



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 Monarch Academy, Inc.

Campus name See below Section 8 attached CDN 101902 Vendor ID 18718824727 ESC 4 UEI DZXLT9ZDRUE3

Address [] City [] ZIP [] Phone []

Primary Contact Ivy Curtis Email icurtis@monarchk12.com Phone 281-323-8453

Secondary Contact Kanika Simmons Email ksimmons@monarchk12.com Phone 713-305-9910

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 Ivy Curtis Title CEO Email icurtis@monarchk12.com

Phone 281-323-8453 Signature [Signature] Date 01/23/2023

Grant Writer Name Angie J. Brown Signature [Signature] Date 01/23/2023

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.

Monarch utilized 2021-2022 Texas Academic Performance Reports (TAPR) to collect student performance data from the state-mandated assessment or schoolwide benchmark assessment. Aldine ISO overall serves over 63k students annually with demographics of 74% Hispanic, 22% African-American, 2% White, and 2% other. 71% of the students in the district are 'at-risk' students, 92% are economically disadvantaged and 39% have limited English proficiency. 9.5% of the students in the district were absent for at least 10% of the school year. These data percentages are all higher than the state average with a nearly 50% gap in the% of at risk students in the district and 30% more students who are economically disadvantaged. The overall percentage of economically disadvantaged students of the four (4) proposed campuses is 89% or higher making these students identified as targeted participants. Priority will be given to students, 1) who are identified as most in need of academic improvement based on campus improvement plan 2) students who rank Tier II in the RTI system process, 3) students identified from campus at-risk counselors who would benefit from small group instructional interventions. The campuses selected currently do not offer any additional academic support programs, as such we will serve 50 students per campus during fall, spring, and during summer programming. In addition to the data from TAPR, direct feedback and input from the District Assistant Superintendent of Middle Schools and the proposed campus Principals were solicited and taken into consideration for site selection. Monarch was able to brainstorm ideas, discuss strategies and activities, as well as identify how to mitigate duplication or overlap of efforts of the afterschool tutoring program and regular school day activities. The campuses were selected as they exhibited great unmet needs among students who are/have been: classified as at risk by TEA; economically disadvantaged; non-native English speaking (ESL/LEP); chronic absenteeism; and struggle to meet benchmarks on state standardized testing. All selected schools are classified as Title I, receiving funds as result of high proportion of students categorized as low socio-economic status and at-risk. The family make up of students within these campuses and school district overall are generally underprivileged and living at or below the federal poverty level. They were also disproportionately impacted by the Covid-19 pandemic as well. To address the identified needs assessment, Monarch will serve 200 students, operating HIIT before school 7:50a-8:20a and after school 4:30-6:30p Monday thru Friday at all locations. The sites will operate 8:00a - 3:00p during the summer months. To reduce the burden of transportation and travel time, the program will be held onsite at each campus. Students can receive an additional 10hrs per week of reading and math tutorial, academic support and enrichment. The 21st CCLC will have a 15:1 student-teacher ratio.

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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.

Monarch Academy 21st CCLC will provide safe, afterschool and summer programming aimed at improving the academic, behavioral, and attendance outcomes for at risk students while utilizing evidence-based practices. Specifically, 80% of the participants will: 1) improve academically in mathematics and reading on grades in one or more subjects and on state assessments; and 2) will have lower absenteeism. 3) 15% of the participants will show an improvement in classroom behavior; 4) 75% of the parents and/or guardians will participate in at least one or more family engagement activity; 5) Increase student exposure to STEAM based career pathways in the areas of Science, Technology, Engineering, Art, and Math ; 6) Utilize Monarch Social Emotional Learning Specialist to support the family unit by addressing mental health behaviors. Monarch will provide accelerated tutorial instruction in reading, mathematics, and science with a focus on individualized and differentiated instructional plans to address students needs based on academic and social emotional learning loss due to Covid-19 pandemic.

Monarch's plan for student recruitment will begin with identifying students most in need during the summer months before the program commences. We will utilize the student at risk data taken from each campus aforementioned. These data files contain performance outcomes on state assessments such as (STAAR & TELPAS,) attendance rates, disciplinary infractions, LEP, and SPED status. We will also measure qualitative data collected from teachers, at-risk counselors, administrators, and parents. Student progress and overall program goal progress will be measured by collecting qualitative and quantitative benchmark data at the beginning of the program and regularly monitoring academic achievement throughout the program. Individual outcome plans will be utilized as routine practice of the 21st CCLC. Monthly review of campus data will allow for recruitment and identification of additional students. Specifically students will be recruited/enrolled based on the following: 1) students have not met grade level for reading and/or math on the last assessed STAAR exam or; 2) has two or more indicators : student attendance is below 90%, deemed at-risk, are designated as economically disadvantaged, have received 2 or more ISS, suspension or expulsion. If warranted, Monarch will implement a student waitlist to enroll additional students as slots become available into the afterschool and summer program.

The Program Director and Program Specialist will meet monthly with school administrators and the Student Support Specialist to obtain academic strands which will be taught weekly, monthly and per semester. They will review campus based assessments and district common assessments administered to determine which skills need to be remediated and reassessed during the morning intervention time, afterschool and summer programming. They will also assist and review lesson plans, assist with designing individual learning plans, monitor report cards and progress reports, chart academic growth, manage assessments and stay abreast of Texas student standards.

The Program Specialist will also develop a family/parent/guardian engagement plan. This plan will include recruitment of family members to engage/volunteer as part of the 21st CCLC program. This recruitment will begin during registration for the school year and will be made available at each site via fliers posted on site, within school newsletters and routine communication sent to parents throughout the school year.

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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.

If SMART goals do not show progress, Monarch Academy will establish a Quality Management Committee (QMC) as an informal body that will consist of the Project Director, Site Coordinator(s), Program Specialist, Teacher(s), Parents and Students. This QMC will meet monthly to assess the key performance indicators, quality infrastructure and quality activities are harmonized with the goals of the 21st CCLC program, as well as to determine its strengths and weaknesses for the purpose of adjusting if/when needed. Based on evaluation results, the QMC will refine strategies for improvement and implementation. Including students and parents as part of this evaluation allows them to have direct input and impact into a program as a consumer and beneficiary of the program. The planned methods and activities are all in line with the state continuous improvement process.

The services of an external evaluator will also be used to review, evaluate, and validate data, as well as provide consultation on performance reviews, progress reports and assessing the effectiveness and impact of the program goals and objectives. Monarch Academy 21st CCLC activities will be evaluated and monitored in alignment with the Plan, Do, Study, Act (PDSA) methodology. The evaluation and PDSA process will continue throughout the life of the program. We will also routinely provide professional development activities to insure fidelity and growth. Qualitative shared school data sources (test scores, attendance records, participant feedback, discipline records), parental, student, teacher and community surveys will be collected to demonstrate evidence of accomplishing the programs goals and to demonstrate program effectiveness or ineffectiveness. Other qualitative data sources will include annual progress reports, desk review and personnel feedback.

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.

Monarch Academy will provide programming at (4) Aldine ISD middle school. Our proposed program activities are remedial and academic intervention in Reading, Math, and Science, student exposure to various STEAM Enrichments, a 5 week Project Based STEAM Enrichment Summer Camp and family support with Socio Emotional, Mental Health and Wellness. Monarch Academy will target academic support by utilizing a hands on learning activities that will engage the students and encourage them to be active participants in the program. Tutoring will focus on clarification and enhancement of the Texas Essential Knowledge Skill. The program will offer opportunities for morning and afternoon homework assistance to create a connection between school-day and after school hours. The continuum of teaching also carries over with the software students use during the school day and within the after-school program. In addition, afterschool instructional lesson planning will be designed and to provide well rounded services for all students by implementing modern teaching strategies, to include but not limited to a learner- centered and activity based centers that encourage student collaboration while developing their critical thinking, decision making and problem solving skills to increase student achievement and overall student success.

Our "SPARK" STEAM program will promote student-interest based enrichments. Students will be surveyed to scale their curiosity on various STEAM subject topics suggested. All topics are designed to increase exposure and ignite interest in STEAM professions. Students apply the concepts of computer science, physics, chemistry, and nanotechnology to STEM activities and projects, including making ice cream, cleaning up an oil spill, and discovering the properties of nano-materials. App Creators- expose students to computer science by computationally analyzing and developing solutions to authentic problems through mobile app development and will convey the positive impact of the application of computer science to other disciplines and to society. Flight and Space - the exciting world of aerospace comes alive through the Flight and Space (FS) unit. Students become engineers as they design, prototype, and test models to learn about the science of flight and what it takes to travel and live in space. They solve real world aviation and space challenges and plan a mission to Mars. Having NASA in our backyard will allow for students the opportunity to see firsthand the potential workforce environment after working on similar processes and projects. To support student interest in computer science fields, Monarch will collaborate with TEALS. TEALS is a Microsoft Philanthropies program that builds sustainable computer science programs in secondary schools, with a focus on services students excluded from learning Computer Science due to race, gender or geography. They help programs learn to teach computer science on their own by pairing them with professional industry volunteers. These volunteers have worked in various areas of computer science and bring real-world experience to the program. Student will be afforded one on one mentorship viable resources that will support career pathways in STEAM education. These proposed activities will be implemented to keep students engaged and excited about learning so that the program will not just be a continuation of the school day.

To fully address social behavior of students, weekly programming specific to social and emotional learning is taught. Specifically, being addressed is conflict resolution, decision making and goal setting to name a few. This will be done by utilizing our research-based curriculum that provides socio-emotional strategies and activities that include character development, self-esteem, community involvement and awareness due to the mental health impact of COVID -19 Pandemic. These topics address 3 of the 5 goals and indicators related to behavior, attendance and academic improvement

Family engagement: Parents/guardians will be invited to engage hands-on learning with their students, able to see presentations and student participation of STEAM projects and have a monthly engagement night activity as part of the 21st CCLC. Parents will be provided with an academic tool-kit of math and reading resources to promote learning with the entire family unit. There will be healthy lifestyle activities where parents enjoy learning the fundamentals of nutrition, healthy meal planning and fitness activities to encourage healthy living. Parents Night Out events will also be part of the 21st CCLC. while students are engaged with structured organized engagement. Students learn the value of working together and building strong relationships with each other.

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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.

Monarch Academy will provide apply best practices and implement them during daily operations. All sites will implement AISDs' Systems and Routines, which emanates the KUB model. What the student will "Know", what the student will "Understand", what the student will "Be" able to do, as instructional strategies. Continuing these instructional strategies during the afterschool program will produce academic growth for all students and provide alignment between the Aldine ISD regular school day and the Monarch Academy 21st CCLC afterschool program. As mentioned before students will also have opportunities to engage in hands on activities that are learner centered and activity based. Student learning plans will focus on individualized and differentiated instructional strategies to address student needs based on academic and social emotional learning loss due to Covid-19. Math and science toolkits provided for each student to use as hands on manipulatives and models. Math instruction focuses on numeracy, abstract mathematical concepts, and multi-step equations. To compliment reading and literacy skills instruction, students will be provided with a vocabulary journals, and allowed "DEAR" time, a set aside time everyday to Drop Everything And Read 15 min daily. The program services will be delivered with culturally relevant, highly-engaging experiences that will utilize site-based learning labs, and online curricular programming when needed. Intrinsically, schools are social places and learning is a social process. Students do not learn alone but rather in collaboration with their teachers, in the company of their peers, and with the support of their families. Although SEL plays important role in influencing non-academic outcomes, SEL also has a critical role in improving academic performance and lifelong learning. Incorporating the STEAM curriculum during the summer months, social and emotional learning STEM activities year-round, and resources will allow the program to expose youth to postsecondary and workforce career opportunities

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.

Monarch Academy will work with the AISD transportation department, parents, and students to ensure that participants have access to transportation services. Each identified AISD campus currently provide bus transportation for students. Funding for bus transportation for the summer program will be provided by AISD. Funding for transportation to summer field trips is included in the requested budget.

Monarch Academy will adhere to the transportation policy of AISD to ensure safe transit of students and staff. All 4 proposed 21st CCLC sites currently provide morning transportation for students as well as late buses for students who participate in afterschool extra curricular activities. Students who reside at least one mile from their campus are eligible to receive ttransportation services. Attendance will be taken as students leave and enter the bus and site coordinators will be required to wait for an all clear from transportation before leaving the campus site. Students who do not qualify for bus service will use other forms of transportation to go home. Middle school students who walk will be escorted to the perimeter of the schools grounds and released to walk home. Car riders will only be released to the parent/guardian listed on the registration application for transportation pickup. Monarch will only work with parents/guardians to ensure that their students have access to transportation services as needed.

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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.

When awarded, information regarding the 21st CCLC will be disseminated in both electronic and paper methods including but not limited to the following:

- Monarch Academy website
- Participating schools website
- Social media platforms of both Monarch Academy and all participating sites
- Advertisements through Remind app, campus bulletin,newsletter
- Parent Resource Center
- Campus Registration Packets
- Phone Calls to targeted students
- Information sent home to parents via students
- Information posted on bulletin boards of the participating sites

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)

Monarch will utilize volunteers to support the program. Monarch will follow the volunteer policy and screening process of Aldine ISD. All volunteers will be required to submit to a criminal history background check as well as undergo fingerprinting. Volunteers will primarily be utilized as occasional presenters and consultants In addition, High School students within the district will be given an opportunity in the summer to earn volunteer credit hours as mentors 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.

Monarch Academy will coordinate with the Title I program to assist with providing nutritional snacks for children in extended day program. Monarch will also work with Special Ed and Multilingual Department to ensure students receive same services and materials outlined in the students IEP during the afterschool program. Each campus has agreed to provide the use of its' facilities including classroom, cafeteria, computer labs, gymnasium and grounds for recreation and sports as well as other events and/or activities. Transportation be provided to the participants through the Aldine Transportation department and Monarch Academy will have access to the use of the Aldine ISD Police Safety Department. These services will support Monarch Academy's afterschool tutoring program, summer camps and family engagement activities and events. Monarch will leverage existing social and emotional learning services provided by each campus for students and families.

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.

Monarch Academy routinely looks and applies for other means of funding to sustain its after school program. We replied to 4 local and state RFPs since the summer of 2022 and have intentions to respond to additional funding requests in 2023. We have already identified additional sources of external funding opportunities with the intention of applying for funding with the hopes of supplementing costs of operations needed to operate and expand programmatic goals and objects

We have been a recipient of \$500,00 in other contracts and funds as well as have received donated materials and supplies from the community and fund raising efforts. These funds will allow us to supplant expenses not covered by the 21st CCLC. In addition to financial support, Monarch Academy has also received community resources in the form of in-kind resources (~\$120k annually), time by community leaders who will come in and speak to students, mentor students, and volunteer their time within the program with program events and tutoring activities (~250k annually). Monarch Academy does not duplicate its funding requests and needs but uses those mechanisms of support as means to better serve the students and the community.

Fortunately, the five-year 21st CCLC grant period gives the Program Advisory Board a window of opportunity for building capacity for sustainability. The extensive involvement of tutors, mentors and presenters from the district along with a partnership with Monarch Academy will provide a conglomeration of stakeholders who can testify first-hand to the program's impact. The Advisory Board will leverage this infrastructure in seeking funding from local, state, and national agencies and foundations.

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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

Monarch Academy will partner with Plummer Middle School, Stovall Middle School, Mead Middle School and Lewis Middle School, all of whom are in Aldine Independent School District. By thinking outside of the box and creating an innovative academic learning environment inclusive of social and emotional learning programming, and higher education programming, the after-school program is not designed to be an extension of the regular school day. Rather, it is meant to be a place where students can supplement their school learning in an environment that offers enrichment and recreational activities in which they may not have the opportunity to participate during the school day. With the right attitude and frame of mind, it makes it easy for the students to want to venture into the creative and innovative world of learning offered through this programs activities. We will use school data provided by the TEA, as well as program evaluation feedback to close identified gaps and unmet needs of the students. All of our students who participate in our program attend a partner Title 1 school and are eligible for Free/Reduced Lunch. More than 80% of the students are at-risk students and more than 89% are designated as economically disadvantaged.

Each campus has agreed to provide the use of its' facilities including classroom, cafeteria, computer labs, computers, gymnasium and grounds for recreation and sports as well as other events and/or activities. Snacks will be provided to the participants through the school boards food service department. These in-kind services will support Monarch Academy's afterschool tutoring program, summer camps and family engagement activities and events. Most importantly, the Principals will assist the Program Director in selecting and hiring quality academic staff for the afterschool tutoring program.

The Huddle Up Foundation will provide family engagement and student enrichment activities related to healthy living, physical fitness and student mentoring activities. Partnering with Monarch will expose families and students not only to healthy living educational opportunities and events but also exposure to financial literacy, entrepreneurship opportunities and education around personal branding. These wrap around educational opportunities tie directly back into the STEAM based program and curriculum.

Monarch also will partner with Kultured Kids Club to provide our literacy centered programs as well as math, science and summer STEAM activities to Monarch as part of the 21st CCLC. This program will provide differentiated instruction through small groups and hands on application to close learning gaps and master taught objectives. We use a data driven approach which is a foundation of a successful 21st CCLC as well as evidence-based proven resources. Parents and students will be able to sharpen their leadership skills with student led vendor showcase events and community outreach events.

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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.

Monarch will utilize a Program Specialist who will bridge the gap between the regular school day and the after school programs at each site by communicating with school administrators and classroom teachers to obtain academic strands which will be taught weekly, monthly and per semester. They will review weekly common assessments administered by the regular classroom teachers to determine which skills need to be remediated and reassessed during the after school, summer programs and Saturday Academy. They will also assist and review lesson plans, individual learning plans, monitor report cards and progress reports, chart academic growth, manage assessments and stay abreast of Texas student standards.

All Monarch 21st CCLC participants will have the opportunity to participate in 30 minute long tutoring before school. This HIT tutoring time will be implemented by teachers who are part of the 21st CCLC program. This early morning tutoring sessions will focus on student specific SMART goals and additional homework help and reading and math support. In addition to the extra assistance provided in the morning, the after school program will have constant communication with teachers, center staff, students and parents. The curriculum used will be formed around specific high-need academic standards (TEKS) to fill in learning gaps. Family members will also be given an opportunity to be active participants in the program. Family enrichment and student based program will be culturally competent and offer dual language and our STEAM based program will prioritize career connections in STEM related fields.

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9. Equitable Access and Participation

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

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

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

10. PNP Equitable Services

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

- Yes No

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

Are any private nonprofit schools participating in the grant?

- Yes No

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

Assurances

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

Equitable Services Calculation

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

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11. Request for Grant Funds

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

Payroll Costs

1.	Program Director	\$89,440
2.	Program Administrative Assistant	\$7,200
3.	Program Specialist	\$34,320
4.	Site Coordinators (4) Teachers (12), Guidance Counselors(4), ELA/Math HITT Instructors (4)	\$236,688
5.	Employee Benefits	\$33,603

Professional and Contracted Services

6.	CPA (Audit/Bookkeeping/Payroll)	\$13,000
7.	External Contractors	\$44,040
8.	Professional Development	\$5,300
9.		
10.		

Supplies and Materials

11.	Program related supplies and materials	\$45,500
12.		
13.		
14.		

Other Operating Costs

15.		
16.		
17.		

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

For TEA Use Only:

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

Appendix I: Negotiation and Amendments

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

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the [Administering a Grant](#) page of the TEA website and may be emailed to competitivegrants@tea.texas.gov. 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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