



**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:**

**Grant period:**  **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
- Debarment and Suspension Certification
- General Provisions and Assurances
- Lobbying Certification
- Application-Specific Provisions and Assurances
- ESSA Provisions and Assurances requirements

Authorized Official Name  Title  Email

Phone  Signature  Date

Grant Writer Name  Signature  Digitally signed by CJONESTA Date: 2023.01.23 15:21:43 -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.

The needs assessment process in Spring ISD began with collecting student performance data on state-mandated assessments (STAAR reading and math) across the nine proposed campuses. Additional data considered include: TAPR reports, Spring ISD's District Improvement Plan, Spring ISD's Strategic Plan, the Texas Department of Housing and Community Affairs' community needs assessment, and community stakeholder feedback. After collecting and analyzing the data, Spring ISD identified trends, commonalities, strengths, and potential areas for growth. Through this analysis, the district was able to identify the nine proposed campuses for this grant application. Once the nine campuses were selected, a second needs assessment process began by reviewing campus improvement plans, campus-level student performance measures, the previous year's evaluation results, campus characteristics, and the services currently offered on each campus. Through these data, the 21st CCLC team was able to identify campus-level needs and gaps. Stakeholder feedback was gathered through discussions and survey results, collected from parents, diverse community members, business owners, and community non-profits.

The needs assessment indicates the need for after school and summer programs because 100% of the selected campuses performed lower than the states 53% at the meets or above level in reading. Additionally, 100% of selected campuses performed lower than the state's 42% at the meets or above level. According to 2022-2023 Campus Improvement Plans, 89% of campuses cited the lack of parental engagement as a problem. Eighty-nine percent of proposed grant participants did not have a volunteer program at their campus; and only 44% of them reported having community partnerships. The proposed after school program will address the aforementioned academic needs by providing a data driven math and reading tutorial program that uses high quality instructional materials (HQIM) and provides differentiated academic support through high impact tutoring.

Parental engagement needs will be met by offering empowering workshops that provide the tools needed to support scholars at home; and providing culturally relevant opportunities for families to build a collective sense of community. In addition, parents will have the opportunity to plan with the 21st CCLC team to develop high interest, courses, and have a voice in their child's academic growth and development. The program operating hours, homework help, free bus transportation, and evening meals in a safe and secure environment meet the needs of our working families.

The needs assessment informed the targeted participation numbers for students and parents by revealing the lack of participation by all stakeholder groups in planning, developing, and implementing high yield instructional environments where students thrive and parents are equipped to be advocates in the their child's education.

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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.

Spring ISD's first-quarter benchmarks are to: establish an MOU with partnering agencies, recruit and hire campus support staff, write vendor contracts, establish the budget, recruit students and volunteers, develop and implement program advertising, set baseline expectations with campus leaders and staff, establish measurement baselines, purchase after-school curriculum materials, and train applicable teachers and personnel. For the second quarter, Spring ISD will complete student and volunteer recruitment; institute monthly monitoring of program implementation, track student's academic growth and attendance, and monitor budgetary expenditures. During the third quarter, Spring ISD will complete its data collection to determine if stated SMART goals were met. The findings will be shared with all stakeholders.

The center's plan for continuously recruiting students starts with identifying the students "most in need" during the summer. Spring ISD's Research Department sends Students At Risk files to each campus. The files contain students' prior performance on state-mandated assessments (STAAR, TELPAS, MAP, TPRI/Tejas Lee), promotion and retention statuses, attendance rates, LEP, and special education status. Additionally, qualitative data is collected from classroom teachers, school counselors, at-risk counselors, campus administrators, and parents. Site coordinators examine all of the aforementioned data to continually recruit students. Key strategies we plan to implement to retain students are to provide student selected enrichment activities and incentives for academic growth, and school day attendance. Spring ISD proposes to address the needs of working families by providing a safe and nurturing after-school environment for scholars to receive free academic tutorial services, homework support, nutrition, and development of social and emotional skills.

Strategies we will use to engage adult family members are providing multiple opportunities for parents to learn from or teach high interest classes, showcases featuring student performances and products, and relevant cultural events.

Strategies we will use to recruit staff are: share benefits of the program, offer competitive compensation, provide incentives and leadership opportunities.

Collaborative planning, shared professional development, ongoing communication and frequent program monitoring are the practices Spring ISD intends to implement to ensure coordination between center-level programs and the curriculum taught during the regular school day. Through this collaboration, 21st CCLC will address student needs and integrate program activities with the school's curricular program. In addition, the site coordinators will be trained alongside the teachers at their campuses. Additionally, site coordinators will be required to attend grade-level PLC meetings in reading and math, where teachers and academic specialists discuss student academic performance on assessments, classroom assignments, and review student work samples. Adjustments to the scope and sequence or campus curriculum map will be made, as necessary. The aforementioned practices support a tight alignment with the regular school day and the 21st CCLC program.

Activity oversight for Spring ISD's 21st CCLC program will start with reviewing lesson plans for high-yield instructional strategies and providing feedback to teachers and vendors, as needed, before students endeavor in the activity. Next, observational data collected from the site coordinators, program director, principals, and assistant superintendents, student survey responses, and class attendance data will be analyzed to ensure activities are engaging for students.

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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.

Spring ISD has assembled a grant-planning team, consisting of the following team members: the Grant Manager, the Executive Director of School Improvement, the Assistant Superintendent of Research and Student Success Measures, the Coordinator of Research and Program Evaluation, the Chief of Academics, the Assistant Superintendent of Schools, the principals of the proposed 21st CCLC sites, and an independent, external program evaluator. Furthermore, 21st CCLC site coordinators will meet monthly to ensure timely progress on each of the benchmarks outlined above. If the team determines that progress on any of the indicators is insufficient, they will have representation from all involved parties, ensuring the grant's success. Spring ISD will develop a continuing grant-monitoring process to include monthly progress reports related to grant implementation and financial spending. As part of the monitoring process, the measures will be provided to the Superintendent. These monthly reports will be reviewed by the Superintendent of Schools and the Senior Leadership Team, thereby enabling oversight from the District's senior leaders. Through this process, any grant implementation barriers will be quickly mitigated.

The Community Advisory Council, will use qualitative and quantitative data methods and analysis to gather and analyze data, assisting the 21st CCLC team in making informed decisions on program efficacy, and guiding progress measurement and program adjustment. During the project period, the team will consider data from test scores, attendance, disciplinary incidents and referrals, and participant feedback, as well as student voice and choice instruments and school leader recommendations.

**7. Statutory/Program Assurances**

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

Check each of the following boxes to indicate your compliance.

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

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**8. Statutory/Program Requirements**

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

The proposed program activities will provide students with culturally relevant, highly engaging experiences that help students meet state and local standards in reading and math, STEAM (Science, Technology, Engineering, Arts and Math) site-based learning labs, hands-on computer technology experiences, remote-learning instructional kits, online curricular programming, and site-based differentiated instruction. Additional program activities will include homework assistance, tutorial classes in reading and mathematics, and academic enrichment courses that align with the TEKS and lesson objectives taught during the day. Further, by providing students with data-driven, differentiated academic support, delivered by highly qualified certified teachers and vendors with a proven record of accomplishment, the program will foster a sense of engagement and autonomy among students, which will ultimately lead to increased performance on academic outcomes.

To facilitate students' successes holistically, the program will provide the following: youth development activities, counseling services, social-emotional skill development, services for special education students, support for students with discipline and attendance challenges, service learning, language skills development for English learners, college and career awareness experiences, computer technology courses, career and technical education classes, field learning experiences, physical fitness and wellness opportunities, and nutritional education. Additionally, parents will have the opportunity to attend literacy, academic assistance, and parenting activities to equip and empower them to become advocates and active partners in their child's education.

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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 apply best practices and implement them during daily operations. All sites will implement Spring ISD’s Spring Way Systems and Routines, which are derived from Doug Lemov’s Teach Like a Champion 2.0. The instructional techniques to be implemented include the following: Threshold, Strong Start, Do Now, Exit Ticket, What to Do, Cold Call, and No Opt Out. Implementing these instructional strategies with fidelity will yield academic growth for all scholars and provide continuity between the Spring ISD regular school day and the 21st CCLC after-school program. Additionally, students will be able to demonstrate their learning through project based learning (PBL) products.

Tutorial and enrichment programs will utilize the district's scope and sequence to ensure alignment and highlight deficient areas. Enrichment practices will utilize another research practice by focusing on experiential learning. Students will be able to apply theory and academic content to real-world experiences through experiential learning that can be course focused, community focused, and work focused. Research has demonstrated that students of all ages learn better during initiatives that involve the application of concepts in practice, in order to solve real world problems, actively make decisions, and reflect on the outcomes or consequences of their learning actions and decisions. Further, the partnership with Comp-U-Dot will complement and expand the course offerings for middle school students, especially given the required career explorations course. The exposure to college and career experiences will allow for a broader infiltration of sporadic exposure now occurring in elementary schools. Spring ISD believes this will foster conversations about college and career at the elementary level that are more meaningful and are experienced through the programs offered in the 21st CCLC program. Finally, to promote positive youth development the program will embed social-emotional skill development in all courses and activities. In addition, the program will provide opportunities for student leadership, and will acknowledge and further develop youth assets.

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 vast majority of after-school participants use Spring ISD’s bus transportation to go to and from school. Students who qualify for bus service during the regular school day also qualify for bus services after school. Students who reside at least one mile from their campuses are eligible to receive bus service. In addition, students who would be subject to hazardous conditions by walking to or from school (crossing train tracks, crossing a freeway, crossing a roadway with four or more lanes, etc.) are also eligible to receive bus transportation services. Attendance will be taken as students enter the bus. A 21st CCLC staff member will sign the attendance roster and give it to the site coordinator to be filed.

Students who do not qualify for bus services will use other forms of transportation to go home. Middle school students who walk to and from school are currently escorted to the perimeter of the school grounds and released to walk home. Elementary school students who walk to and from school are currently required to meet an adult at the exit. The adult must provide a four-digit pin number before the student may be released to them. Car-riders are currently escorted to their vehicle by an after-school staff member. Parents are required sign their child out prior to the student entering the vehicle. Students will be released only to adults who are listed on the program application with valid identification or the secure four-digit personal identification number created by the parent/guardian. Students who ride daycare busses will be checked off the daycare roster as they enter the daycare vehicle. For any court orders that limit the rights of one parent in matters such as custody or visitation, a copy of the order must be on file with the school office.

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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.

Community learning center information will be disseminated through a myriad of platforms and methods. They are as follows:

- 21st CCLC information posted on the Spring ISD website;
- 21st CCLC information posted on campus websites;
- 21st CCLC information posted in Spring ISD Now so that all SISD employees are aware of the program;
- 21st CCLC marketed through fliers posted on twitter, Facebook, and Remind 101 app;
- Announcements made at district- and school-level events, to communicate the benefits and purpose of the program to parents and the community;
- Advertisements and brochures for the program in English and Spanish, placed at apartment complexes, local business, and churches;
- Advertisements for the program, posted on schools' marquees in both English and Spanish;
- Advertisements for the program placed in each campus's SMORES Newsletter;
- Advertisements for the program through Blackboard call outs;
- The inclusion of a link to Spring ISD's student-registration form to identify interested students and families;
- Attaching program information to campus registration packets;
- Making phone calls to parents of targeted and eligible students;
- Posting program activities in the virtual Parent Resource Center; and
- Delivering brochures and registration forms (English and Spanish) to families during daily food pick up where applicable.

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

The 21st CCLC Program in Spring ISD will recruit volunteers to assist with supporting the ongoing success of programming. The district will also capitalize on its Family and Community Engagement departments to recruit existing and potential volunteers. Volunteers will be recruited through a variety of methods, including but not limited to: community recruitment events, networking, canvassing, inter-agency events, corporate solicitation, and through local colleges and universities. Volunteers will be invited to view the program design, see the impact of their engagement, and connect to the community, through their participation in the district's 21st CCLC program, which has a proven track record of success among participating students and families. Volunteers will be required to complete a short survey to help ensure successful placement in locations and roles that best align with their strengths and goals. The 21st CCLC program will follow the Spring ISD volunteer policy and screening process. This process requires potential volunteers to complete the online VIPS application, including a consent to perform a criminal background check. The applicants then receive email notifications once background checks are complete. Individuals who clear the background check may begin volunteering once they receive approval. An individual who does not clear the background check will not have the opportunity to volunteer in Spring ISD.

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

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

The 21st program will coordinate with the Title I program to provide transportation for program participants. Further, the district will coordinate with the multilingual department to ensure program lesson plans and activities embed the ELPS and leverage Title III funds to hire more bilingual tutors to maintain a small teacher to student ratio. Currently, the English learner population makes up 29.2% of the district's population. The district will also work with the Special Education Department, currently serving 10.2% of the district population, to ensure that students receive all of the services and materials needed during the after-school program, as outlined in their IEPs. Historically, both populations have underperformed the state, with 19 % of Sped students and 31% of EL students reaching Meets GL for all subjects, compared to 48 % at the state level. Finally, Spring ISD's 21st program will coordinate with Child Nutrition to leverage grant funding so that students will have a hot meal for dinner. The 21st program will integrate with other TEA initiatives to improve student outcomes in reading and mathematics, such as with the TCLAS Initiative. All of Spring ISD's 21st CCLC programs will implement TCLAS Decision 2 and TCLAS Decision 3 by utilizing High Quality Instructional Materials (HQIM )core products and TEA approved supplemental products. This systemic implementation provides all students with the research based resources needed to cover 100% of standards. Also, all 21st CCLC programs will be supported by implementing Strong Foundation to ensure alignment of curriculum and instructional systems. Additionally, 21st CCLC will coordinate with Twin Creeks MS, Spring Leadership Academy and Wells MS to accelerate student learning through TCLAS Decision 1 which provides high dosage tutoring. Most importantly, the 21st CCLC program will function as a derivative of TEA's District Initiative, Districts of Innovation, through Spring ISD. As a result, students, staff, and the community will reap the benefits of programs, designed to increase students' academic outcomes in reading and mathematics equitably and develop social-emotional skills.

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.

To sustain the program, Spring ISD will implement the Inverted Approach to Financing & Funding After-school Programs. This approach requires the 21st CCLC team to define resource requirements by evaluating a number of questions, such as which resources are truly necessary to produce and sustain results, can the resource needs be justified to funders and other stakeholders, which resources are already available, etc. Next, the district will implement management strategies to optimize cost. This will include the following: converting fixed costs to variable costs, changing policies for expense line items, changing suppliers or ordering patterns, streamlining operations, obtaining in-kind support, collaborating for cost sharing, outsourcing (or in-source) functions/activities, re-designing the organization or components, and deferring or eliminating discretionary costs. Moreover, established partnerships will continue beyond the grant's timeline, identifying alternate sources of funding and sustainability to ensure that grant efforts are continued and sustained.

Spring ISD's sustainability work is predicated on the third and final component of the inverted approach to financing and funding after-school programs, Develop and Diversify Revenue Sources. To garner financial support for the continuation of the district's after-school program, Spring ISD will request support from the following financial sources: grants, public giving, government funding, service fees, and ticketed events. Additionally, all supplies and materials provided by this grant will be donated to the 21st CCLC sites to assist in local sustainability efforts.

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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 planned partnership between Spring ISD's 21st CCLC program and the Alley Theater aims to provide students and parents with student-produced literacy videos in English and Spanish that are accessible at any time, allowing students and parents to practice rhyming, alliteration, and other literary elements when it is most convenient for them. Additionally, students will get authentic, hands-on production experiences while developing their articulation and enunciation skills. This partnership will contribute to our early literacy goals and equip parents with the skills to actively engage in their child's reading development. This opportunity will also provide students with skills that are not currently taught at their campuses since none of the campuses have a production studio.

An additional partnership with Lone Star Community College (LSC) will allow students to explore career and postsecondary opportunities as part of the enrichment activities offered to students. Spring ISD and LSC have an existing, well-established partnership through the Spring Early College Academy, which is housed on the Lone Star North Harris Campus. In addition, The partnership with the 21st CCLC program will allow middle-school students to be exposed to career and technology pathways that are offered at the high-school level, through the partnership with LSC and Spring ISD. Activities will also allow for an after-school expansion of the Career Explorations class, currently offered to eighth-grade students.

A planned partnership with Change Happens allows students the opportunity to learn about proactive healthcare measures and provides mentoring opportunities.

A final secured partnership is with Comp-U-Dopt. Spring ISD has noted a great interest in computers, computer technology, and gaming among its students. The Early Adopters program, offered by Comp-U-Dopt, provides "an in-depth exploration of cutting-edge technologies for upper elementary students (Grades 3-5)." At the middle-school level, "the Comp-U-Dopt STEAM Team Program is a project-based enrichment program that helps students explore how technology is connected to all STEAM careers and sectors."

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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.

21st CCLC program integration with Spring ISD will occur through TCLAS Decision 1 which is designed to accelerate learning and increase specific academic student outcomes and provide high dosage tutoring. The integration will happen through collaborative planning with Spring ISD's curriculum and innovation departments. Through this strategic collaborative, the 21st CCLC program will produce research based activities that are aligned to the district's scope and sequence. In addition, all academic vendors and core academic teachers will be required to use TEA approved High Quality Instructional Materials which aligns with TCLAS Decision 2.

Our plan to integrate HQIM and HIT product use is to train all teachers and academic vendors on how to access available TEA materials digitally. The training will be provided by Spring ISD and/or professional development staff from Amplify, Eureka Math, and Carnegie Learning at the district level and at individual campuses. Additionally, all teachers and core academic vendors will be provided with SISD's scope and sequence to ensure school alignment. Site coordinators will support teachers by providing printed and physical materials for in person classroom instruction.

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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"/>

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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.	Project Director and Secretary	\$150,000
2.	Site Coordinators (9x \$72,000)	\$648,000
3.	Program Specialist	\$72,000
4.	Extra Duty Pay	\$350,000
5.	Employee Benefits	\$140,000

**Professional and Contracted Services**

6.	External Contractors	\$388,000
7.		
8.		
9.		
10.		

**Supplies and Materials**

11.	Program-related supplies and materials	\$150,000
12.		
13.		
14.		

**Other Operating Costs**

15.	Other Operating Costs	\$20,000
16.		
17.		

**Capital Outlay**

18.		
19.		
20.		

Direct and indirect administrative costs:

**TOTAL GRANT AWARD REQUESTED:**

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 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](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"/>	
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<input type="text"/>	

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