TEA — Texas Education Agency

NOGA ID		Application stamp-in date and time

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

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

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

Grant period: From **07/01/2021** to **07/31/2022**   **Pre-award costs:** **ARE NOT** permitted for this grant

Required attachments: Refer to the program guidelines for a description of any required attachments.

Amendment Number

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

1. Applicant Information

Name of organization: Tekoa Academy of Accelerated Studies STEM School

Campus name: Tekoa Academy of Accelerate   CDN 123803   Vendor ID 1760556540   ESC 5   DUNS 016735891

Address 326 Thomas Blvd   City Port Arthur   ZIP 77640   Phone 409-982-5400

Primary Contact Paula Richardson   Email prichardson@tekoacharterschool.org   Phone 4099825400

Secondary Contact Carol Anderson   Email canderson@tekoacharterschool.org   Phone 4099825400

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 Paula Richardson   Title CEO   Email prichardson@tekoacharterschool.org

Phone 4099825400   Signature *Paula Richardson Ph.D*   Date 1/21/21

Grant Writer Name [   ]   Signature [   ]   Date [   ]

◉ Grant writer **is** an employee of the applicant organization.   ○ Grant writer is **not** an employee of the applicant organization.

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3. Shared Services Arrangements

Shared services arrangements (SSAs) **are** permitted for this grant.
Check the box below if applying as fiscal agent.

☐ The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing the fiscal agent and SSA member responsibilities. All participants understand that the "Shared Services Arrangement Attachment" must be completed and signed by all SSA members, and submitted to TEA before the 80% reserve on the NOGA is lifted.

4. Identify/Address Needs

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

Quantifiable Need	Plan for Addressing Need
Tekoa Academy students in Grade 3-8 master only 38% in Reading and 38% in Math and 77% of students in High School are not College and Career Ready with a mobility rate of 31.8%.	Tekoa Academy will provide educational project based learning enrichment activities/opportunities to close the educational gap across disciplines in each grade level. The project based learning enrichment activities/ opportunities will be affected in showing proficiency in state standard tests in Math, ELAR, College and Career Readiness.
Tekoa Academy serves the High School Diploma program (85th legislation) . These students are non-Tekoa students who are economically drop-outs, homeless, and state assessment retesters.	Tekoa Academy will increase the graduation rate to 100% job placement through internship and apprenticeship Programs.
Start of Tekoa Academy Parental Involvement; Pre-harvey 83%, Post Harvey 65%,Pre covid 70%, 2020 pandemic 50%. Goal is to increase 93-100% parental involvement.	To increase parental involvement to 93 % Tekoa Academy will engage parents into parental surveyed needs activities. These include financial literacy, mental health and wellness counseling, student educational support training, high school diploma (if 21-26 years of age),and employment opportunities virtual virtual conferences, podcast, webinars.

5. SMART Goal

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

Tekoa Academy will establish the foundational components of the NITA M. LOWEY 21ST CENTURY COMMUNITY LEARNING CENTERS, to include design elements & requirements. ELAR, Math and Science will increase by 5% each year based on the 2019 baseline. Number of parent involvement will increase by 10% annually documented by unduplicated signatures (in person and/ or through virtual sign ins).

Relevancy: Of the schools population; 32% of students population are in homes of grandparents/guardians and poster parents , 8.2 % are drop-outs and credit recovery re-entry (21-26 years of age) and 31.8 mobility.

6. Measurable Progress

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

First-Quarter Benchmark

Project Directors, Site Coordinators and Family Engagement specialist will be hired for this program. The school has adequate and appropriate space and has a school ' s safety plan for each campus center.All students in grades K to 12 will participate in the 21st century learning center after school program. School administrators shall establish policy to require all program activities are TEKS and STAAR target objectives alignment. Program activities were developed/designed by school educators, students and parents.Attendance will be collected and submitted to TEA as required during the fall, winter and spring data collection. All progress will be posted in the schools website, parents portal and local newspapers after the completion of the first quarter and the last quarter benchmarks.

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6. Measurable Progress (Cont.)

Second-Quarter Benchmark

Tekoa Academy will deligent in monitoring and evaluating the progress of all program activities. Our parents will continuously be involve in activities that includes webinars, podcasts, training and celebrations, educator parent conferences. Tekoa Academy will develop sustainable additional partnership. Second Quarter Data Collection will be used for program evaluation and dissemination to program educators, parents and stakeholders.All progress will be posted in the schools website, parents portal and local newspapers after the completion of the first quarter and the last quarter benchmarks.

Third-Quarter Benchmark

STAFF ASSESSMENT
Tekoa Academy will administer an assessment of staff effectiveness during the duration of the program.
PROGRAM EVALUATION
Programs implemented will be evaluated to maintain progress of the 21st century goals/objectives. All expenditures reports will be prepared by the financial direct and presented monthly to the school board of directors for review. Third Quarter Data Collection will be used for program evaluation and dissemination to program educators, parents and stakeholders.

7. Project Evaluation and Modification

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

Tekoa Academy will regularly evaluate program assurances, SMART goals, benchmarks, fiscal responsibilities and academic performance/ progress and submit required data in the format required by TEA on/before the due date. The Project director and site coordinators will collect relevant information for on- going analysis of the program data. Project Director will desegregate and evaluate data. Data will be shared with all stakeholders involved (board, community partners, parents, educators and students) . All these will present to the district assessment coordinator for program evaluation that will be shared with the program director, site directors, educators, parents and other stakeholders. Modification of the program will be assessed by stakeholders' feedback of these components; school community engagement, vision, mission, goals, continuous quality improvement and program operations. The continuous monitoring of these components will maintain the sustainability of the program.

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8. Statutory/Program Assurances

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

Check each of the following boxes to indicate your compliance.

☒ 1. The program will take place in a safe facility that is properly equipped and easily accessible.

☒ 2. The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.

☒ 3. The program will target students who primarily attend schools eligible for schoolwide programs under ESEA as amended, Section 1114 and the families of such students.

☒ 4. Applicants that receive priority points for serving: 1) students in schools implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA as amended, Section 1111(d) and other schools determined by the local education agency to be in need of intervention and support and 2) students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities or who lack strong positive role models assure that they will target these students.

☒ 5. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy. Funds will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case, supplant federal, state, local, or non-federal funds.

☒ 6. The community has been given notice of an intent to apply and the application and any waiver request will be available for public review after submission of the application.

☒ 7. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.

☒ 8. The applicant provides assurance to adhere to all Statutory Requirements, TEA Program Requirements, and Performance Measures, as noted in the 2021-2022 Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 11, Year 1 Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the grant program.

☒ 9. The applicant agrees to all applicable program-specific assurances as described in the 2021-2022 Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 11, Year 1 Program Guidelines.

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9. Statutory/Program Requirements

1. Applicants are required to evaluate community needs and resources and describe the results, including the resources available in the community, and how the program strategies and activities proposed to be carried out in the center(s) will address the identified needs of students and their families. In alignment with the information provided in the application, *Part I: Identify Address Needs*, please provide the following information related to needs assessment.

a. Describe the needs assessment process, center-level needs assessment process, multiple sources of data used, and stakeholder feedback that occurred for this grant application.

b. Describe the results including the student population deemed "most in need" for each campus proposed to be served and provide the estimated number of students that meet the need-based criteria, including the percent of eligible students at the campus that the program plans to serve.

c. Describe the plan for how the center will continually assess and recruit the students most in need and how the plan addresses the needs of working families.

a. The needs assessment used to prepare the grant application utilized the review of the CNA responses from the summer meetings. The schoolwide plan describes the strategies that the school will implement and provide opportunities to address the learning needs of all students in the school, particularly the needs of the lowest-achieving students. The plan also contains descriptions of how the methods and instructional strategies that the school intends to use will strengthen the academic program , increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education. The Leadership Team comprised of school and district administrators, educators, and the Title I Coodinator/ Parent Engagement Liason reviewed the data source to determine the students " most in need " for each campus. Multiple sources were used including the TAPR (2019), TDA reports, Benchmark assessments , parent participation logs (2020 school year), present PEIMS, TXEIS data, and report cards. (58% K-2 Memorial, 81% Orange K-8, and 92% Thomas 3rd-12th) within the district met the criteria. The campuses selected expect 200 at Thomas (grades 5-12), 60 at the Memorial location (K-2), and 90 at the Orange location. Three centers will be our target.

b.The students " most in need " included the high mobility students. Tekoa is a school of choice so that transfers occur throughout the school year-High school students included. When students transfer to our school, they have not had the benefits of Tekoa ' s continuum of high-quality educational programs and therefore have gaps in their learning. Additionally, the at-risk population who experience difficulties at school were identified. Dropout and credit recovery re-entry from other schools.

c.Each center will utilize the DMAC system with bi-weekly ,diagnostic instrumental assessment, benchmark assessments that the school uses to assess student in the beginning of the year (fall), middle of the year (Spring), and STAAR and TPRI assessments for the end of the year. rassessments will be included within the curriculum to ensure that students are mastering the concepts. In addition, coordination with the day school teachers will also determine if there are improvements in the classrooms as a result of the program activities. Working families will benefit as a result of the hours of operation, opportunities to support the program activities when they are not at work, and training that will occur that support their needs to participate with the school in their children ' s education. Every student will participate the program beginning 1:30-4:30 since the school instructional time will be adjusted. Tekoa Academy will utilize it's social media platform as quell as our telecommunications system.

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9. Statutory/Program Requirements (Cont.)

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

The 21st CLC of Tekoa Academy will bedesigned to incorporate programs and project based activities to help enhance and advance the academic achievements of students. The design of this program is not only to meet but to master all state standards. Students participation in the program is 3 hours per day, 5 days per week during regular school time and a 5 week program during the summer.

The implementation of the program will play a vital role towards achieving the optimum growth of Tekoa Academy students towards the attainment of the state standards including the bridging of the learning gap due to the COVID 19 pandemic.

After completion of the first year of the 21st century CLC program, Tekoa Academy students performance in ELAR, Math and Science would have increase by 5% each year, parental engagement increased 10%.

Relevancy: Tekoa Academy could not determine where studens will live, but student mobility retention will increase 3/5 %.

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9. Statutory/Program Requirements (Cont.)

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

Tekoa Project Based 21st CLC Program is designed for academic advancement, student retention, program sustainability, parental engagement increase, sustainable additional partnerships, these programs designed by parents, students and educators are;

1.ELAR
Community Theater Production
Writing and Production Design

2. STEM
Geometric Micro Society Model City (Local Engineer Volunteers)
Sustainable Hydrophonics Gardening on Planet Mars
Creating a Mars Crater with partnership from Space Center Hoston

3.COLLEGE AND CAREER READINESS
Career Internships and Aprrenticeship
Career Exposure and

4.ACTIVE FAMILY ENGAGEMENT
Clothing Design and Tailoring
Culinary (National/ Internation Cook Off)
Creation of food network
Mental Health and Wellness (podcast with certified nutritionist topics concerned adolescent diabetes, adult diabetes, hypertension, zoom confenrences with leading professionals in mental health, body in motion certified trainerwith parents and students)
Local Partneship with the Police Department for Mental Health

5.End of year celebration: A Taste of Culture (using vegetables from our hydrophaunic gardening and sharing products to our community elders and disabled.

The project director will be in charge of all activities. He/she will be responsible for the dissemination regarding requirement and evaluation results. He/she will report directly to the CEO. The site coordinators will supervised the daily project based educaitonal activities along with maintaining provided supplies and materials, collecting program data and collection of the parent surveys. Site coordinators will administer bi-weekly assessment performance to educators nd will submit it to project director. Project coordinator will evaluate site coordinators monthly. Tri-weekly staff meetings with educators, site coordinators and project director for the progress of the program.

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9. Statutory/Program Requirements (Cont.)

4. Describe the planned partnership between the applicant and the proposed eligible partner organization. Include how the partnership will contribute to achieving stated objectives and sustaining the program over time. Check the box if applying for priority points for such a partnership. To receive priority points, the applicant must provide information that demonstrates the activities proposed in the application are, as of the date of the submission of the application, not accessible to students who would be served; or that it would expand access to high-quality services available in the community.

TEA will provide the same priority to an application submitted by a local education agency (LEA) if the LEA demonstrates that it is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements of this grant. Check the box if applying for priority points under this special rule. If this box is checked, provide clear relevant evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements.

○ This applicant is part of a planned partnership   ○ The applicant is unable to partner

Tekoa Academy has a continuous partnership with Space Center Houston, NASA, Lamar State College, additional partnerships with AB gENUINE Health Care, JYD in coooperation with EVERFI Financial Literacy Educaiton Prorgram.

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9. Statutory/Program Requirements (Cont.)

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

The following research has been collected from various CCLC technical papers, review of the literature, and reports published highlighting other CCLC successful programs.

Rigor—We will employ a rigorous project-learning college-preparatory curriculum that sets high expectations for everyone, and give our students the skills and motivation to meet them.

Relationships—Our schools are small, personalized learning environments. Class sizes are also small, and teams of teachers and peers provide students with academic and social guidance.

Relevance—Education must have meaning every day. Our faculty creates curriculum around current events, personal backgrounds, and historical realities while emphasizing competency in twenty-first-century skills.

Results—We focus on the results of student learning using multiple indicators so our teachers can adjust their practices and our schools can offer personalized support to students.

(Source: The Four R's: Rigor in Twenty-First-Century Schools by Bob Lenz 2008)

  Tekoa Academy will provide learners with holistic learning opportunities that will engage the students in academic activities and exciting learning experiences through the program implementation. The 21st century program will help our students develop critical thinking skills, problem solving capabilities, and expanded exposure to various college and career opportunities. It is anticipated that these activities will develop a strong community that will strengthen family and community engagement. Tekoa Academy will provide the community of Port Arthur and Orange , Texas a chance to be involved in meaningful learning experiences that will contribute to the improvement of socioeconomic status as well.

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

Tekoa Academy prioritizes the safety of the program ' s participating students in travelling to and from each center and home. Students will not need transportation to the centers except at one location. Two centers are located at the site where the students attend school. However, Tekoa maintains a fleet of buses that will deliver the students to their homes safely at the conclusion of the day. Parents may choose to pick their children up from the school. Tekoa will assure parents that children will be transported safely from the center to home each day using Tekoa transportation specialist and well-maintained buses. A detailed transportation plan and guidelines will be rigorously followed and will be provided for the participation of students including parents ' consent. The Bus Driver will have complete authority over all students and has the power to enforce all local rules and regulations according to the state guidelines. Students are required to have a behavior contract on file.The school will designate a pickup and drop off location for each student.All parents will received a bus transportation schedule for the after school program.

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9. Statutory/Program Requirements (Cont.)

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

Tekoa Academy will disseminate all public information using the schools A.I telecommunication system,all school social media platforms, local newspapers Port ASrthur, Orange and Beaumont, and in any other monthly/ quarterly publication.

8. Demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources at each campus served. If applying for Program Priority 1- Program Integration, include a description of how the grant program will integrate with other TEA or local initiatives designed to increase specific academic student outcomes. Use data to explain how the program will realistically impact short- and long-term goals for student academic achievement.

Proper Communication and Coordination is essential towards the effectiveness and efficiency of the program proposal. The strategy for coordinating federal, state, and local programs will be addressed through the schools ' Community Improvement Plan (CIP) and Community Needs Assessment (CNA). Funds for the program will be allocated based on the allowable activities approved in the plan.

Based on the schools District Improvement Plan for school year 2020-2021 drafted this August 2020, the district plans to improve and sustain growth in academic achievement through implementation of STEM Activities at all grade levels, including extending learning time (after school program) as an instructional practice to strengthen the school ' s academic program, it also aims for an increase in College and Career Readiness. It was also clear that the school is aiming to increase the amount and quality of learning time as it provides an enriched and accelerated curriculum by providing programs, activities, and courses to establish a well-rounded education. In addition, by May 2021, the school is planning for an increase in quality parent and family engagement.

These goals as stated in the District Improvement Plan are truly attainable with the approval of the school ' s application in the 21st century grant. Through this program, our students will be exposed to various academic, extracurriculars, and family engaging opportunities.

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9. Statutory/Program Requirements (Cont.)

9. Describe a preliminary plan for how the community learning center will continue after funding under this grant ends. Include how the resources provided by this grant will assist the program in local sustainability efforts.

The project fund will specifically be dedicated to various learning materials that will involve project based learning to students in the K to 12 Grade as well as ensuring the safety of the children. This will have an impact in planning for their future career and goals as well as strengthen the parent and community involvement.
 Connecting with local/ national stakeholders will be a strategy utilized by the project. Tekoa Academy will continuously collaborate with existing partnerships to ensure that programs with similar goals will be provided to our learners. The school will continuously expand horizons to look for potential partnerships that will help attain the school's mission and vision. Tekoa Academy will continuously provide quality education services from the present and beyond for our economically disadvantaged and at risk students making a significant impact in their future. Additional financial and charter school support is outlined on #7. Program Evaluation and Modification

10. If the program plans to use volunteers in activities carried out through the community learning center(s), describe how the program will encourage and use appropriately qualified persons to serve as the volunteers. Explain the policy for screening and placing volunteers. If the entity does not plan to use volunteers, please indicate that in the space provided. (Choosing not to use volunteers will not lower review scores)

Tekoa Academy aims to increase family and community engagement. The Program will be a great tool towards the achievement of this goal. The school will be utilizing online media platforms as a means of advertising and encouraging of volunteers for the program. This will include the schools ' website announcement, Facebook account, flyers and present the program to various nonprofit organizations.
 Volunteers of the program will be thoroughly screened on the basis of the following criteria.

1.Volunteers must sign an application/ agreement form as a part of the orientation process so they would know the nature of the program.
2.Volunteers will undergo background checks to ensure child safety and security within the school facility during the hours of program operation.
3.Volunteers personal references will be interviewed as part of the verification process before the approval of volunteer involvement in the program.
4.Volunteers will be interviewed to see their level of commitment towards the success of the program.
5.Volunteers employment data will be verified which is also another means to check character and work ethics that will be critical in the program.

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9. Statutory/Program Requirements (Cont.)

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

Tekoa Academy provides inclusive education to all learners. Students from K to 12 will be encouraged to participate in the development of the future program activities. Tekoa Academy will ensure that parents will be informed about the school's goal to attain an increase in student academic achievement. The program will be implemented after school hours to ensure that students are able to experience these learning opportunities of a lifetime. It is also the best means that the school will be able to attain a high level of attendance in the participation of the program.

The following will be done by the school for recruiting and retaining students overtime.

1. Parents will be educated about the goal of the 21st century program. An orientation for parents will be conducted so they will widen their perspective about the 21st century program.
2. The school will use its multimedia platform to advertise the program through Facebook account, school official website, local newspaper, and even local media networks.
3. Flyers will be distributed explicitly elaborating what the school offers that would excite learners as well as parents to participate.
4. The school will share the information and details of the program to nonprofit organizations to recruit parents and other supportive members of the community to participate in the program.

After the completion of the first year of the 21st century CLC program, Tekoa Academy students attendance will increase by 2-3%.

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

The budget was developed using the following criteria:
Required program specifications for staffing (Program Guidelines)
Required resources to implement each program element designed by Instructional staff (Leadership Team)
Instructional staff needed to maintain the 22:1 ratio (Needs Assessment)
Contractors needed to implement the various program elements (Leadership Team)
Required travel for program staff (Program Guidelines)
Resources already available at each campus (Leadership Team)
The staffing plan specifies proactive strategies for staff recruitment and retention.
All required positions and frontline positions are filled.
Staff will develop positive relationships with students.
Staff will receive formal training twice a year and ongoing informal training throughout the program period.
Staffing results in a staff to student ratio of no greater than 22 to 1. Measures of effectiveness and student service targets will be maintained through the monitoring of student progress and expenditure reports to ensure center quality. Student data will be reviewed every three weeks when progress reports are released to parents. Day school teachers will communicate with center staff through emails and telephone calls to determine needs that can be addressed for each student with an average of 70 or below to coordinate efforts to address the needs.

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10. Equitable Access and Participation

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

○ The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.

○ Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

11. PNP Equitable Services

Are any private nonprofit schools located in the public school attendance zones of the campuses and feeders proposed to be served by the centers in the application?

○ Yes ● No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

Are any private nonprofit schools participating in the grant?

○ Yes ○ No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

Assurances

☐ The applicant assures that it discussed all consultation requirements as listed in Section 1117(b)(1), and/or Section 8501(c)(1), as applicable with all eligible private nonprofit schools.

☐ The applicant assures the appropriate Affirmations of Consultation will be provided to the TEA Private Schools Ombudsman in the manner and timeline to be requested.

☐ The applicant assures that the total grant award requested includes any funding necessary to serve eligible students from private nonprofit schools within the attendance area of the public schools to be served by the grant.

Equitable Services Calculation

1. Total 21st CCLC program enrollment for all centers

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)

Grantee's total required ESSA PNP equitable services reservation (line 7 times line 2)

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12. Request for Grant Funds

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

Payroll Costs

1.	Program Director	$50,000
2.	Site Coordinator and Family Engagement Specialist (3)	$76,500
3.	Instructional Staff (20)	$376,800
4.	Support Staff (5)	$51,000
5.	Employee Benefits	$60,000

Professional and Contracted Services

6.	Program Consultants	$25,000
7.	Professional Development	$5,000
8.		
9.		
10.		

Supplies and Materials

11.	Supplies and Materials	$30,000
12.		
13.		
14.		

Other Operating Costs

15.	Traveal for program staff and students	$10,000
16.		
17.		

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs: $34,125

TOTAL GRANT AWARD REQUESTED: $718,515

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

RFA/SAS #   701-21-102   2021-2022 Nita M. Lowey 21st CCLC Cycle 11, Year 1   Page 14 of 15

Appendix I: Negotiation and Amendments

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

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the Administering a Grant page of the TEA website and may be mailed OR faxed (not both). **To fax:** one copy of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to either (512) 463-9811 or (512) 463-9564. **To mail:** three copies of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to the address on page 1. More detailed amendment instructions can be found on the last page of the budget template.

You may duplicate this page.

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

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

Section Being Negotiated or Amended	Negotiated Change or Amendment

For TEA Use Only:

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

Center Operations Schedule

County-district number or vendor ID: 123803

	Part 2: Center Overview Table

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

Center #	9 Digit campus ID #	Name of Center/Host Site, Physical Address, City, ZIP, Program Contact Phone	# of Feeder Schools	Grade Levels Served (PK to 12)	Proposed "Regular" Student target to be served 30 or 45 days or more annually	Proposed Parent/Legal Guardian Target
1	123803101	Tekoa Academy of Accelerated Studies STEM School 3600 Memorial Blvd, Port Arthur, Texas 77640	0	K – 2nd	60	30
2	123803001	Tekoa Academy of Accelerated Studies STEM School 327 Thomas Blvd, Port Arthur, Texas 77640	2 (123803101 & 123803041	3rd – 5th 6th – 8th 9th – 12th	200	60
3	123803103	Tekoa Academy of Accelerated Studies STEM School- Orange Campus 1408 West Park Ave, Orange, Texas 77630	0	PK-8th	90	40
4						
5						
6						
7						
8						
9						
10						

<table>
<tr><td colspan="2" align="center">Texas ACE
Center Operations Schedule (one per center)</td><td colspan="2" align="center">Program Year
2021-2022</td></tr>
</table>

(Part 3) Applicant will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.

Center 1	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP	Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target
Center	123803101	Tekoa Academy of Accelerated Studies STEM School 3600 Memorial Blvd, Port Arthur, Texas 77640	K-2nd	60	30
Feeder					
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start *(Must be approved in NOGA)*			
Fall Term	09/01/2021	01/28/2022	19 weeks
Spring Term	01/31/2022	06/10/2022	18 weeks
Summer Term	06/13/2022	07/15/2022	4 weeks
Total number of weeks:			41 weeks

Center Schedule

Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday			3:00	6:00			3:00	6:00	8:30			12:30
Tuesday			3:00	6:00			3:00	6:00	8:30			12:30
Wednesday			3:00	6:00			3:00	6:00	8:30			12:30
Thursday			3:00	6:00			3:00	6:00	8:30			12:30
Friday			3:00	6:00			3:00	6:00	8:30			12:30
Saturday												
Sunday												
Total Hours Per Week:	15 hours				15 hours				20 hours			

Adjunct Sites, If applicable (site name and full address)	
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	
Parent/Legal Guardian Activities	parental activities that will include surveys, family forums, individual parent conferences as needed, parent meetings geared toward solution-oriented learning exercises, parenting classes, interactive classes focused on Family Fitness and Nutrition, scheduled interactive projects both social and academic with their children, and responses to the choices that parents identified in their surveys will ensure that we meet the parental program objectives

Texas ACE Center Operations Schedule (one per center)		Program Year 2021-2022	

(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.

Center 2	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP	*Grade Levels Served*	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target
Center	123803001	Tekoa Academy of Accelerated Studies STEM School 327 Thomas, Port Arthur, Texas 77640	9th – 12th	200	60
Feeder	123803041	Tekoa Academy of Accelerated Studies STEM School 327 Thomas, Port Arthur, Texas 77640	6th – 8th		
Feeder	123803101	Tekoa Academy of Accelerated Studies STEM School 3700 Proctor Blvd, Port Arthur, Texas 77642	3rd- 5th		

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start *(Must be approved in NOGA)*			
Fall Term	09/01/2021	01/28/2022	19 weeks
Spring Term	01/31/2022	06/10/2022	18 weeks
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Total number of weeks:			41 weeks

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Texas ACE Center Operations Schedule (one per center)		Program Year 2021-2022

(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.

Center 3	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP	*Grade Levels Served*	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target
Center	123803103	Tekoa Academy of Accelerated Studies STEM School- Orange Campus 1408 West Park Ave, Orange, Texas 77630	Pk-8th	90	40
Feeder					
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start *(Must be approved in NOGA)*			
Fall Term	09/01/2021	01/28/2022	19 weeks
Spring Term	01/31/2022	06/10/2022	18 weeks
Summer Term	06/13/2022	07/15/2022	4 weeks
Total number of weeks:			41 weeks

Center Schedule												

Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
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Saturday												
Sunday												
Total Hours Per Week:	15 hours				15 hours				20 hours			

Adjunct Sites, If applicable (site name and full address)	
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	
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18 January 2021

Dr. Paula Richardson
Tekoa Academy of Accelerated Studies S.T.E.M. School
326 Thomas Boulevard
Port Arthur, TX 77640

Re: Letter of Commitment to develop an expanded T-STEM Program

Dear Dr. Paula Richardson:

I am writing to express our support for the expansion of the Tekoa Academy of Accelerated Studies S.T.E.M. School T-STEM program to develop opportunities for education, internships, and employment.

The Manned Space Flight Education Foundation is a 501 (c)(3) non-profit operating the science and space exploration learning center, Space Center Houston (SCH). Our programs are based on national science standards and focus on science, technology, engineering and math to help adults and children think critically, learn about the past, present and future of America's space flight program and build a greater understanding of the world. The children we teach and inspire today could be among the first humans to walk on Mars.

Space Center Houston will continue to provide access to the six phases of the Girls STEM Pathway in conjunction with the proposal submitted by Tekoa Academy of Accelerated Studies S.T.E.M. School.

Space Center Houston will work directly with Tekoa to support their efforts to engage students in STEM activities through the lens of space exploration. These activities include providing STEM mentors for space exploration to support the building a 7 foot tall geometric city, a culinary food exchange nationally and internationally and a hydroponics system built in a Mars environment to grow vegetation for those in need locally.

Our partnership has taken on pathways currently in process, Space Center Houston has a six-phase longitudinal STEM support network for girls called Girls STEM Pathway. The pathway begins with inspiration via an elementary introduction to Space Exploration and STEM careers. Next, middle school girls engage via Girls STEM Academy, a multiple visit project-based STEM experience. The third phase, STEM Gateway Café, exposes Girls STEM Academy participants to multiple mentoring opportunities with women STEM Professionals strengthening their support network. Next, rising 9th grade girls can participate in Space Center University Bridge program, a 5-day immersive space exploration summer experience focused on developing solutions for rigorous space challenges while supporting the girls as they enter high school. In the fifth phase, Scientific Research, girls participate in a multiple visit Scientific Research program, much like Girls STEM Academy but focused on conducting high level scientific research tied to school's science fair programs. The final phase encourages girls to becoming a STEM Mentor, some participants who completed the Girls STEM Pathway will be invited

We inspire all generations through the wonders of space exploration.

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back to then mentor the new group of elementary students continuing Girls STEM Pathway for many years to come. In addition, Tekoa teachers attend the Space Exploration Educators Conference building an international network of classrooms to collaborate on STEM projects.

The Manned Space Flight Education Foundation is excited to support this proposal by Tekoa Academy of Accelerated Studies S.T.E.M. School by leveraging the following resources: program attendance allocation, special events, and additional educational resources. We will work collaboratively with Tekoa Academy of Accelerated Studies S.T.E.M. School to ensure our goals are aligned with the goals of the proposal, including efforts to track and report on outcomes. We believe our support and commitment will significantly improve the experience of space exploration through STEM (science, technology, engineering and mathematics) in the region and we look forward to working with you on this exciting endeavor.

Sincerely,

Daniel Newmyer
Vice President of Education
Space Center Houston
Manned Space Flight Education Foundation

We inspire all generations through the wonders of space exploration.

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LAMAR STATE COLLEGE PORT ARTHUR
and
TEKOA ACADEMY OF ACCELERATED STUDIES S.T.E.M. SCHOOL

DUAL CREDIT ENROLLMENT MEMORANDUM OF UNDERSTANDING

This memorandum of understanding (MOU) describes the Lamar State College Port Arthur (LSCPA) and Tekoa Academy of Accelerated Studies S.T.E.M. School (Tekoa) Dual Credit Partnership and is valid for mutually agreed-upon courses. Students who participate in the Dual Credit Partnership (the Partnership) may concurrently receive high school and college credit upon satisfactory completion of the requirements of the courses.

I.   Eligible Courses, Coursework, and Instruction

    A.   Three types of courses shall be offered under this MOU.

        1.   Courses contained in the LSCPA transfer Core Curriculum;

        2.   College-level technical courses that are part of approved Associate of Applied Science (AAS) degree or certificate programs and described in the current edition of the *Workforce Education Course Manual.*

        3.   Courses within the following rubrics contained in the *Lower Division Academic Course Guide Manual* (ACGM): ACCT (Accounting); BCIS (Business Computer Information Systems); BUSI (Business); COSC (Computer Science); and CRIJ (Criminal Justice).

    B.   The course for which college credit is awarded shall provide advanced academic instruction beyond, or in greater depth than, the essential elements.

    C.   Instruction and materials for dual credit courses conducted at Tekoa must be at the equivalent level of the instruction and materials used for the identical course taught on the LSCPA campus.

II.   Student Eligibility Requirements

    A.   Potential students shall be enrolled in high school and shall have approval of the high school principal or other school official designated by the school chief executive officer.

    B.   Within the limits mandated by state law, current state testing regulations, and LSCPA requirements, the selection of students who want to participate in the dual enrollment partnership will be left to the discretion of Tekoa administrators, faculty, and school counseling staff.

C. High school students must meet requirements for admission to LSCPA and achieve college-readiness standards (when applicable).

D. The number of courses taken by each student in a semester is at the discretion of the Director of Dual Credit programs, the student, and the Tekoa administrators, faculty, and school counseling staff.

E. Students must be registered prior to the official census date (12th class day in the fall and spring semesters and 4th class day for summer terms).

III. Location and Student Composition of Classes

A. Dual credit courses can be taught on-line, on-campus, or at Tekoa by faculty employed by LSCPA or by qualified instructors employed by Tekoa.

B. Dual credit courses taught will be composed solely of students enrolled for college credit and/or advanced placement credit.

IV. Faculty Qualifications, Selection, Supervision, and Evaluation

A. Instructors of academic transfer courses must meet the guidelines for faculty qualifications of the Southern Association of Colleges and Schools Commission on Colleges. Tekoa instructors who are designated as college faculty must provide official transcripts to LSCPA to demonstrate their qualifications to teach at the collegiate level. Transcripts must be provided directly from the university to LSCPA and must not bear the wording "issued to student."

B. Instructors of technical education must have work experience in the field and appropriate academic preparation per LSCPA guidelines.

C. LSCPA shall approve, supervise, and evaluate instructors for courses that result in the awarding of dual credit.

V. Grades, Grading Criteria, and Progress Reports

A. LSCPA will submit progress reports, 6-week grades, and final grades to Tekoa on a schedule to be determined prior to the beginning of each semester.

B. LSCPA shall determine the level of work required for awarding college credit, and Tekoa shall determine the level of work required for awarding high school credit. Tekoa shall be solely responsible for determining if or to what extent dual credit courses will count as honors courses for the purpose of calculating students' grade point averages for graduation or class ranking.

C. LSCPA shall provide the documents and assistance needed for Tekoa to

equate high school courses to college courses and to identify the course credits to be earned by a student participating in the Partnership.

IV. Student Support Services

    A.   High school students enrolled in dual credit courses will have access to instructional support services including advising, tutoring, and library resources.

    B.   Dual credit students shall be eligible to receive a college identification card.

    C.   Dual credit students shall receive a standard computer account including email.

VII. Records and Credit Transcription Procedures

    A.   LSCPA will issue class rosters to instructors for purposes of verifying information, official records, grade sheets, and reports. Any discrepancy(s) must be reported immediately to the LSCPA Registrar.

    B.   Official college student records are maintained by the Office of Admissions and Records at LSCPA.

    C.   To receive college credit, students must register with LSCPA by the census date of the designated semester.

    D.   Instructors will enter final course grades electronically at the end of each semester in a manner prescribed by the Registrar.

VIII. Funding and Payment of Tuition and Fees

    A.   LSCPA will claim and retain all state contact hour funding for all students enrolled in dual credit courses regardless of location or instructional modality. Tekoa may claim whatever funding is normally provided by the Texas Education Agency for educating high school students.

    B.   The number of credit hours each student attempts in a given semester and not the course location will determine tuition and fees. LSCPA will not provide scholarship assistance for any tuition and fees.

    C.   Tuition for dual credit students shall be assessed at the rate of $50 per semester credit hour regardless of the location, instructor, or delivery method of the course.

    D.   LSCPA reserves the right to change tuition and fees in keeping with acts of the Texas Legislature and the Texas State University System Board of Regents.

    E.   LSCPA will provide an invoice to Tekoa Charter High School on the official census date of each semester that reflects the cost of tuition incurred by the

high school students. Tekoa will pay LSCPA for tuition from this invoice.

IX.   Faculty Salaries

A.   If a dual credit class is taught by an instructor from LSCPA, LSCPA will be responsible for all salary and benefits associated with the course.

B.   If a dual credit class is taught by a high school instructor, Tekoa will be responsible for all salary and benefits associated with the course.

X.   Sequence of Courses

A.   Dual credit students must follow the course prerequisites identified in the official LSCPA catalog.

B.   Dual credit classes offered at Tekoa must be scheduled in accordance with the course prerequisites identified in the official LSCPA catalog.

XI.   Textbooks and Transportation

A.   Tekoa will be responsible for textbooks and course supplies.

B.   LSCPA will not be responsible for transporting Tekoa dual credit students to or from either campus.

XII.   Alignment with Statewide Goals Established by HB 1638, 85th Legislature

A. Goal 1: Create collaborative outreach efforts

1. Tekoa and LSCPA will develop and implement purposeful and collaborative outreach efforts to inform all students and parents of the benefits and costs of dual credit, including enrollment and fee policies.

2. Tekoa and LSCPA will conduct informational sessions for students and parents on dual credit opportunities, benefits, and cost.

3. Tekoa and LSCPA dual credit webpages will reflect the most current dual credit program information including enrollment and fee policies.

B. Goal 2: Improve transition to and acceleration through postsecondary education

1. LSCPA will provide program maps for each academic program offered at the college. The program maps will provide degree sequence, prospective career options, and the applicable high school endorsement.

2. LSCPA will provide webinars and workshops designed to help students succeed in college level course work.

3. Program placed dual credit students (those working toward the completion of a credential) will receive additional career related support and coaching.

C. Goal 3: Provide college advising and student support services to promote success

1. LSCPA will host an annual counselor's event to provide school counselors with information to support the advising of dual credit students.

2. High school students enrolled in dual credit courses will have access to instructional support services including advising, tutoring, and library resources.
3. Dual credit students shall be eligible to receive a college identification card.

4. Dual credit students shall receive a standard computer account including email.

D. Goal 4: Tekoa and LSCPA will cooperate to ensure the quality and rigor of all dual credit courses.

1. Dual credit instructors at Tekoa will meet the same credentialing standards as all other LSCPA teaching faculty.

2. Dual credit instructors at Tekoa are required to complete the college's annual security awareness training and comply with requests from Information Technology Services.

3. Dual credit instructors will be provided with MyLSCPA email addresses and accounts. Dual credit instructors at Tekoa are required to check and respond to emails sent to MyLSCPA accounts.

4. LSCPA will observe dual credit instructors annually.

5. Dual credit instructors at Tekoa are required to use the LSCPA syllabus template and post a syllabus for each course taught to the college's website.

6. Dual credit instructors at Tekoa must create Core Curriculum assessments and evaluate student achievement on those assessments each semester, based on LSCPA's guidelines.