



**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:** permitted for this grant

Required attachments: Refer to the program guidelines for a description of any required attachments.

Amendment Number

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

1. Applicant Information

Name of organization

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.

For TEA Use Only:

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.

As a result of the needs assessment, several concerns were made evident. 1. It was determined that the academic achievement for the students in the Ennis Independent School District have fallen below the state averages for all grades and core subjects in 2022 and 2021. 2. Some educators have predicted these existing gaps have widened as a result of the pandemic disturbance, especially for those who fall into the economically disadvantages categories. In order for students to make achievement gains from the suffering of the educational disruptions, there is a need for increased parent and student engagement. and 3. Students struggling academically often lack the social emotional skills to be successful in school. Many times, this is reflected in class disruptions, discipline referrals, and bullying/victim behaviors. There has been an increase since the pandemic and the educational disruption.

Respectfully, our plan is for the program to provide teacher-led core subject tutoring and small group instruction to address student learning gaps. Additional project based learning activities will intentionally link school day learning to "real world" applications to provide a larger context for learning . Homework assistance will be offered daily and ongoing review of students data will inform programming decisions. Staffing and enrichment activities will be inclusive and celebrate the unique and various cultures of each community. Parents will be invited to join in activities, offered classes to help them understand and support their child's academic and personal success, and offered personal development opportunities. Lastly, built into the program, each child's social emotional skill set is valued by intergrating student voice & choice, community building activities, and clear, respectful communication and expectations. Working alone and in various age group, studens will learn self-awareness, self-management, goal setting and responsible decision-making and develop a growth mindset.

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

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 in Unity's 21st CCLC programs will increase academic proficiency as demonstrated by improving benchmark scores and grades in core subjects with the goal of increasing the number of students meeting state standards. Students will demonstrate observable growth, as assessed using the Devereaux Student Strengths Assessment (DESSA), in the social emotional competencies identified by the Collaborative for Academic, Social and Emotional Learning. Ongoing formative assessment will inform program activities. The use of the end of the year data for 2021-2022 will be used, along with the partnership of EISD, to set specific goals and activities.

Progress towards individual student and program goals will be measured at the end of the semester. This will include a review of student grades, teacher & student surveys, and a 2nd DESSA assessment. Expectation is to see measurable growth in line with SMART goals laid out in question 9. New student goals for the spring semester will be put in place in response to data generated. DESSA assessment #3 will take place either at the end of the 2nd quarter or beginning of the 3rd depending on final academic calendar. Students still showing high need for academic assistance or social emotional support over the summer will be highly encouraged to participate in summer programming. Pre/post-testing will identify needs and measure progress towards academic goals in the summer program.

Recruiting and retaining students can not be done without building strong relationships between students and after school staff and ensuring clear communication with parents/guardians and campus administration. This connection drives both student retention and engagement. Since implementing our SEL-based programs, our expectation is that we will have few turn-over which in turn will result in, increased student and parent commitment to regular attendance.

The recruitment process: To guide initial outreach, a list of priority students will be identified by campus administrators, teachers, and counselors. Unity staff will personally invite these students and their parents/guardians to join the program and explain the program benefits and expectations. The second outreach initiative will also take place in August the annual Give A Kid A Chance's Back to School event and continue until the family of every priority student is contacted. If there is still space available. Our organization will also participate in school and PTO events to share information and ensure that the 21st CCLC program and its staff are viewed by parents and school staff as a vital part of the school community.

Goals:
Fall semester - a minimum of 50% of enrolled students will have participated 45 days by the end of the semester
Spring semester - program will meet 100% of minimum attendance goal by April, 2024.
Summer - 33-50% of program participants will attend 90% of the summer program days

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

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.

Unity has a detailed evaluation plan in place that ensures appropriate data is collected and our staff regularly reviews progress towards participation goals and 21st CCLC milestones. The after school evaluation plan is designed to determine the effectiveness of project strategies and to provide for continuous improvement of the program.

Our Program Quality Team meets twice monthly to share program observations, identify trends and find solutions when programs are not meeting benchmarks or facing other challenges. By bringing together Trainers, Quality/SEL Coaches and our Data Analyst to discuss observations and data in real time, minor adjustments can be made to correct our course. By sharing data and involving site staff in these conversations, Unity encourages the same growth mindset in our staff that we want to develop in our students.

An Independent Evaluator/SEL Coach is included in the project budget. This Coach will 1) conduct regular site observations at the 8 grant sites 2) evaluate program quality against set benchmarks 3) facilitate administration and understanding of the DESSA assessments 4) analyze data and 5) recommend program adjustments and support program staff as they implement them. Coaches are not supervisory, but are true coaches who support and mentor site leadership staff as they work to provide consistent, effective programs. Past experience has shown us that site staff who work with a coach develop better programs, have stronger relationships with their students, become more integrated into their schools and stay in their positions longer. This all leads to effective, sustainable programs.

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.

For TEA Use Only:

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

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.

Unity in the Community promotes hands-on, activity-based learning as a means of helping students enhance their love of learning while building social and emotional learning (SEL) skills. Our content is designed to integrate social and emotional competencies into problem-based learning (PBL). PBL is a student-centered pedagogy in which students learn about a subject by experiencing it and solving open ended problems found in trigger material. With freedom to practice SEL skills in a safe space, students gain competency and confidence. Both skills and strategies are taught and practiced as they are embedded in our daily practices, explicit curriculum activities and personal connections. Each activity within our curriculum is designed to get students excited about learning academic content in nontraditional and relatable ways, while allowing them to practice SEL skills that will help them be successful throughout their lives.

Unity's program framework is designed to provide academic and enrichment activities adapted to the needs of at risk students in ways that are positive, supportive, targeted and culturally respectful. Elements of this purposeful design include:

- * Working with the principal, and designated school day personnel to identify the students most at risk of failure and working together to enroll them in the program;
- * Hiring bi-lingual staff that is linguistically and culturally representative of the students/community being served whenever possible;
- * Including teachers as after school staff for targeted tutoring and small group instruction and to ensure enrichment activities are aligned to school day learning objectives and support campus goals;
- * Utilizing research-based after school curriculum that integrates social emotional learning with hands-on academic enrichment opportunities;
- * Developing relationships with community leaders to gain information and community support;
- * Offering opportunities for meaningful parent engagement, which, in turn, offers feedback for program improvement;
- * Intentionally focusing on student's social and emotional development through use of the Weikert Model for Youth Development and the Devereaux Student Strengths Assessment in addition to academic data;
- * Consistent formative assessment of program implementation and impact by experienced staff. In addition to designed activities, individual and small group tutoring students will enjoy club-based enrichment activities offered by program staff and community providers in response to student interests. These activities are designed to encourage and reward regular attendance and enrich learning. Examples include:
 - Fine Arts – theatre production and performance, digital photography, music, painting, traditional dance, ceramics
 - Health & Wellness – strength building, karate, cooking, yoga, dance, sports
 - STEM – robotics, computer programming, engineering, hands-on science exploration
 - Civics & History – history fair, guest speakers, family trees, world cultures fair
 - Family Engagement – ESL courses, technology, literacy, community service projects

Unity's program staff are supported by our internal program quality coaching team. Members of this team work with an assigned group of sites by observing activities, inviting informal feedback from students and parents, documenting opportunities for improvement and coaching staff for success. The coaching team is actively involved in training and program development. Members are certified trainers in Trust-Based Relational Intervention, a trauma-informed behavioral intervention designed to meet the complex needs of vulnerable children. They also have extensive training and experience in youth development programs which they share with our staff as they observe and evaluate our programs and encourage continuous improvement and a growth mindset.

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

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.

Unity is committed to providing every student we serve with the social emotional skills they will need to succeed in school and in life. Our programs incorporate research findings and best practices developed by the highly respected Collaborative for Academic, Social, and Emotional Learning (CASEL). Decades of rigorous research by CASEL has resulted in social emotional learning (SEL) best practices proven to support educational equity and growth, build trusting and collaborative relationships, offer rigorous and meaningful curriculum and instruction, and guide ongoing evaluation. Unity is working with local funders to complete a rigorous 3 year evaluation of our SEL-based programs and our after school enrichment curriculum. Our long-term goal is to validate the program's positive impact on student social skills, emotional and behavioral management, and academic performance and earn "evidence-based" status for our framework.

Unity's SEL-based framework is aligned to TEA recommended best practices for improving student academic achievement and will follow the research-based activity and planning recommendations in the ACE PRIME Blueprint. Members of our training team and program quality coaches are certified to train in Trust-Based Relational Intervention (TBRI), the Devereaux Student Strengths Assessment, the Weikert Youth Program Quality Assessment and Tribes Learning Communities. Regular site observations by this team ensures that best practices are followed and program elements are successfully implemented at all centers. All site coordinators work with their quality coaches, administration, campus staff, students, and parents to ensure they are offering activities that will be attractive to students, meet the goals and objectives of the program, and align to best practices.

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.

Transportation will be provided by Ennis ISD school buses, family transportation, and walking. Families will complete registration forms that confirm the type of transportation each student will use to go home after the program. The campuses chosen for this application have a high number of students who walk with family or caretakers to/from school each day. Each parent/guardian is required to sign out their student(s) when they are picked up at the school. If transportation is different from the standard for the student (such as walking instead of parent pick-up), advance parental permission is required. In case of dangerous weather that prohibits students from walking, parents are contacted to make alternative arrangements.

Needs will be reviewed regularly and school personnel will assist with determining if bus transportation is needed. Unity will work with Ennis ISD to meet any identified needs through existing or additional bus service. Special situations will be addressed on a case-by-case basis.

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

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.

Unity will work with the school to disseminate printed information to campus families regarding program availability and will make individual contact with priority students/families to encourage participation. This will include written invitations to students and their parent/guardians with follow-up telephone calls when needed. Unity staff will attend Back to School events, campus registrations and open house events to provide information about the program and will ensure that bilingual staff is available to talk individually with families. Informational materials will be provided in the home languages of the students whenever possible, with all materials available in English and Spanish. Unity's bilingual English/Spanish staff and volunteers will be on hand to assist with registration in communities with a high percentage of Spanish speaking families, and Unity will work with the school district and community partners to arrange for translators to assist with other languages as needed.

The Unity social media platforms will post information on the centers, the Ennis ISD website will provide program information at <http://www.ennis.k12.tx.us>. Program information will also be distributed via social media including on the City of Ennis' website and Facebook pages. Our organization routinely sends out press releases on special programs and activities at the center, and invites community partners to visit the center and become a part of the activities. Community partners are an important part of Unity in the Community of Ennis' programs and staff will ensure that local partners (church, business, community groups and leaders) are aware of the program and can share Unity's contact information with prospective families.

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)

Unity will encourage parents and community members to participate as volunteers in the after school program. The Project Director, Site Coordinator, and Family Engagement Specialist will recruit volunteers during the registration process and throughout the project period. Parents will receive a volunteer application to complete when they complete registration for ACE. Volunteer candidates will fill out a Ennis ISD Application for School Volunteer form and submit it to the Site Coordinator at the ACE campus where they wish to volunteer. The completed application will be sent and processed through the Ennis ISD Human Resources Department. Qualified persons will be approved to serve as volunteers based on meeting district guidelines including a criminal history check. Once approved, the Site Coordinator will contact the volunteer and make arrangements for their ACE Program involvement.

Unity ACE volunteers will work under the direct supervision of the campus principal. Volunteers will enter ACE through the campus main office and document participation hours by signing the "ACE Volunteer Sign-in" Sheet. The ACE Site Coordinator will keep a copy of all volunteers application and participation at the center. The Ennis ISD system developed for recruitment, application, and documentation of volunteers will provide the appropriate screening and placement of volunteers to ensure ACE centers are safe environments for students and family members.

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

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.

Unity will continue to develop an extensive list of partners. For the 21st CCLC Cycle 12 program, Unity will leverage the following resources to ensure the most efficient use of grant funds:

- * Ennis ISD - Campus leadership time for program support, program space, janitorial & utilities (\$350,000/year)
- * Federal TDA funding – TDA snacks and student meals through partner TDA grantees (approx. \$250,000/year)
- * Community partners - Services provided by Unity in the Community partners, including Stratus and GAKAC
- * Private Foundations/Clayton Fundraising - Unity management expense not covered by administration charges to the program (approx. \$100,000/year)

Unity's SEL programs complement the multi-tiered system of supports (MTSS) being implemented by Ennis ISD. This is a proactive, preventative framework that integrates data and instruction to maximize student achievement and support students social, emotional, and behavior needs from a strengths-based perspective. Our after school programs offer opportunities for students to connect with supportive adults trained to help them develop and apply social emotional skills that promise to improve student academic success, help them build and maintain healthy relationships, and prepare them for success as adults. Meta-analysis of 213 programs (Durlak, 2011,2017) shows that students receiving quality SEL instruction demonstrated 11-13% higher achievement scores, improved attitude and behavior in school, and fewer disciplinary referrals. Participants also reported less depression, stress, and anxiety which are important outcomes given the multiple levels of disruption experienced by students during the COVID-19 pandemic. SEL programming can also have a positive impact up to 18 years later on academics, conduct problems, emotional distress, and drug use. (Taylor, et al, 2017)

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.

The City of Ennis, Ennis ISD, and UNITY supplemented by grants awarded to CBOs such as Clayton to create and sustain various types of enrichment programs across the district's campuses. High levels of poverty in the schools in this application mean additional funding will continue to be necessary to provide the level of free/subsidized services that will result in long-term academic achievement gains for these students. Planning for the future is an integral part of the overall operational plans for the centers. Coordination and communication with the CCPD and Ennis ISD through an established Community Advisory Board will be critical in sustaining these after school programs. Public meetings take place 4-6 times per year. Unity is providing a combination of free, full and sliding scale fee programs at 8 campuses in Ennis, Texas. We are committed to seeking funding so that families have access to affordable or free after school programs. Needs and impact assessments will be performed and local foundations and community groups will be kept aware of after school 's importance in helping students overcome pandemic-related learning gaps. In addition to receiving social media and print communications, funders and members of the community will be encouraged to visit the schools and see the programs in action when pandemic restrictions have eased.

Continuation programs will be built upon the strong partnerships, high-quality foundation and support infrastructure built by the 21st CCLC grant programs

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

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

Unity in the Community of Ennis, a nonprofit community-based organization, will be the fiscal agent of this grant and is responsible for the management and implementation of the project at each campus. Unity and Ennis ISD have a history of partnering to provide programs to meet community needs. The ACE Program will allow a larger opportunity to impact campuses in our city. The details will vary at each school dependent upon the scale of need and the resources available, but district administration and campus principals commit to the following when a Unity 21st CCLC after school program is offered on one of their campuses:

- * Facilities, including office space for Site Coordinators and access to various classrooms, labs and gyms for program activities
- * Inclusion of Site Coordinator in campus communications, meetings, and activities to ensure program alignment with school day learning
- * Assistance with transportation, janitorial services, and security as needed
- * Provision of student level data and project evaluation
- * TX Dept. of Agriculture snacks for the students
- * Assistance with outreach to parents and community resources and inclusion in family engagement events.

Campuses in this application were chosen because they are in under-served communities that have been deeply affected by the education disruptions caused by the COVID-19 pandemic. These schools were struggling prior to the closures last spring with only 43% of students meeting grade level expectations in all subjects in 2021/22 testing. Some campuses have experienced significant drops in attendance in fall 2022. Limited access to appropriate technology, internet access and tech support has resulted in students falling a year or more behind grade expectations and they will need intensive support to bridge that gap and achieve academic success. The partnership will improve academic outcomes for ACE learners by reducing the student to teacher ratio in tutoring activities.

An MOU is in place supporting our partnership with the district. 1.Unity's site-based staff and leadership will work with the Principal at each campus to determine the most effective use of campus and resources to create an attractive and effective after school program. Ennis ISD and Unity in the Community are active partners in the planning, development, evaluation and continuation of after school programs offered under 21st CCLC funding and other local funding streams and are committed to working together to sustain much-needed programs at as many schools as possible in the future

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

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.

Unity promotes hands-on, activity-based learning as a means of helping students enhance their love of learning while building social and emotional learning (SEL) skills. Our content is designed to integrate social and emotional competencies into problem-based learning (PBL). PBL is a student-centered pedagogy in which students learn about a subject by experiencing it and solving open ended problems found in trigger material. With freedom to practice SEL skills in a safe space, students gain competency and confidence. Both skills and strategies are taught and practiced as they are embedded in our daily practices, explicit curriculum activities and personal connections. Each activity curriculum is designed to get students excited about learning academic content in nontraditional and relatable ways, while allowing them to practice SEL skills that will help them be successful throughout their lives. The program framework is designed to provide academic and enrichment activities adapted to the needs of at risk students in ways that are positive, supportive, targeted and culturally respectful. Elements of this purposeful design include:

- * Working with the principal, and designated school day personnel to identify the students most at risk of failure and working together to enroll them in the program;
- * Hiring bi-lingual staff that is linguistically and culturally representative of the students/community being served whenever possible;
- * Including teachers as after school staff for targeted tutoring and small group instruction and to ensure enrichment activities are aligned to school day learning objectives and support campus goals;
- Utilizing research-based after school curriculum that integrates social emotional learning with hands-on academic enrichment opportunities;
- * Developing relationships with community leaders to gain information and community support;
- * Offering opportunities for meaningful parent engagement, which, in turn, offers feedback for program improvement;
- * Intentionally focusing on student's social and emotional development through use of the Weikert Model for Youth Development and the Devereaux Student Strengths Assessment in addition to academic data;
- * Consistent formative assessment of program implementation and impact by experienced staff.

In addition to activities, individual and small group tutoring students will enjoy club-based enrichment activities offered by program staff and community providers in response to student interests. These activities are designed to encourage and reward regular attendance and enrich learning.

Unity's program staff are supported by our internal program quality coaching team. Members of this team work with an assigned group of sites by observing activities, inviting informal feedback from students and parents, documenting opportunities for improvement and coaching staff for success. The coaching team is actively involved in training and program development. Members are certified trainers in Trust-Based Relational Intervention, a trauma-informed behavioral intervention designed to meet the complex needs of vulnerable children. They also have extensive training and experience in youth development programs which they share with our staff as they observe and evaluate our programs and encourage continuous improvement and a growth mindset.

For TEA Use Only:

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

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" value="children/adults"/>	Barrier	<input type="text" value="language"/>
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"/>

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

11. Request for Grant Funds

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

Payroll Costs

1.	Project Director (Salary and Benefits) (1 PD)	\$ 85,000.00
2.	Program Specialist (Salary and Benefits) (1 PS)	\$ 70,000.00
3.	Site Coordinators (Salary and Benefits) (8 SC)	\$ 544,000.00
4.	Administrative Assistant (Salary and Benefits)	\$ 40,000.00
5.	Professional and Support Staff Extra Duty Pay	\$ 912,000.00

Professional and Contracted Services

6.	Cultural Enrichment Services	\$ 16,000.00
7.	Mentoring and Social Emotional Learning Services (\$14 per student)	\$ 8,400.00
8.	Family Engagement Workshops	\$ 16,000.00
9.	Independent Evaluator for 8 campuses (\$3,000 per campus)	\$ 24,000.00
10.		

Supplies and Materials

11.	Supplies to support Academic and Enrichment Activities	\$ 60,000.00
12.	Supplies for Family Engagement Activities	\$ 14,400.00
13.	Administrative Office Supplies	\$ 9,499.60
14.	Laptops for (8) Site Coordinators, (1) FES, (1) Administrative Assistant, and (1) Projector Dire	\$ 22,000.00

Other Operating Costs

15.	In-State Conferences	\$ 14,750.00
16.	Educational Field Trips	\$ 54,000.00
17.	Nutritious Snacks (600 students @ \$15)	\$ 9,000.00

Capital Outlay

18.	Summer Transportation	\$ 7680.00
19.		
20.		

Direct and indirect administrative costs: \$ 93,270.40

TOTAL GRANT AWARD REQUESTED: \$2,000,000.00

For TEA Use Only:

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

Appendix I: Negotiation and Amendments

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

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

You may duplicate this page.

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

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

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

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