



**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:

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 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.

Tyler ISD evaluated multiple data sources through a community needs assessment. Trends in school achievement and a risk load analysis highlighted the need to address academic gaps in our campuses with a high percentage of low socioeconomic status families and/or identified as needing targeted support through federal accountability measures.

Historical data shows these campuses have struggled to address Domain 3: Closing the Gaps in state accountability, especially among the African American and Hispanic student groups. This is evident in student attendance data, lack of parent involvement, and high failure rates on state assessments.

Research shows that extended day and summer learning opportunities can accelerate learning to maximize successful student outcomes. Tyler ISD has an established partnership with Mentoring Alliance (MA), yet tuition is often a barrier for our families experiencing economic hardship. The grant opportunity would provide equitable access to targeted academic support and student interest-based enrichment.

Currently, campuses use data-driven instruction to provide students with intervention and tutorial opportunities. The challenges schools face to maximize these opportunities are the teachers' workday structure and lack of viable curriculum. Although each of these campuses receives Title I resources, high family engagement is still inconsistent. This proposed program would provide teachers with high-quality materials, research-based strategies to provide targeted academic support, and the necessary staff to monitor the quality of the program. The support from MA would provide increased opportunities for students to access physical fitness activities, interact with the arts, and benefit from mentorship. By providing engaging activities we hope to increase family engagement, provide ongoing access to the schools, and build community. This would be further enhanced by extending the after-school activities into summer programming.

We identified nine campuses as potential learning centers. Currently, only 5% of students from those nine campuses participate in a MA program. The CCLC grant would allow us to build a sustainable afterschool program that could increase to 10 - 15% next school year. The continued summer program would also provide families access to district resources such as food services, health services, social and emotional services, and academic resources. Furthermore, grant implementation ensures a haven for students after school or during the summer break.

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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.

Tyler ISD's main vision is to focus on successful student outcomes. We believe that all children can learn, it is the district's responsibility to ensure each student will reach his or her highest academic potential, and graduate high school prepared for higher education or the workforce in the global market while closing the achievement gap. Tyler ISD believes all students deserve a safe and healthy learning environment designed to attract, engage and retain the student's attention. We are committed to collaborating with the community to achieve and sustain excellence in the education of students and must allocate our resources to meet the needs of all students while maintaining the highest responsibility, efficacy, and integrity.

As indicated in Grant Level Strategic Plan, we identified SMART goals that align with our district vision and satisfy the five outcomes areas of the grant. Using a needs assessment we identified nine target campuses. Campus administration and the program director will be instrumental in recruiting students and engaging with family members. Tyler ISD communication department and MA marketing staff will collaborate to ensure equitable opportunities to learn about the program and increase community engagement leading to strong retention of students and staff. The grant implementation would ensure professional development for HQIM, strong school collaboration, and fidelity to the program. The program director will be responsible for monitoring program effectiveness and communicating updates with Tyler ISD and MA staff.

Tyler ISD uses several tools to monitor student academic progress and school culture. Our universal screener would provide three benchmark assessments throughout the year and include periodic progress monitoring to evaluate the grant performance measures. Student and family engagement surveys would provide feedback on the stakeholder experiences to continuously refine 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.

Tyler ISD and MA will use quarterly meetings to track the progress of program progress measures. If the benchmarks do not show progress, the program director in tandem with site coordinators and identified Tyler ISD staff will analyze quantitative and qualitative data to create a targeted intervention plan. This process would allow us to conduct a root-cause analysis to overcome barriers or challenges and create specific action steps to achieve the program goals.

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 are designed to improve student academic achievement and overall student success by providing targeted academic support, student interest-based enrichment, and family engagement opportunities.

Targeted academic support:

- The program will offer daily academic support in math and reading for Title I campuses through High Impact Tutoring (HIT) which may satisfy HB 4545 requirements.
- Tutoring will be provided by certified teachers and trained individuals in small groups or one-on-one settings.
- The program will also provide opportunities for students to receive additional support in areas of need, such as English language development.

Student interest-based enrichment:

- The program will offer a variety of enrichment activities that align with student interests and passions.
- The activities will be designed to foster creativity, critical thinking, and problem-solving skills.
- Examples of activities include robotics, coding, art, music, and sports.

Family engagement:

- The program will provide opportunities for families to be engaged in their child's education and the program activities.
- The program will offer workshops and classes for parents and family members on topics such as parenting, financial literacy, and college readiness.
- The program will also provide opportunities for families to volunteer and participate in program events and activities.

Overall the activities are expected to improve student academic achievement by providing additional support and resources to help students succeed in school and to improve overall student success by fostering a love of learning and providing opportunities for students to explore their interests and passions. Additionally, family engagement activities help build stronger relationships between families and the school and support student learning at home.

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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.

Tyler ISD staff will be used to support educational-related activities. Staff will receive training in research-based instructional strategies (RBIS) that align with high-quality instructional materials to provide HIT. Students have access to supplemental resources including online solutions. Site coordinators and a program specialist will monitor sites, plan appropriate lessons using data-driven instruction and embed AVID strategies. Program directors will communicate with Tyler ISD and MA to ensure appropriate developmental lessons for students and utilize resources to expose students to post-secondary and workforce options.

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.

During the school year, targeted students will participate in the afterschool program at their home campus. Program staff will work with school staff to pick up students from their respective classrooms in the building and check into the afterschool program. Parents or guardians will pick students up and use sign-out procedures to ensure safe and ethical dismissal practices.

During the summer portions, adjunct sites will be used to house multiple campuses participating in the summer programs. Transportation will be available to those who require assistance. Students will be picked up and dropped off at their home address through Tyler ISD transportation. Students under age six will require parent or guardian pick up from the bus site.

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8. Statutory/Program Requirements (Cont.)

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

The applicant's plan to inform the community about the learning center and its program includes the following:

Creating a webpage: A webpage, on the Tyler ISD website will provide information about the learning center, its locations, and the program offerings. The webpage will be bilingual and accessible to people with disabilities.

Social Media: Social media platforms such as Facebook, Twitter, and Instagram will be used to disseminate information about the learning center and the program. The social media page will also be bilingual and will be used to share updates, events, and success stories.

Flyers and brochures: Flyers and brochures will be distributed throughout the community in various languages. These will be distributed at local schools, community centers, libraries, and other public places.

Community events: Tyler ISD will participate in community events, such as health fairs, festivals, and open houses, to inform families about the learning center and the program. Attendees will be provided information about the center and the program, as well as the opportunity to speak with staff.

Direct mail: A direct mail campaign will be conducted to inform families about the learning center, program details, and locations. This will also include email.

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 outside Tyler ISD or MA staff are projected to take part in the daily operations of this project. Any volunteer will use Tyler ISD screening protocol and RAPTOR system if necessary.

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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.

Tyler ISD and MA plan to coordinate efficiently to maximize resources for an afterschool program and summer program.

During the school year, Tyler ISD will provide facilities, and custodial services, and be responsible for curriculum materials and supplies. MA has a partnership with the East Texas Foodbank to provide afternoon snacks to students. MA will also train counselors to support health service needs after school. Program directors and site directors would ensure to train and follow safety protocols that meet Tyler ISD and TEA policies.

During the summer programming, Tyler ISD would continue to provide facilities, curriculum, and custodial services. The district would also extend food services for lunch, health services through a licensed nurse, and transportation to adjunct facilities. All staff would be trained in safety handbooks and continue to conduct required safety drills throughout the extent of the program. MA would provide access to enrichment and family engagement opportunities.

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.

A preliminary plan for the community learning center to continue after grant funding ends could include the following steps:

- Leverage the relationship with MA to further develop partnerships with local businesses and organizations. These partnerships can provide additional funding and resources for the center to increase community engagement.
- Create a sustainable model for tutoring through the HIT framework.
- Involve community members in decision-making and leadership. By involving community members in the center's management and decision-making, they will be more invested in its success and more likely to support it financially.
- Use the resources provided by the grant to improve infrastructure and increase efficiency. The grant funds can be used to improve the district's resources and facilities, which will make it able to offer more enrichment services and be more attractive to potential partners and donors.

By implementing these steps, the centers can increase their local sustainability and continue to provide valuable resources and services to the community even after the grant funding ends.

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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

Tyler ISD will partner with Mentoring Alliance of East Texas (MA) for this opportunity. MA provides a framework for the Boys and Girls Club of East Texas which provides vetted staff to support mentorship and relationship-building with students. Tyler ISD has benefitted from the influence of MA since 2014 through summer camp opportunities and mentorships for specified students district-wide. This opportunity will allow us to maximize academics in low-performing schools by providing space to increase student enrollment for afterschool and summer activities without overworking Tyler ISD staff or the barrier of tuition for our families in high poverty. MA is a highly influential community entity in Tyler. This partnership can enhance family involvement by communicating additional community services for our families.

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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.

Focusing on priority two, the program will align with the school day as an afterschool program. The program will run from 3:10 pm to 6:00 pm, Monday through Friday at the designated learning center campuses. The program coordinator will set a HIT schedule for the academic staff and enrichment activities provided by the MA counselors. The program coordinator will work with site coordinators to establish training on HQIM and HIT instruction through RBIS and AVID strategies. The site coordinators will work with campus administration to identify literacy and math needs based on accelerated learning data such as HB 4545 and district universal screeners (K-5).

The summer program will be offered Monday through Friday from 8:00 am to 5:00 pm. A portion of the day will be dedicated to academics with specified math and literacy blocks. Tyler ISD teachers will lead the academic block and use HQIM as the curriculum resource. A second portion of the day will be dedicated to enrichment activities including, but not limited to sports, fine arts, music, and relationship-building activities.

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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, Site Coordinators, Program Specialists	100,000.00
2.	Academic After School Tutors	150,000.00
3.	Acadmic Summer Staff	216,102.92
4.	Transportation	25,000.00
5.		

Professional and Contracted Services

6.	Mentoring Alliance	528,220
7.		
8.		
9.		
10.		

Supplies and Materials

11.	Curriculum	30,677.08
12.	General Supplies and Equipment	20,000.00
13.		
14.		

Other Operating Costs

15.	Marketing Materials	8,000.00
16.		
17.		

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

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Appendix I: Negotiation and Amendments

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

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

You may duplicate this page.

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

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

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