



**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](mailto:competitivegrants@tea.texas.gov)

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

**Grant period:** From  to  **Pre-award costs:**  permitted for this grant

**Required attachments:**

**Amendment Number**

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

**1. Applicant Information**

Name of organization

Campus name  CDN  Vendor ID  ESC  UEI

Address  City  ZIP  Phone

Primary Contact  Email  Phone

Secondary Contact  Email  Phone

**2. Certification and Incorporation**

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

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

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

Authorized Official Name  Title  Email

Phone  Signature  Date

Grant Writer Name  Signature  Digitally signed by Stacey Smith Date: 2023.01.20 16:32:15 -06'00' Date

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

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**3. Shared Services Arrangements**

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

Check the box below if applying as fiscal agent.

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

**4. Identify/Address Needs**

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

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

Data Sources: The needs assessment is comprehensive and utilizes the most recent data available from the United States Census, Texas Education Agency (TEA), Aldine ISD student academic proficiency, discipline, and attendance data. School Improvement Plans and stakeholder input of survey results from students, parents, and school staff identify the goals and needs of each campus.

Needs Assessment: The needs assessment identifies four campus ACE sites as "C" campuses. The fifth campus is rated (F). Based on STAAR testing data, 67% of students failed reading and 78% of students in math failed to meet predicted growth objectives needed for the new TEA standards. The Economic Disadvantage rate for our Texas ACE sites is 93% and 21% of our students are chronically absent. 68% of our targeted students are identified in need of accelerated instruction (HB4545).

Addressing the Needs (SMART GOALS) Aldine ISD will host five 21st CCLC sites that will offer small group instruction utilizing high-quality instructional materials for reading and math. By June 2024, 70% of targeted participants will score "At or above Approaches" on the reading and math STAAR assessment for students who have previously failed to meet TEA growth objectives. Aldine ISD will implement interventions afterschool to improve behavior and support social emotional development through character building, student leadership, and high-interest enrichment activities. Behavior improvement for the high schools includes anti-vaping/smoking support. The 75% of discipline infractions are related to vaping or THC. Aldine ISD does not currently have anti-drug programming for students and their parents. The Cycle 12, ACE program will provide parent information sessions promoting school choice options for their children, increasing college/career awareness, exploring no-cost options for college/career options for their children, and financial strategies to fund college. Parent engagement sessions will provide English language and GED classes for parents, and connection to non-profits that provide wrap-around services for families. Success will be measured by the 90% of parents participating in 5 of 8 parent engagement sessions, parent enrollment in English language or GED courses.

Needs Assessment Target Population: Caraway Elementary (C), Houston Academy(C), Teague Middle School (F), Aldine 9th Grade (C), and MacArthur High School (C) were selected as participating schools. 480 students and 450 parents have been targeted for participation in the Cycle 12, ACE program for the 2023-2024 school year. The targeted population was determined by STAAR assessments, academic assessments, discipline and attendance data, and TEA campus rating. Priority will be given to students identified with educational difficulties (e.g. retention, low test scores, poor attendance, non-graduation risk) or other needs determined by the school principal and individual teachers. Campuses will send out the Texas ACE information in our weekly newsletter, post the flyer in highly frequented businesses, and direct mailing to identified students.

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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.

- Goal 1: 70% of students will score "At or above Approaches" in reading and math.
- Goal 2: 90% of students will have a school attendance rate of 95% of enrolled days.
- Goal 3: 90% of parents will participate in 5 of 8 family engagement activities, English language, or GED classes.
  
- Benchmark 1: 30% of students will score "At or above Approaches" in reading and math.  
 30% of students will have a school attendance rate of 95% of enrolled days.  
 30% of parents will participate in 5 of 8 family engagement, English language, or GED classes.
- Benchmark 2: 50% of students will score "At or above Approaches" in reading and math.  
 60% of students will have a school attendance rate of 95% of enrolled days.  
 60% of parents will participate in 5 of 8 family engagement, English language, or GED classes.
- Benchmark 3: 70% of students will score "At or above Approaches" in reading and math.  
 90% of students will of students will have a school attendance rate of 95% of enrolled days.  
 90% of parents will participate in 5 of 8 family engagement, English language, or GED classes.

Bench marking for program success will occur in 4 phases. Phase I-Evaluation Planning; Phase II-Implementation; Phase III-Reporting; and, Phase IV-Dissemination Plan. Program staff and regular school day staff will be informed of data collection and assessment procedures through staff meetings. Students and adult family members will be involved through surveys throughout the program year. The school has committed to providing all necessary data on 21st CCLC students, including attendance, behavior, grades, and other performance data.

Aldine 21st CCLC sites are committed to recruiting, selecting, inducting, and retaining highly effective teachers, recognizing that high-performing educators are the school’s most important asset. In order to drive this theme of excellence, faculty must have the ability to work cooperatively and collaboratively with fellow faculty members, parents, community organizations, and the business community. Comprehensive recruitment is focused on identifying certified teachers from diverse backgrounds and uses a system of intensive screening designed to hire the most qualified applicants.

The program will identify students with characteristics described in the Targeted Students section by assessing student age, proficiency (students at risk of not meeting proficiency levels), family income level (participation in the free/reduced federal lunch program), and by speaking with teachers and families about each student’s needs. Priority will be given to students identified with educational difficulties (e.g. retention, low test scores, poor attendance, non-graduation risk) or other needs determined by the school principal and individual teachers. All recruitment strategies will be translated into languages most appropriate for the parents and families. Personal phone calls and follow up phone calls to the target group will be conducted and parents will be invited to learn of this opportunity. MacArthur High School will recruit students from the high school and MacArthur 9th grade feeder campus. Aldine 9th grade will recruit 8th graders from their feeder campuses. Parents will be encouraged to consistently attend and participate in parent activities by including incentives, such as gift cards to local establishments (donated by local businesses). Parents will have to attend all 21st CCLC program adult family member activities in order to receive the gift card. Parents are also required to sign commitment forms to perform volunteer hours at the school, such as assisting with activities and field trips. This keeps parents engaged in their child’s educational process, including in 21st CCLC program activities.

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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.

As part of continuous improvement, sharing and distributing data is an integral part of the evaluation plan. Monthly meetings will be held with the District 21st CCLC Coordinator, Program Specialist, Site Coordinators, campus leadership, and stakeholders wishing to participate. Distribution will occur at three levels: (1) administrators, (2) staff members, and (3) stakeholders. The Aldine ISD Strategic Initiative and Accountability will be part of the 21st CCLC, Cycle 12 team. Data will be collected in accordance with the My Texas ACE program evaluation in addition to specific site program activities.

Data trends and operations will be reviewed by the Texas ACE Team with a focus on program improvement, refinement, and alignment with the Cooperative for Afterschool Enrichment Programs model as a base. The ACE Project Director will guide Site Coordinators to help tailor program offerings to the needs and progress of individual students. Site Coordinators will (1) engage staff in addressing challenges; (2) promote "buy-in" into evaluation as a "living" process; and (3) promote discussion, cross-training, and support. Finally, evaluations and findings will be shared with all stakeholders (e.g., school administrators, parents, and partners) to share qualitative and quantitative information about the program and encourage feedback.

An evaluation presentation will take place at an ACE team meeting or parent engagement meeting to share progress with stakeholders. The information will be shared with the District Texas ACE Director. The District Texas ACE Director will update the Aldine ISD Leadership team and Superintendent, share progress, and support for future years of the Texas ACE program.

**7. Statutory/Program Assurances**

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

Check each of the following boxes to indicate your compliance.

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

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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.

Each of the 5 Texas ACE program sites will provide high-quality, researched-based academic and enrichment activities to 480 "at-risk" students and their families. The site program schedule includes activities can be categorized into the three Texas ACE categories: Targeted Academic Support, Student Based-Enrichment, and Family Engagement. The leadership at each campus reviewed data to determine the top three needs at their campus. The sites worked with their leadership to design a schedule and provide a range of creative, engaging, and educational programming to both support and extend the academic and personal enrichment of the program's participants and their families. The Texas ACE program has been carefully thought out with input from stakeholders (including students) to ensure the design program structure, activities, and partner roles will generate a compelling program. To ensure the afterschool activities supplement instruction, campus ACE teams will align activities to school-day instruction and specific academic needs. The student activities will be guided by the Texas ACE Blueprint's Activity Planning Worksheets and lesson plans identifying the TEKS and academic expectations. A number of critical needs have been identified within the targeted student and parent populations, which will be addressed by the 21st CCLC programs:

**Targeted Academic Support**

- (1) Academic interventions will address low levels of student academic performance in reading and math. The focus of tutorials will center on the reading and math. The goal of this component will be to assist students in achieving the "Meets level" or "Masters Level" of performance on each of the these tests.
- 2) Project Based Learning – Students will rotate to a component dedicated to project-based learning activities. Students will build competencies that reinforce mathematical concepts. The Buck Insitute for Education and Defined Learning are great resources for math performance tasks. (blog.definedlearning.com).

**Student-Based Enrichment**

Student Interest surveys have been provided to students to help in the design of these classes and additional data will be collected through middle school campus visits and surveys provided to students during summer fish camps (High Schools only). The inclusion of student input will encourage student attendance. Students will be able to provide input throughout the year to help shape the program and their individual learning experiences, which will also encourage student attendance.

- (3) college and career readiness for students with first generation college potential
- (4) physical and social development activities/information to address health, nutrition, other youth development needs, behavioral, social emotional, anti-vaping/smoking (Secondary students) ,
- (5) leadership development is designed to improve decision-making and team skills.
- (6) Dance classes that promote health, fitness, and artistic expression.
- (7) Visual arts classes that promotes creativity, expression, and social emotional support.
- (8) Robotics classes support basic computer coding, team work, and programming with math integration.
- (9) Cooking classes support health, nutrition, and math.

**Family Engagement**

(10) Provide family services to address low educational levels, enhance parenting skills, financial literacy, and GED/English language activities. The Aldine Texas ACE program has partnered with our Family and Community Engagement Department to provide informational sessions for parents to promote the school choice options, increase college/career awareness, explore no-cost options for college/career options for their children, and financial strategies to funds college. Aldine ISD has a college readiness rate of 25.6%. The Family Engagement component will connect parents to local non-profit that provide wrap-around services. Parents will learn how to navigate parent resources to communicate with their child's teacher, follow their child's academic progress, and stay informed on school events and news.

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**8. Statutory/Program Requirements (Cont.)**

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

The Aldine Texas ACE 5 learning leaders will utilize best practices to provide education and related activities to complement academic achievement, postsecondary and workforce preparation, and positive youth development. Homework Help/Remediation – Only certified teachers will be used to support students in the program, employing a 1:10 teacher-student ratio. Remediation will be conducted in conjunction with the Response-To-Intervention team. The environment will be carefully arranged so that students have an area for independent study without disruptions, which consists of a main work area with tables for small group work and additional areas with comfortable space where students can relax and read silently. Laptop carts will be used.

STEM: The program will provide a variety of evidenced-based programs appropriate for targeted grade levels. The focus will be on inquiry-based science in which students are directly involved in their own learning, allowing students to question, observe, record and analyze data, while sharing those findings with others.

Early College & Career Readiness: This component focuses on College and Career Readiness and exposing them to the world of careers and businesses. It will include leadership, team building, and student motivation information.

Health and Well-Being: The program will provide students with education on nutrition, and healthy foods will be provided. Local healthy food providers will introduce healthy foods with samples and further nutrition information.

Literary, Visual and Performing Arts: The program will emphasize expression and build critical thinking skills in numerous ways. Activities such as digital photo journaling, story mapping, drama, debate, film making, and visual arts (painting, clay) will be provided.

Positive Youth Development: Valuing young people and giving them the skills, voice, and opportunities to contribute to society. It serves as an alternative approach to reducing problem behaviors in youth (Nystrom, Prata, and Ramowski, 2008). The program will support decision making, foster student strengths, and build self-esteem.

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

The Cycle 12 ACE programs will operate in sites to students zoned to that campus. Each campus will have their own transportation needs. Any student who lives within walking distance of the facilities will require a parent permission slip to be signed allowing them to walk home from school, and all students must verbally tell the 21st CCLC staff when they are leaving the facilities to walk home.

Some students will either walk or have an adult family member pick them up from the facilities. For the majority of students participating, bus transportation is provided by the school district for general tutorials and other extracurricular activities Monday through Thursday. Transportation will be arranged for bus riders involved in the after school program on Fridays in order to meet the program guidelines. Students who walk or are car riders will still be able to utilize their traditional forms of transportation throughout the week. Each Texas ACE Site Coordinator will oversee the arrival and dismissal of students from the program activities with the assistance of support staff. Bus drivers meet the state requirements and attend annual training. The training ensures that Aldine ISD bus drivers have the proper training and qualifications for the Cycle 12 programs.

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**8. Statutory/Program Requirements (Cont.)**

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

The process for disseminating information about the Aldine Texas ACE community learning centers will begin with the Aldine Texas ACE District Coordinator, Texas ACE Program Director, Texas ACE Site Coordinators, and principals.

The Texas ACE team will work with the Aldine ISD Communication Department to develop promotional materials, posters and social media for the 21st CCLC program to share the site locations, program dates, available activities, and benefits for students and families. The Family and Community Engagement Department will help promote the program. Venues for communicating will be through social media, campus web pages, local businesses, apartment complex offices, and Houston Public Libraries.

Direct mailings will be sent to targeted students and families. The auto phone dialer system and Talking Points will be used to provide information to families in English and Spanish. Campuses will send out the information in their weekly newsletter and a copy of the news letter will be mailed to students/families identified for the Texas ACE Program.

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)

Aldine ISD has a volunteer registration link on the District website. Volunteers select how they would like to serve in the District. Volunteers are given a background check and are vetted, if they are working directly with students. At the 21st CCLC centers, program volunteers will be required to complete the district required criminal history and background check prior to working with students. Current district employees interested in working with the program have already completed the background check process as a condition of employment and will therefore not be required to complete an additional check. Volunteer opportunities build positive relations with the community, cultivates positive relationships with parents. High school students volunteer to help elementary students. The elementary students see the high school students as a role model. The student Texas Association of Future Educators (TAFE) organization in Aldine ISD has also served as volunteer tutors.

Houston Academy is the only site identified to not using volunteers. Caraway Elementary, Teague Middle School, Aldine 9th Grade Campus, and MacArthur High School will utilize volunteers for the Texas ACE programs. Volunteers for the Aldine Texas ACE sites will receive training and participate ACE training with the afterschool staff. Volunteers will be required to follow Aldine ISD dress code, ethics, guidelines and confidentiality rules.

The Site Coordinator will monitor the volunteers for effectiveness in the Cycle 12 ACE Program and ensure each volunteer is properly trained before placement in the program. If an issue should arise, the Site Coordinator will report the incident immediately to the campus principal.

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**8. Statutory/Program Requirements (Cont.)**

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

Coordinated federal, state, and local resources allows the delivery of support at-risk students and create a level learning platform. When funding is intentionally leveraged to serve students along with the Nita M. Lowey 21st CCLC, Cycle 12, YR 1 funds, it supports sustainability and effective use of financial support.

The National School Lunch Program from the District and plans to build on existing grant funded programs with the 21st CCLC grant to provide snacks and meals for students participating in the program. The in-kind estimate for the cost of snacks and meals is \$574,340 for the school year and summer. Security will be provided by school safety officers with an in-kind value of \$104,250 and school nurses with an in-kind value of \$121,625 or athletic trainers will be available to provide health services for minor medical concerns. Special Education services such as a child specific aid will be coordinated with the Special Education department with an in-kind value of \$150,000.

The Grants Department of Aldine ISD will be assigned to manage the grant funds and ensure they are used as outlined in the application in compliance with state and federal guidelines. They manages all Title federal, state and local resources for all campuses. Aldine's Finance and Accounting departments will ensure all expenditures are reported correctly and will reconcile records with the School District. Annually, an independent audit will be conducted to ensure public funds are managed in compliance with fiscal regulations and guidelines.

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.

One of Aldine ISD's primary goals in pursuing 21st CCLC funding is to create a program that is both high-quality and sustainable after federal funding ends. The Cycle 12 ACE campuses will utilize Title and local funds and create a partner advisory board to implement methods to ensure active partner participation to enhance sustainability. The advisory board will keep minutes of meeting discussions and attendance. The advisory board will be leveraged to assist in finding external funds from local foundations and businesses.

The 21st CCLC program will continue to leverage these resources and develop additional partnerships to obtain sufficient funds in years 3 through 5 to maintain the original level of service, both in quantity and quality. Local county funds will be pursued to offset program costs. Organizations like Aldine ISD have a strong record of accomplishment of submitting and receiving multiple grants to public and private foundations. Additionally, Aldine ISD will provide continuous bulletins on potential funding sources. The 21st CCLC advisory board will work closely with parent volunteers to seek private funds and donations.

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**8. Statutory/Program Requirements (Cont.)**

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

This applicant is part of a planned partnership

The applicant is unable to partner

The 21st CCLC program has purposefully designed to promote student achievement through strategic partnerships. Seven strategic partners have been selected for this project: Girls Inc., Cherish our Children, Brighter Day Outreach, Diversity in the Arts, Aldine Family and Community Engagement with Lone Star College, BakerRipley, and Buckner Family Hope Center.

Girls Inc. is a nonprofit organizations that currently partners with Houston Academy. They serve girls ages 5-18. Using an evidence-based program, the delivery is done by trained professionals who focus on the development of the whole girl, supporting, mentoring, and guiding girls in an affirming, pro-girl environment. In this program, girls learn to value their whole selves, discover and develop their inherent strengths, and receive the support they need to navigate the challenges they face. Girls Inc. girls live healthy and active lifestyles and are less likely to engage in risky behavior; they are eager to learn, successful in school, and more likely to graduate from post-secondary education; and they display diligence, perseverance and resilience.

Cherish Our Children Organization, the GEMS, or Gaining Empowerment in Middle School Program, is designed to break the cycle of intergenerational incarceration. Teaching middle school-aged children the coping skills to overcome their experience, find their inner strength, and unlock their potential.

BakerRipley (NPO) provides wrap-around services for families and educational enrichment for students. The East Aldine location provide a traveling STEM lab, a FAB Lab, and Commercial Kitchen. The BakerRipley East Aldine Campus is a place for neighbors to learn, make, and sell – a unique hub for entrepreneurs and innovators of all ages. Home to the first Fab Lab in Houston, it provides access to digital fabrication tools and equipment. A fully loaded commercial kitchen provides resources for those looking to get into the food industry. Offering a variety of programs focused on small business incubation, workforce readiness and adult education, the East Aldine Campus provides resources to expand economic opportunity throughout the region.

Diversity in the Arts for youth 6yrs-16yrs provides creativity workshops in theater, music, dance, and visual arts. The workshops are uniquely designed to cultivate confidence and character through creativity and inspire young artists to explore, discover, and embrace their own artistic voice.

The Buckner Family Hope Center (NPO) offers a variety of educational, vocational, social and recreational services accessible to the community and designed to meet its specific needs. The Hope Center strives to address the gaps in services by identifying service providers for those in need and overcoming social, language, cultural, transportation and location barriers.

Lone Star College is an educational partner with Aldine ISD providing dual credit courses for three high schools in Aldine ISD. Lone Star College also offers English and Math summer courses for students. Lone Star is a provider for English Language classes for adults. We have procured their services through our Aldine ISD Family and Community Engagement (FACE) Department. The FACE Department is partnering with our Aldine Texas ACE program to provide parent classes, English language classes, and GED classes for parents. The FACE Department is resource for wrap-around services.

Brighter Day Outreach (NPO) is a partner who provides wrap-around services and support to families in north Houston. They currently provide services for families at Teague Middle School.

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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 Aldine Texas ACE program sites will coordinate with the school-day to measure of student success, align with the regular academic program of the school, and the academic needs of participating students.

Program Priority 1- The Texas ACE lessons will be aligned with the school-day curriculum. The lesson plans for each site will be designed under the guidance of the ACE Program Director, campus instructional specialists, and ACE Site Coordinator. Utilizing the campus curriculum and creating Project Based Learning activities that reinforce concepts pulled from the lessons plans. The Texas ACE sites will monitor progress with fidelity by using a weekly tracking sheet. Data will be analyzed every week from the tracking sheet. The ACE Site Coordinator and campus leadership team will make adjustments to the program based on student need. They will Tier the students based on performance and develop small groups weekly that will address the needs. Our 4, 7, and 10 weeks data analysis will show us how students are performing assessments. Campus instructional leaders will conduct data digs and root cause analysis and modify the program after each assessment.

Program Priority Points 2-Integrating and utilizing High Quality Instructional Materials. Instructional specialists will work with the ACE Site Coordinator and ACE Program Director to embed High Quality Instructional Materials to accelerate learning for students identified as low performing. Targeted students have been identified based on state and local assessments. Our strategy is align High Quality Instructional Materials with Highly Qualified (HQ) teachers who have a mastery of Texas Essential Knowledge Skills. Targeted students will be matched with a HQ teacher for small group and self-paced instruction. Instructional campus leaders will monitor student performance on campus and district assessments. We will utilize technology based High Quality Instructional Materials: Achieve 3000, Mathia, Edgenuity, Amplify, and Great Minds to serve our ACE site program. Aldine instructional staff will have access to monitor targeted students' activity and progress utilizing the HQIM tools and High Impact materials. Aldine ISD has implemented HQIM tools into our current school district curriculum. Our teachers are familiar with the software programs. Aldine ISD teachers will be serve as tutors for the Texas ACE afterschool programs.

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**9. Equitable Access and Participation**

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

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

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

**10. PNP Equitable Services**

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

- Yes  No

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

Are any private nonprofit schools participating in the grant?

- Yes  No

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

**Assurances**

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

**Equitable Services Calculation**

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

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

**11. Request for Grant Funds**

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

**Payroll Costs**

1.	District 21st CCLC Coordinator (\$103,564)	\$103,564
2.	21st CCLC Program Director (Full Time )(\$76,014)	\$76,014
3.	21st CCLC Site Coordinators (\$58,000 X 5 sites= \$290,000)	\$290,000
4.	Professional & Support Staff extra-duty pay to work	\$405,465
5.	Fringe benefits	\$105,329

**Professional and Contracted Services**

6.	Academic enrichment, Fine Arts, College Readiness	\$50,000
7.	Family Engagement vendors	\$10,000
8.	Telecommunications for parents to contact Site Coordinators	\$2,500
9.		
10.		

**Supplies and Materials**

11.	Office Supplies (paper, pens, printer, ink, activity supplies, P.E. equipment)	\$30,125
12.	5 computers for site coordinators, program director, director (7 x 1,000=\$7,000)	\$7,000
13.	5 printers (\$500 x 5= \$2,500)	\$2,500
14.	High Quality Instructional Materials	\$154,000

**Other Operating Costs**

15.	Transportation for educational field trips for 5 sites	\$10,000
16.	Pre-approval to afterschool conference for District Coordinator, Prog. Director, Site Coord.	\$7,000
17.	Mileage for Site Coordinator, Program Director, Director	\$2,000

**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](mailto:competitivegrants@tea.texas.gov) Include all sections pertinent to the amendment (including budget attachments), along with a completed and signed copy of page 1 of the application. More detailed amendment instructions can be found on the last page of the budget template.

*You may duplicate this page.*

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

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

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

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