



**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 to **Pre-award costs:**

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 Date

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

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

3. Shared Services Arrangements

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

Check the box below if applying as fiscal agent.

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

4. Identify/Address Needs

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

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

- Our region has seen an increase in the number of early college high schools opened. The Socorro Independent School District has 6 comprehensive high schools and each of those schools has opened an early college high school. In 2022, this district asked ESC R19 to hold four trainings for teachers to help students pass the TSIA2 test.
- According to the most recent TAPR data, Socorro ISD's stand alone early college has a TSIA passing rate of 91.5%. The rest of the schools passing rates range from 15.5% to 30.5%. Ideally, all schools should have a TSIA passing rate of 100%. Texas public school students must pass End of Course exams to graduate from high school but may be placed into a developmental college course. It is possible for a student to pass their required high school mathematics courses, from Algebra I to Pre-Calculus, and then start college in a developmental mathematics course if they score low on the TSIA2 mathematics exam. Developmental mathematics courses charge the same as other college courses but the student does not earn credit towards their degree. This money would be better spent on a regular college course.
- The percentage of students who qualify for Title I status ranges from 55.36% to 81.41% which means that most of the students will need financial assistance to further their education. Again, no student should have to spend money on developmental college courses, especially a student who qualifies for Title I.
- In speaking with district officials, they shared that there were minimal resources for the early college programs at the high schools. The priority for resources is given to students who are not meeting the minimum graduation requirements, such as the End of Course exams for Biology, Algebra I, English I, English II, and US History. The curriculum coaches also concentrate their efforts in assisting the teachers in core subjects, especially those who teach classes with End of Course exams. The need to focus on these subjects has increased in recent years because of pandemic-related drops in passing rates.
- The goal, then, is to get the early college programs back on track by offering after school and summer tutoring. The immediate need is to assist the students to pass all parts of the TSIA2 exam so that they can take their dual credit courses as early as possible. The mathematics section of the TSIA2 has the lowest passing rate. The priority will be to recruit students who have not passed the Algebra I End of Course exam since it is a graduation requirement. A similar cohort of students will be created with students who have passed the Algebra I End of Course, but not the mathematics section of TSIA2. Recruiting will then target students who have not passed the other End of Course exams and other sections of TSIA2. Students can take advantage of district "activity buses" that run later in the evening to transport students who stay after school for tutoring and extra-curricular activities.
- District officials also shared that family engagement is a challenge and that there are still misconceptions about the early college programs. They hope to increase family engagement and keep families informed of the opportunities the district is providing in the early college programs.

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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.

- Students will be recruited based on 3 criteria: (1) failing an end of course exam, (2) failing a section of TSIA2, and (3) failing a class. The benchmark for recruitment will be 90% of this number and will be updated every 3 weeks to coincide with the release of 3, 6, and 9-week grade reports. The students will be assigned 2-3 days of after school tutoring a week, for a minimum of 90 minutes per day. If this number exceeds capacity, then priority will be given to the students who have failed an end of course exam, then to students who have failed a section of TSIA2. If the tutors are under capacity, then students from the same school, but not in the early college program, will be invited to attend tutoring based on teacher/admin recommendation.
- The benchmark for retainment is to have students attending 5 tutoring days, for 90 minutes, every 2 weeks of school. As students receive assistance, they will see improvement and may feel like they can stop attending tutoring. Enrichment activities will be scheduled on a regular basis to keep students' interest. Tutors may have activities aimed at social emotional learning, team building, fine arts, eSports, or any educational activity that allows the students to have fun and take a break from the normal routine.
- The benchmark for adult family member engagement is attendance equal to or above 10% of the early college program enrollment. Automated phone calls, mailers, and social media messages will be used to reach out to the adult family members.
- Staff will be recruited with traditional hiring strategies used by the district and ESC19. Priority will be given to people with teaching experience, especially if the person has both teaching and tutoring experience in a core content area. Each campus will have a tutor strong in RLA and another tutor strong in Mathematics.
- Tutoring will be offered from the end of the school day until 6pm. This is a total of 2 hours per school day.
- To ensure strong program strategies, recruitment for Project Director, Program Specialist, and Site Coordinators will focus on educators with Principal Certification or related experience in program coordination.
- A regular meeting schedule and file-sharing system will be used to help monitor fidelity of program implementation.

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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.

The Project Director, Program Specialist, and Site Coordinators will have experience in program coordination or Texas Principal Certification. This will ensure that these staff members have experience with the Texas Continuous Improvement Framework or a similar framework. When grade reports are released at the 3, 6, and 9 week marks, each site will reevaluate the progress at their campus. Reports will be shared with the Program Director. The Program Director can then assist Site Directors who need assistance meeting the benchmarks. One method may be to allow the Site Directors that are having success share strategies with the other campus Site Directors. Also, all staff will be attending training and staff development on a regular basis. The topics of this training will be tailored to the challenges that the staff is encountering. Most importantly, all campuses will keep detailed records of engagement, attendance, activities, and interventions to assist in finding root causes of any challenges.

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.

Each 21st Century Community Learning Center will provide students with rich targeted academic supports to include high impact tutoring and accelerated instruction to close learning gaps and increase student achievement. Such academics supports will be measured by performance tests to include benchmarks, STAAR Assessments, and TSI tests.

In addition, students will be able to experience interest-based enrichment activities that are tailored to their career pathway. Yet, there will be different options so they may explore other areas of interests such as fine arts, health, and wellness activities.

Parental involvement is key for student success. Therefore, it is of utmost importance that each 21st Century Community Learning Center provides parents with informative sessions such as FAFSA, literacy, financial literacy, College trips, college admissions, etc.

Targeted Academic Support

A specific goal of each 21st Century Community Learning Center is to increase TSIA scores so that 28-30% of students are achieving college readiness benchmarks through targeted academic support in English Language Arts, Reading, and Mathematics. In Region 19, 72% of students are meeting college, career, and military readiness via the college readiness indicator. We want to close the achievement gap and obtain CCMR for the remaining students graduating in Region 19.

Student Interest-based Enrichment

Enrichment activities will be meaningful to solidify college and career exploration for students. We will work via virtual software to enlist students in virtual tours of colleges. We will also have speakers from local industry available for students. Tours of various business throughout the region will take place. We will also request the assistance of local museums for additional enrichment activities and visits for students. A component of physical activity will be added by an ESC19 consultant using braided funding derived from Texas State Parks and Wildlife. We would like students to engage with the outdoors, learning about local wildlife, as well as mathematics, science, and social studies applications.

Family Engagement

Family engagement activities provided at the Learning Centers will be college and career driven. We will engage the entire family in the college application process, financial aid via FAFSA, Apply Texas, and "college knowledge" for parents and families. We will also provide counseling and advising supports for the entire family to support their children in post-secondary pathways with information that is right for them and wrap around services.

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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 program will implement best practices by having the campuses adopt a HQIM such as but not limited to Odell for RLA and Texas Math Solutions. These programs will equip teachers and tutors with high quality instructional materials to close learning gaps among students. Teachers and tutors will receive the adequate training so they may learn how to internalize the lessons and use the HQIM to their full potential. This will create an outcome where student performance increases year by year. The Director will ensure that campuses select HQIM approved by TEA.

HQIM will be integrated with the district's existing resources, such as Edmentum, TexQuest, and Learning Express. TexQuest will provide with an array of National Library curated books of all content areas to include core content and CTE for all grade levels. Learning Express provides with practice tests with three different modes: learner, practice, and simulator. The learner feature allows students to take a practice test and be able to check their answers right away to see if they were correct or not. If they were incorrect, it provides them with the right answer and rationale. The practice mode, will have the student take the practice test without timing them. However, students will not be able to access their performance until the very end and will also provide rationale. The simulator mode, will be a timed practice test. This will allow students to really focus while taking the test. It will provide students with their score and rationale.

In addition, other subscription services, such as Schmoop will be purchased for tutoring support and enrichment activities. Schmoop is part of research based best practices that have been used by ESCR19 consultants. Schmoop can be modified to meet the needs of individual students through the use of data analysis that is provided by the program and further enhanced through the experience gained by the consultants through previous projects. Schmoop was employed to provide instruction to migrant students in the region. Upon completion of the program we had a 35% increase in student achievement in ELAR and a 28% increase for math.

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.

Each Early College High School will have its own Community Learning Center. Therefore, each participating campus will have its own activity bus that will take them to a nearby location from their home just like their after school hours activity bus does. This will also apply for summer school. Furthermore, transportation will be utilized to transport students to attend fieldtrips and educational workshops provided by partners in education.

Moreover, transportation will also be provided for parents to be able to attend the parent sessions. ESC Region 19 wishes to eliminate any obstacles parents may face in order to assure they have access to the Community Learning Center closer to them.

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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.

There will be a Community Learning Center at each Early College High School of most need based on TSIA2 data and other EOC metrics. We will use ESC Region 19's website to promote the location of these centers. We will use a variety of Social Media to disseminate information such as Facebook and Twitter. ESC Region 19 has a strong media services department that provides graphic design, video, and program outreach services to districts on an ongoing basis.

In addition, meetings will be held for parents of students who will be participating in the 21st Century Community Learning Centers. There will be info sessions to provide parents with a clear picture of the multiple benefits and opportunities that their children will be presented with. Parents will be informed of such sessions via letter and via callouts with multiple forms of contact (phone call, email, and text message).

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)

No volunteers will be involved with this project.

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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.

ESCR19 works on scaling and expanding opportunities as related to growing learning systems and accessibility for students in the region. This is done by working alongside school districts by conducting program evaluations of various federal, state, and local programs while working in conjunction with Workforce Solutions Borderplex to identify a coherent evaluation using braided funding supports as well as community and market trends. ESCR19 and regional networks also focus on strengthening the academic rigor of the programs of study available for students by identifying regional pathways that have multiple entry/exit points and include advanced academics curriculum embedded in the pathway leading to dual credit and Advanced Placement (AP) opportunities for students. Supported regional academic and college / career pathway efforts seamlessly integrate rigorous academic requirements for students while preparing students for college and the regional workforce. This is done by supporting effective district advisor(s) and providing access to high-quality tools and resources for staff and students. For example, the partnerships discussed in connections to high-quality tools and resources has led to the creation of virtual career exploration and academic preparation platforms, partnering with several regional stakeholders to deliver regional college and career readiness conferences and working alongside Jobs for the Future and Social Finance to plan for a Pay for Success model to support Bio-medical initiatives.

Strategic Implementation of Grant Funding – Braiding Resources for Student Success

A milestone in strategic planning is the collaboration between ESCR19 and San Elizario ISD to continue the GEAR UP grant and program in that particular district. We will be entering our last year of direct district support and the work has led to cross program collaboration between advanced academics and the CTE division of the district to provide students with multiple opportunities to explore options available to them in a post-secondary setting with the right academic supports. Students and staff have been able to assess mapping of existing college & career advising mechanisms within the districts and those provided by platforms such as Texas OnCourse.

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.

In addition to the resources and partnerships already discussed, the key to long-term sustainability continues to be the relationships between the ESCR19 and the community at large, dedicating the time and effort necessary for the program to be successful in achieving the measurable outcomes as previously described. It is vitally important that we focus on channeling the necessary resources and further develop the areas of improvement to include strong college and career advising and counseling support, a rigorous academic setting, continuum of work-based learning experiences, and credentials and degrees with value in the labor market. ESCR Region 19 already possesses the mechanisms in place to convene community partners. Partnerships committees will further help us ensure that the necessary mechanisms already in place are used to refine and reevaluate the benchmarks identified to measure progress towards success beyond this grant cycle. An important goal of this grant cycle is to enlist additional community commitment to continue to inform curriculum as well as to provide additional work-based learning experiences that will reach more students. Team Time Planning Tools will be developed to be used in partnership committee meetings to help the regional representatives guide the conversations to action plans. For additional guidance, ESCR19 as the intermediary will be using a planning document with measurable objectives, outcomes, activities, target dates for the activities, grant deliverables, and the activity owner. The live planning document will guide subsequent meetings for regional representatives and facilitate ownership of activities so that all entities contribute to the outcomes of the grant. As Region 19 moves forward into the new grant cycle, it is of utmost importance that consortium partners further commit to ensuring the grant measurable outcomes are met on a timely basis. The regional approach to sustainability is key in leveraging and shared learning, coordinated employer engagement, achieving economies of scale particularly in increases staff capacity, shared data and metrics, and a united coalition of advocates to accomplish grant objectives. ESCR19 will continue to build sustainability by strategically building bridges between systems and breaking through "language barriers."

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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

ESCR19 has an established record to serve as an intermediary in numerous regional initiatives by coordinating the various committees mentioned throughout the application. Industry and community representatives are eager to serve. IHE partners span across state boundaries into New Mexico to leverage Applied Science degrees unavailable within regional city and county limits. ESCR19 receives bi-weekly unemployment and detailed reports on any pertinent changes to the local labor market from the Workforce Board. Findings are discuss with districts and IHEs during regional convenings and meetings such as the College and Career Readiness Regional Committee quarterly meetings. Links between secondary and post-secondary education: strategic dual credit collaborations exist between EPCC, UTEP, NMSU, and Texas Tech in both academic and workforce areas. Dual credit agreements with high schools are tracked by EPCC, forming strategic advising tracking mechanisms to advance as many students as possible systematically to four-year programs as applicable. Credentials with value in the labor market: students participating in regional in-demand CTE programs of study have opportunities to obtain industry-based certifications at neighboring districts. Integration of rigorous core academics and career-focused learning aligned to dual credit opportunities for students are the efforts of EPCC through collaborative work with the ISDs and ESCR19. College and career information and advising strengthen the continuum of robust academic learning experiences for students as employer connections continue to be revitalized upon the aftermath and uncertainty of the pandemic.

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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.

To ensure that materials being utilized to implement accelerated learning meet HQIM standards, we will opt to go with programs TEA approved such as Odell and Texas Math Solution. To assure that the programs are being used to their maximum potential, we will provide workshops for teachers and tutors on how to properly utilize such programs by scaffolding the information.

In addition, we will use experts to deliver such sessions who have been trained and have helped other districts within the region to truly internalize the proper use of such resources. The Department of Academic Instruction and School Support at ESC Region 19 will provide cohorts with HQIM materials to be internalized adequately in order for teachers and tutors to perform an efficient lesson delivery to grant students with a high impact tutoring session. The cohort will be structured in different sessions that will cover different areas of growth needed for teachers, tutors, and other staff involved. All staff will attend workshops on disaggregation of data, lesson planning for accelerated learning, and other professional development sessions that will help staff members to be highly qualified individuals to achieve the vision and mission of the 21st Century Community Learning Centers.

Furthermore, we will have the Instructional Technology Department at ESC Region 19 provide professional development sessions for staff. These will include but not limited to blended learning and tech tools for instruction in a student-centered setting where students are continuously engaged as 21st century learners.

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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		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

10. PNP Equitable Services

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

- Yes No

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

Are any private nonprofit schools participating in the grant?

- Yes No

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

Assurances

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

Equitable Services Calculation

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

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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.	TEA-Required Staff (Program Director, Site Directors, Family Engagement Coordinator)	\$350,875.00
2.	Center Tutors	\$100,000.00
3.	Program Administrative Assistant (including fringe benefits)	\$50,000.00
4.		
5.		

Professional and Contracted Services

6.	Printing	\$16,000.00
7.	Consultant Services (Professional Development by ESC19 and other sources)	\$150,000.00
8.	Substitutes for Teachers to attend Professional Development	\$10,000.00
9.	Summer Teacher Services & Stipends for Teachers	\$225,000.00
10.	Services for the areas of fine arts, fitness/health, STEM, College and Career, HQIM/HIT, etc.	\$100,000.00

Supplies and Materials

11.	Supplies for Student Activities and Program/Center Support	\$200,000.00
12.		
13.		
14.		

Other Operating Costs

15.	Out of State Travel for Staff to National 21st CCLC Conference & other comparable PD	\$50,000.00
16.	Field Trips and Transportation to Off-site Activities	\$300,000.00
17.	Other Miscellaneous (Ex. Travel to TEA-Required Trainings, Transportation, & Snacks, etc.)	\$230,000.00

Capital Outlay

18.	Furniture and Equipment	\$100,000.00
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

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