



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: Meagan Collins Foundation
Campus name: See attached
CDN: []
Vendor ID: 18822031623
ESC: []
UEI: YCK4P3PFPBV9
Address: 4207 Meadowchase Lane
City: Houston
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Phone: 281-217-7676

2. Certification and Incorporation

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

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

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

Authorized Official Name: Jackie Collins
Title: CEO
Email: jcpoo8@aol.com

Phone: 281-630-1264
Signature: Jackie Collins
Date: 1/21/23

Grant Writer Name: Angie J. Brown
Signature: [Signature]
Date: 1/20/23

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

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3. Shared Services Arrangements

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

Check the box below if applying as fiscal agent.

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

4. Identify/Address Needs

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

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

Each school has identified student target learning areas in which will be the focus for its students. To avoid duplication of after school tutoring services, The Foundation will enroll students who are on the cusps of mastering the STAAR exam but need additional assistance. At the middle school level, students whose unweighted GPAs are slightly below 3.0 will enroll into the program and review ACT preparation materials, participate in STEAM based academic learning, and SEL programs. School performance scores were used to denote school wide deficiencies in all major content areas. These grades and scores reflect the academics of the students in the area who attend as well as identify academic areas of assistance that is needed. Principals of each of the partnering schools were involved in the development of this program and application.

2020-2021 Texas Academic Performance Reports (TAPR) were the main source of qualitative site data used to determine the client-level needs as it assessed both academic and social needs for each center. Campuses identified in this proposal serve and overwhelming economically disadvantaged population (85% avg) and at-risk population (65%). These data are reflective of what their Districts(Spring, Alief, and Klein) serves as a whole as well as is greater than the State average. In addition to the socio-economic status of the students at these campuses, academically only 29% are meeting or above grade-level in math and 38% are meeting or grade-level in reading. These campuses also have 37% of their students who are English learners, with McDougle having the highest percentage at 58%. Providing free before/after school services will close the gap at these campuses and give students and families additional support not currently being received.

We also had consultations with teachers and the Principals/Administrators of each site that is selected. The existing feedback provided included existing academic, community resources and social needs of the students enrolled. Additional stakeholder data will be collected as part of this 21st CCLC includes surveying parents/community to assess the familial needs and develop a plan to meet those needs. Students enrolled at these sites have similar characteristics. They all are Title I programs being provided 3 meals per day on campus; overwhelming rely on transportation provided by the District or the Academy; have a majority minority student population and 4 of the 5 sites do not currently offer any academic support after the school day ends. The 21st CCLC will operate on site and provide services to up to 250 students across the 5 campuses. For ease of access and inclusivity of working families, the sites will operate both in the morning (30min HIT) and after school until 6pm (2hrs) five days a week.

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5. Measurable Goals and Progress

Establish a set of performance measures aimed at ensuring the availability and effectiveness of high-quality academic, enrichment, and family engagement opportunities by completing the Grant-Level Summative SMART goals on the *Grant-Level Strategic Plan (Pre-Award)*. Then provide a narrative response describing the benchmarks that will be used to measure progress toward meeting the SMART goals. Include key strategies for recruiting and retaining students, engaging with adult family members, recruiting staff, ensuring strong program operations, aligning with the school-day, and monitoring fidelity of program implementation.

The 21st CCLC program goals and performance measures are aligned with the Texas Education Agency grade level expectations and the Government Performance Act (GRPA) and seeks to provide a 21st CCLC that offers opportunities and programming geared to assist families and students (1) to increase academic achievement in, English, language arts and mathematics, (2) to demonstrate improved grade point average during the school year and summer, (3) to demonstrate positive behavioral changes and improved school day attendance; (4) to provide student interest-based enrichment that is both academic and enriching which include service learning, physical fitness, and fine arts activities, (5) to connect families through ongoing activities that will connect them to the school and community. The 21st CCLC will also provide intensive science, technology, engineering, arts and math programming and apply social and emotional learning processes to develop foundational emotional and social skills for students and parents.

The proposed 21st CCLC sites will recruit at-risk and economically disadvantaged students, 60% and 88% of the student population across the 5 locations. Because the 21st CCLC will be housed on campus, it will provide a safe place for students to receive academic and behavioral support. Increased social and emotional support will be provided to both students and families alike. Having dedicated time for these support services will fill an unmet need across the campuses.

Students participating in The 21st CCLC will show an increase in key academic areas of English, language arts, reading and math, but also an overall academic achievement will continue to improve reflected in grade point averages, which will continue to be reflected through STAAR data, report cards, and as well as increased attendance data. The 21st CCLC will service 250 children, K - 8 on site at Fallbrook Academy, Cummings Elementary, McDougle Elementary, Beneke Elementary, and Roberson Middle School. Students will be accepted into the afterschool tutoring program based on needs of the students and the needs of the school after consultation with the teachers and Principals. McDougle Elementary, Cummings Elementary, and Beneke students will be selected based on criteria described in district policy for third and fourth graders being unsuccessful in Math/ELA or both, average of 66 (F) or below during the regular school year in each subject. The program will concentrate on achieving the specific goals outlined to increase reading, language and math State assessment of fourth graders, yet will remain flexible enough to allow for consistent delivery of services to clients who enter the program at level and at any time. Based on academic evaluations, academic audits, external evaluations, informal observations and walk throughs, and end of the year formal evaluation changes will be made and implemented to the project if need be. Research increasingly shows that outcomes for children and youth enrolled in programs that target families include increases in pro-social behavior and decreases in problem areas such as aggression, truancy, and hyperactivity. Site Coordinators will work with teachers and the data provided to specifically provide and identify what specific support a student is in need of based on the TEKS. Because these campuses do not currently have an after school program it will be imperative to utilize an evidence-based proven curriculum (iReady/Zearn) which will allow for hands on TEKS-aligned learning.

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6. Project Evaluation and Modification

If the benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program. Include a description of how the state activities for continuous improvement will be utilized for project evaluation and modification.

A strong evaluation plan helps ensure that 21st Century Community Learning Centers programs make continuous progress towards achieving proposed objectives for participating students and parents. The program will be monitored and evaluated by the Texas Education Agency as well as by third party outside evaluator. We will use the information from those evaluations to demonstrate programmatic changes based on the results of such evaluations. The services of the external evaluator will include reviewing, evaluating and validating data, as well as providing consultation on performance review, progress and assessing the effectiveness and impact of the program goals and objectives. Additionally, a summative evaluation and audit will be used to assess whether the results of the program meets the stated goals. The results of the evaluation will be used to improve, strengthen the program or activity, and to enhance the performance measures.

The four (4) components of the Texas Continuous Improvement Process will be ongoing for the 21st CCLC. Self Assessment and review of TAPR data; gathering feedback from students, school leaders, staff and parents; reviewing of program data to monitor improvement progress; and sharing data at the campus level.

7. Statutory/Program Assurances

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

Check each of the following boxes to indicate your compliance.

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

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8. Statutory/Program Requirements

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

The Meagan Collins Foundation will operate within space provided by Fallbrook, McDougle Elementary, Cummings Elementary, Beneke Elementary and Roberson Middle School. The Foundation's 21st CCLC will offer high quality academic and enrichment services meeting state requirements.

Targeted Academic Support: iReady curricula will be used for diagnostic and instruction. It is a reading and math program, targeting K-8 with built in diagnostic target assessment, self-generating program that assesses students as they test. It includes comprehensive assessment, instruction and games. Short term benefits of the Foundation's 21st CCLC include the benefit of children receiving immediate and intensive reading, math and homework assistance year round, thereby enabling them to improve their English, language, math and reading skills. Another short term benefit is that both students and families will benefit from the social emotional learning initiatives and community engagement projects offered throughout the program. Along with community engagement activities, students have the opportunity to participate in mentoring activities, receive nutritious snacks and meals during the summer operating hours, as well as learn ways to reduce their risks of developing high blood pressure, diabetes, obesity, and high cholesterol. 27.1% of Texas children ages 2-19 are considered overweight and obese according to a new report by Trust America's Health and the Robert Wood Johnson Foundation. Teachers will prepare lesson plans for the student and will provide a structured and nurturing environment that will encourage the students academic performance. In addition to this, the student will be in a small group setting, in which the student to teacher ratio will never exceed 15:1.

Student Interest-based enrichment: Enrichment activities are an essential part of the learning experience provided within the program. This proves especially true for those students who finish work early and as well as for students who grasp the concepts quickly and are academically above their grade level expectations. Some of the enrichment activities which have been the most effective include: open-ended questions or activity cards, reflective journal writing, interactive learning on computers or white boards. These activities are readily available at the end of students independent work. Teaching across the curriculum is another teaching strategy used by the program. The students served become more engaged in reading and mathematics when incorporate physical education. In reading, students are given written text on the history and rules of basketball, football and other sports. Students are then given follow up questions to assess their comprehension. In math, Music is used to teach math facts when sung to a song. Also, math is incorporated in physical education by the use of speed cups to teach division and multiplication. Students will be provided homework assistance and parents will be taught skills that will help them feel more comfortable when helping their children with their homework assignments. Tutors will receive extensive training in supporting families and making parents feel comfortable and wanted at the center. Tutors and the studentsclassroom teachers will communicate through e-mail and progress reports. Report cards will also be monitored in order to assess student improvement. Field trips will serve the purposes of: (1) heightening the students appreciation of the arts, (2) developing their love for reading and math, (3) increasing the students positive impact on their community through service learning and community service, and (4) increasing the students self-esteem and avoidance of negative behaviors.(5) STEM related trips; (6) arts and science museums(8\9) culturally learning trips (Houston Museum of Natural Science, Houston Symphony) The 21st CCLC STEAM program will create an environment of critical thinking, problem solving, and actively engage them in a curricula that offers real world learning tied to future employment possibilities. STEMfinity material and curriculum will be one of many resources to be used to engage students. Robotics and technology integration will also be implemented as part of the proposed program.

Family Engagement: Family and community engagement is key to improving outcomes for students. Family engagement activities will include parents/guardians being given the opportunity to come in to read to students as well as chaperone trips. There will be events held specifically for parents teaching technology skills as well as navigating social media tutorials, financial literacy education will be taught as well as homework assistance topics to empower the adults to help their student(s).

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8. Statutory/Program Requirements (Cont.)

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

iReady Education is a Tier 1 learning curriculum. It will be used as an adaptive diagnostic tool to provide a deep, customized evaluation of every student, as well as to track student growth and performance consistently throughout the program. When starting on the program, students will take a diagnostic assessment to determine what areas they excel in and what areas they would benefit from practicing further. The system will identify why a student is struggling, measure the growth of the student across his/her time in the program and support data-driven differentiated instruction. Having a system that can be tailor-made for each student will be key to insuring that each student is receiving the individualized treatment they need. The adaptive diagnostic covers both reading and mathematics which will be easily instructed and tracked for specific grade level TEKS progression. iReady is an evidence-based program that is adaptive and allows students of all levels to be engaged.

Middle school 8th grade participants will be given the opportunity to attend an intense 6-week program that will specifically target the pre-requisite skills needed to be successful in Algebra I. This program will coincide with the beginning of the new school year as data has shown students regress in Math over the summer months. Staff will utilize social and emotional learning (SEL) as an integral part of this 21st CCLC. SEL will assist young people and adults to apply knowledge, skills and attitudes to develop healthy identities, manage emotions and achieve personal and collect goals, feel and show empathy for others, establish and maintain supportive relationships and make responsible and caring decisions. The 21st CCLC will prioritize self-management, responsible decision-making and relationship skills as its core competencies for students enrolled in the 21st CCLC.

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.

Ultimately, the 21st CCLC will follow the transportation of the respective campuses and the policies of the school districts represented. Any deviations from these official policies be in consultation with the school administrators, parents and afterschol staff. The 21st CCLC will be located on the respective campuses, minimizing the transportation burden for many families, allowing for equal access getting to the program.

As part of student recruitment, parents will also be surveyed identifying the specific transportation needs of their student(s). If a parent has elected to have their student(s) ride the bus provided by the school district then once the afterschool program is dismissed, the student(s) will be walked to the bus zones and monitored to be sure each child is transported on the correct bus. A staff member will wait with bus riders until the bus arrives each day.

Students who are picked up after school from the 21st CCLC must be signed out by an adult who is identified on their registration paperwork as an approved person. Drivers will have to present a valid drivers license to verify their identity and any changes to approved drivers must be submitted in writing and will be held on file.

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8. Statutory/Program Requirements (Cont.)

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

Information regarding the 21st CCLC will be disseminated on multiple electronic platforms as well as in print and radio. Information about the program will also be made in both English and Spanish. Specific methods of communication will include, but won't be limited to:

- School websites
- School board meetings
- Information sent to local news outlets, radio stations and newspapers
- Dedicated 21st CCLC webpage to be created and housed within the the Foundations
- Posters/fliers to be posted at each site
- Information given to parents at back to school events and teacher/parent conferences
- Social media platforms will be created to disseminate information

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

The 21st CCLC will work with the Spring ISD Family and Community Engagement departments to recruit volunteers for the program. Pursuant to the Texas Education Code and Klein, Spring and Alief ISD processes all volunteers will have to complete and pass a criminal background check prior to being allowed to provide services to students on a regular basis. The Foundation will recruit student volunteers from the local high schools to provide mentor opportunities to HS students as well as volunteer community credit hours. We will also utilize community volunteers as part of our planned partnership with Apollos Learning Center and A Diamond in A Rough, as well as volunteers who will provide in-kind services as consultants and presenters within the program.

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8. Statutory/Program Requirements (Cont.)

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

The Meagan Collins Foundation will operate within space provided by Fallbrook, McDougle Elementary, Cummings Elementary, Beneke Elementary and Roberson Middle School. These sites have agreed in principle to supply the use of classrooms, library, office space (when needed), use of gymnasium and cafeterias and custodians. They will also provide pertinent data and curriculum information to the 21st CCLC. Students will also be provided a healthy snack by each site.

A ratio of 15:1 student to teacher will occur at all sites. There will be 5 paraprofessionals and 2 computer lab teachers to provide education using iReady and Zearn Math programs. Two Interventionist will be responsible for identifying students who are not on grade level and address their needs, three sports coach/character education teachers will address social and emotional issues. Two behavioral interventionist will be hired to address social and emotional issues for students and one Educational Liaison to assist in combining and collaboration between the day staff and afterschool tutoring. They will also help provide rigorous teaching and lesson planning design. Beneke Elementary and McDougle Elementary will have an Interventionist that will provide Project Read for students who need assistance; an additional 6-week remediation program will be provided for 4th grade students who have received an approaching basic achievement level on state assessment. Teachers will be provided an additional stipend to develop their lesson plans prior to each academic school year and summer program. This will allow for retain and retention of higher caliber teaching. Roberson Middle School 8th grade students will have a 6-week end of course Reading and Algebra focused assistance.

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

The Advisory Council serve as the governing board of the 21st CCLC and will meet on a quarterly basis. The Advisory Council's composition is made up of community stakeholders, parents, school administrators and students. The Program Director will manage all administrative tasks of the center, manage program personnel and will regularly report to the Advisory Council regarding the 21st CCLC. The Advisory Council will meet quarterly to ensure program alignment to goals and key performance indicators are on target, as well as host fundraising events specifically for resources and materials for the 21st CCLC and submit additional grant applications quarterly. They will have a goal of securing at least 2 additional external funding revenue streams before the end of the first year of the 21st CCLC. Resources provided by this grant will have direct economic development affect on the Spring, Klein and Alief communities. Funds from this proposal will go directly back into the community by hiring staff members, utilizing community resources (buses/museums/galleries/music halls)

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8. Statutory/Program Requirements (Cont.)

8. Describe the proposed partnership(s) between local educational agencies, community-based organizations, and any other public or private entities. Include how the partnership will contribute to achieving stated objectives and sustaining the program over time. To receive priority points, the applicant must provide information that demonstrates the activities proposed in the application are, as of the date of the submission of the application, not accessible to students who would be served; or that it would expand access to high-quality services available in the community. TEA will provide the same priority to an application submitted by a local education agency (LEA) if the LEA demonstrates that it is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements of this grant. Check the box if applying for priority points under this special rule. If this box is checked, provide clear relevant evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements.

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

In addition to partnering with the five schools named in this proposal, we will also partner with the following community based organizations:

Apollos Learning Center: who will provide additional mentoring to at-risk youth and exposing them to science, technology, engineering, and math (STEM) activities afterschool and during the summer programming months. They will provide healthy food options to the participants of the 21st CCLC as well as be brought in to teach trade skills to middle schoolers empowering them to take first steps into the workforce. They will also provide technical training workshops to family members of students as part of this initiative.

A Diamond in A Rough: will provide additional tutoring to identified students, assistance with after/ before school care and the summer programs in targeted areas of Math, English and Reading. They will also provide supplies, healthy snacks, motivational and positive seminars to both students and families and lastly information on "how to handle bullying."

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8. Statutory/Program Requirements (Cont.)

9. Describe how the program will coordinate with school-day to ensure that measures of student success align with the regular academic program of the school and the academic needs of participating students.

- a. If applying for Program Priority 1- Program Integration, include a description of how the grant program will integrate with other TEA initiatives designed to accelerate learning and increase specific academic student outcomes.
- b. If applying for Program Priority 2 - Accelerated Learning, include a description of how the grant program will integrate supplemental HQIM and HIT product use.

The 21st CCLC will employ certified/highly qualified teaches and paraprofessionals to provide academic instruction. Collaboration with the regular day staff and administrators provide after school teachers with the needed skills to provide shared expertise with the school day. After school staff will be provided with copies of weekly lesson plans, study guides and homework guides from the regular day staff. This allows for continuity of teaching to ensure appropriate grade level expectations needed for test preparation are on going.

Because it is important to have consistent teaching and collaboration between the school day staff and after school program, the 21st CCLC will obtain data from each school (American Reading Company/IRLA(testing)), Zearn Math (K-5) program, Agile Mind, state assessments, and iReady Education) to guide in programming. Zearn Math is a State recognized HIT product and allows studetns to explore concepts, discover meaning and make sense of math. The administrative staff of the program will also have obtained targeted skill areas for each school and provided intense instruction in concentrated areas based upon the information. The Program Director and Program Specialist will routinely communicate and meet with school Principals about the 21st CCLC after school goals and update them based on changes implemented throughout the program. The open communication allows for the schools to provide feedback on the progress of students and assign after school liaisons at each school. This collaboration also allows for continuous program monitoring and program integration of curriuculum and best practices.

Data sharing by the sites will be analyzed for student recruitment as well as for student program planning as part of participation in the 21st CCLC. Utilizing direct school data as part of the 21st CCLC allows for the after school and summer program to have direct insight into the student academic and behavioral gaps. In addition to data sharing, professional development activities, routine day teacher/parent meetings, and school events will also be coordinated to have regular participation of 21st CCLC staff involvement. This level of cross traning and integration blends the afterschool program with the regular school day.

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9. Equitable Access and Participation

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

- The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>

10. PNP Equitable Services

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

- Yes No

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

Are any private nonprofit schools participating in the grant?

- Yes No

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

Assurances

- The applicant assures that it discussed all consultation requirements as listed in Section 1117(b)(1), and/or Section 8501(c)(1), as applicable with all eligible private nonprofit schools.
- The applicant assures the appropriate Affirmations of Consultation will be provided to the TEA Private Schools Ombudsman in the manner and timeline to be requested.
- The applicant assures that the total grant award requested includes any funding necessary to serve eligible students from private nonprofit schools within the attendance area of the public schools to be served by the grant.

Equitable Services Calculation

1. Total 21st CCLC program enrollment for all centers	<input type="text" value="250"/>
2. Enrollment in 21st CCLC of students attending participating private schools	<input type="text" value="50"/>
3. Total 21st CCLC program and participating private school students (line 1 plus line 2)	<input type="text" value="300"/>
4. Total year 1 proposed grant budget for serving students in all centers	<input type="text" value="666,000"/>
5. Applicant reservation for required staff payroll.	<input type="text" value="490,344"/>
6. Total grant amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text" value="175,656"/>
7. Per-pupil grantee amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text" value="585"/>
Grantee's total required ESSA PNP equitable services reservation (line 7 times line 2)	<input type="text" value="1,170"/>

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11. Request for Grant Funds

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

Payroll Costs

1.	Program Director	\$89,440
2.	Program Specialist	\$68,650
3.	Site Coordinators, Teachers, HIT instructors, Admin Asst/Data Entry	\$291,200
4.	Fringe Benefits	\$41,056
5.		

Professional and Contracted Services

6.	CPA	\$13,000
7.	SEL/STEAM events, activities, field trips, vendors	\$37,150
8.	Professional Development/Training activiites	\$7,890
9.	Webmaster	\$2,000
10.	Outside Evaluator	\$2,500

Supplies and Materials

11.	Academic/STEAM supplies and curriculum	\$53,500
12.		
13.		
14.		

Other Operating Costs

15.		
16.		
17.		

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

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Appendix I: Negotiation and Amendments

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

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

You may duplicate this page.

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

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

Section Being Negotiated or Amended	Negotiated Change or Amendment
<input type="text"/>	
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For TEA Use Only:
 Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.