Science Foundation, the American Academy of Forensic Science, and the Laboratory Safety Institute; and, government agencies such as National Institute of Science and Technology and the Drug Enforcement Administration's Office of Forensic Science. Through Venus ISD's partnership with STEMv, Venus students will have access to information, resources, and instruction from leading professionals in forensic science around the country. Venus ISD's partnership with STEMv will include training in forensic science to teachers and students, provision of analytical instrumentation and laboratory equipment, guest speakers, workshops, field trips, and pathways for students who want to seek a degree in forensic science.

**For TEA Use Only:**

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

**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.

Measures of STEAM Center students' success will include their academic growth and performance in reading and math. Analysis of student MAP Growth scores in both subjects will indicate if students are making adequate progress to achieve their goals. Since classroom teachers discuss growth goals with students based on MAP data, students will be able to carry over those goals into the afterschool center and discuss them with their center teachers. Site staff members will be trained in how to discuss growth and performance goals with students. Site staff members will be trained in the high-quality instructional materials used during the school day: HMH Into Reading or Arriba la lectura and Into Literature for reading, and STEMscopes Math for math instruction, so that they can support students after school. The project director will have meetings with classroom teachers to identify specific student needs and gather information about what instructional activities have been used for different student groups. During academic support time, site staff members will utilize a blended learning approach, as do Venus math and reading teachers. Students will have opportunities to work with their center teacher in small groups or one-on-one and will have time to work in the computer program that supports the development of foundational reading and math skills. In Venus, students use Lexia Core5 or Lexia PowerUp for reading; elementary students use Imagine Math, middle school students use Dreambox Learning, and high school students use IXL Math. The forensic-based enrichment curriculum provides students with opportunities for interdisciplinary and problem-based learning; this curriculum builds off of the reading and math skills students learn during school and will help students practice those skills in authentic situations.

This grant program will integrate with the district's primary initiative of redesigning the school system into the P-20 Rural School Model. The district is currently planning a redesign through the support of the School Action Fund Cycle 6 grant on behalf of Venus Elementary School and hopes to receive the Cycle 7 grant on behalf of Venus Middle School. The P-20 Rural School Model calls for problem-based learning, blended learning, college and career readiness, and the implementation of a P-TECH. Venus ISD will inaugurate the first P-TECH cohort in the Fall of 2023. The STEAM Center programming aligns with both of these initiatives as it provides students more opportunities for college and career exploration, problem-based learning, and academic support. As Venus ISD plans for future P-TECH programs of study to ensure opportunities exist for all students within the P-20 Model, forensic science will be incorporated as capacity allows. The partnership with STEMv and the STEAM Center programming will lay the foundation for a program of study in law enforcement that will allow students to concentrate their studies in forensic science and pursue a degree in criminal justice. Participation in the STEAM Center will boost student readiness for P-TECH by allowing them to develop college-readiness skills both during and after school.

**For TEA Use Only:**

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

**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		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

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

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

**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/Site Coordinator, FTE	\$60,000
2.	Project Specialist, PTE	\$30,000
3.	Site Staff	\$80,000
4.		
5.		

**Professional and Contracted Services**

6.	Curriculum and programming	\$40,000
7.		
8.		
9.		
10.		

**Supplies and Materials**

11.	Supplies and materials	\$25,000
12.		
13.		
14.		

**Other Operating Costs**

15.	Other	\$7,000
16.		
17.		

**Capital Outlay**

18.		
19.		
20.		

Direct and indirect administrative costs:   
**TOTAL GRANT AWARD REQUESTED:**

**For TEA Use Only:**  
 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](mailto: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"/>	

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