



2023-2024 Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 12, Year 1

Competitive Grant Application: Due 11:59 p.m. CT, January 23, 2023

NOGA ID []

Application stamp-in date and time

TEA will only accept grant application documents by email, including competitive grant applications and amendments. Submit grant applications and amendments as follows:

Competitive grant applications and amendments to competitivegrants@tea.texas.gov

Authorizing legislation: Public Law 114-95, Elementary and Secondary Education Act of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)

Grant period: From 08/01/2023 to 07/31/2024 Pre-award costs: ARE NOT permitted for this grant

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

Amendment Number

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

1. Applicant Information

Name of organization RSA of Dance & Performing Arts

Campus name [] CDN [] Vendor ID [] ESC [] UEI []

Address 3931 W Fuqua City Houston ZIP 77045 Phone 8324750231

Primary Contact Denisea Woodard Email rsaofdance@gmail.com Phone 8324750231

Secondary Contact Stacey Allen Email staceyallencde@gmail.com Phone 8322449326

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 Denisea Woodard Title Director Email rsaofdance@gmail.com

Phone 832-475-0231 Signature [Signature] Date 1/23/23

Grant Writer Name Stacey Allen Signature [Signature] Date 1/23/23

Grant writer is 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.

Our mission is centered around communities that have historically been underserved populations and disenfranchised due to systemic oppression and creating pathways of resistance through creative liberation. During the 2020-2021 program year we serviced over 325 students through our facilitated programs both on site and at partnering locations. What makes us unique is that there is no other full service fine arts programming within a 10 mile radius that offers quality instruction and experiential learning from dance professionals with extensive training and impressive performance careers. We have strong partnerships with the Harris County Department of Education to provide summer outlets for youth. Our organization is an arts and education focused organization that uses art to create community. The local schools in the area do not have access to fine arts. Our work is critical to the community because we are bridging the fine arts conservatory level training gap and providing access to public art experiences, culturally responsive educational settings and a multitude of opportunities to thrive to underserved students. The proposed program will give students in the community a positive experience to thrive in their academics and in the community. Working families often are unable to transport their children to extracurricular activities therefore you do not see a strong number of participants. This program will provide transportation so that more kids can have access to fine arts education. The needs assesment show that a large number of students are missing out because there is no other program that cater to academics and fine arts in the community.

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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.

Performance measures will come from the TEKS to develop high impact instruction in reading and math. Key strategies for recruitment involve first identifying the students who are at risk. Although this program will be open to all students, we will work with school officials to send parents an invitation to an open house to learn of the new program and the many benefits it will have on their child ' s academic journey. We will also attend open houses, community events and other school related functions to advertise the program. Providing safe and reliable transportation will assist with the retention rate. Neither Grissom or Alameda has a fine arts department so this will also captivate the interest of the school community. Curriculum and lesson plans will mirror what they learn in school. We will Invite families to share priorities, concerns, and feedback for current family engagement activities. Our plan is to develop fun, interactive opportunities for parents to participate in our program

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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.

We will use the evaluation data to modify the lesson plans and activities as needed. As we receive data on the students grades and testing scores we will work with the key staff and school officials to develop a plan. Individual educational plans along with one on one tutoring sessions will be taken into consideration as well.

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 include High Impact Tutoring, Dance, Theater and Visual Arts education, STEM workshop and monthly family engagement opportunities. Targeted Academic Support- The High Impact Tutoring, Homework assistance and STEM workshops will focus on targeted academic support. Students will spend a minimum of 30 - 45 minutes on High Impact Tutoring and Homework assistance prior to enrichment classes. The purpose of the homework assistance is to increase good study habits, improve academic performance, retention, and personal growth. Students who attend high impact tutoring sessions have proven to earn higher grades, stay in school longer, and succeed in their other classes. We hope by providing him or her with the resources and skills needed to excel in school, that this will improve each student's self-esteem. STEM workshops will be provided weekly to offer supportive instruction and help remediate learning loss to help boost math and science scores. To help close the achievement gaps we will partner with organizations such as Mommy and Me: The Listers, that use a STEM Focused curriculum in engineering, science, math and technology to provide in person instruction to the students. Student Interest Based Enrichment Our organization is located in the District K area of Houston where local schools do not have access to fine arts education. There are 7 K-5th grade schools in the feeder pattern and none have a fine arts program. Fine arts are often the first budget cut to occur in schools, which means students that live in lower income neighborhoods are more likely to be zoned to schools without a thriving fine arts program. Without this creative outlet, many youth are left hopeless and in despair which combined with systemic oppression make them vulnerable to the juvenile justice system. Student interest-based classes will include theater, dance, and visual arts instruction. Students will take daily classes in the arts for 1hr and 15 minutes by professional artists who have extensive teaching and performance careers. Students will be able to use this creative outlet to strengthen their social and emotional skills. Instruction will be aligned with the TEKS to help support the HISD school curriculum. Students will also have the opportunity to participate in field trips to museums, theaters, professional dance shows, and a host of other enrichment activities to fulfill their interest. Our monthly Family Engagement opportunities will focus on creative ways to build strong relationships between schools, families, and our community. Research has shown that students tend to perform better academically when their families are actively involved in their education. This is especially true for students from disadvantaged backgrounds, who may not have the same resources and support at home as their more affluent peers. Our family engagement opportunities will focus on health, fitness, interactive learning, social development, community service and fun ways to make this a collaborative experience for all. Some examples include Family Fitness Night, Our Stories Through Textiles: Quilting and More with Mrs. Gipson, Cooking with a TWIST. Cooking with a TWIST promotes healthy eating habits and involves the collaboration of a nutritionist and certified Chef that will show parents and students how to cook and select healthier choices for breakfast, lunch, and dinner. Other health-related learning experiences, such as cooking dinner and packing lunch together, shopping for healthy foods, and reading nutrition labels will be discussed during this event.

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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.

There have been several studies that have shown the benefits of arts education for K-12 students in Texas and across the United States. One study, conducted by the National Endowment for the Arts, found that students who participated in arts education, including dance, had higher levels of academic achievement and were more likely to graduate from high school and attend college. Other research has shown that students who participate in the arts, including dance, have better critical thinking and problem-solving skills, as well as improved self-esteem and self-confidence. Overall, the research suggests that dance education can be a valuable addition to the K-12 curriculum and can help students succeed in a variety of ways. There is also extensive research on the power of arts education for social emotional learning and teaching the whole child. Across existing research literature and among arts educators there is widespread belief that artistic disciplines including music, dance, theater, visual arts, literary arts, and media arts have a positive effect on children ' s and adolescents ' social-emotional development. Just as the art practices must be cultivated into long-term art competencies through guidance and instruction, the social-emotional components of these activities must be cultivated into long-term social-emotional competencies. We will use best practices by implementing lesson plans that use the integration of arts to real life experiences, And in class instruction. Curriculum and instruction will include TEKS with lesson plans reviewed by certified teachers. We will work with the instructional coaches at Grissom and surround elementaries to target the subjects with low testing scores. Modifications to lesson plans will take place to include our students with disabilities. Workforce Preparation will be the focus throughout the academic year. Staff will go through a series of training and professional development to ensure that best practices and program quality is up to standards.

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.

Providing access to transportation would increase engagement of school aged students in our program. We want to remain in compliance with the attendance policy and ensure that we have a good retention rate for years to come. Many young people in the community depend on rides from a parent or other adult in their life, and can ' t attend programs if that adult is at work, therefore, transportation services will be utilized to address this barrier. We currently work with Goodman and Majestic Transport to provide reliable transportation for our other programs. We will continue to contract them to do the same for this program. Transportation will be provided Monday- Friday from the school to the center. Parents will pick up students at 6pm upon dismissal. A contract will be provided by Goodman and or Majestic to ensure that transportation is consistent.

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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.

We plan to implement an advertising and marketing campaign that will focus on informing the community about the new program available at RSA. We will continue to advertise through our social media sites, and alert all of our partners to assist in highlighting the program through their announcements, newsletters, and communication platforms. Press releases through the District K newsletter will also be an informative way to reach the community. The newsletter is broadcasted on all of their social media platforms and hard copies are accessible at the local library. We will also work with school officials to attend open houses and community events to pass out information on how to sign up for the program.

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)

Volunteers will be brought in on an at need basis and will not be used weekly. All interested parties must fill out an application and go through background checks to become an approved volunteer. Potential volunteers are interviewed, screened and if selected must complete orientation as a part of our center policy. The information on the application is used to place volunteers in the appropriate fields. Record keeping of volunteer hours are kept for In-Kind reporting.

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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.

To ensure that we are in compliance with requirements, staffing will consist of full and part time employees along with contractors to ensure that instruction is high and equipped with appropriate student to teacher ratio. The facility is equipped with an alarm system and doors remain locked during business hours. A Program Assistant will remain at the front to check volunteers and employees in and out, this is one way to ensure that the facility is not open to the public and safe for the students and staff. Program equipment will remain up to date and accessible to all students. We will only serve healthy snacks to promote our fitness, health and wellness initiative. We will contract a cleaning company to service the facility daily. COVID-19 disinfection will be done weekly by a professional company. Teachers and staff are also responsible for daily duties such as disinfecting program equipment, tossing trash, organizing and other cleaning duties as they see fit. RSA of Dance and Performing Arts is rooted in its commitment to diversity, equity, and inclusion. We are here to dismantle systems of oppression thus we do not discriminate on any basis within our programs, services, and hiring. Because of this commitment, we serve all students

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.

RSA of Dance & Performing Arts has other programs that generate revenue throughout the year. We want to see this new program go beyond the 5 year term so we will invest in the longevity to keep it alive. We are building key partnerships from partners across Texas to assist with sustainability. Resources provided by this grant will be used to make RSA of Dance & Performing Arts more accessible to students who are in need of positive youth development, learning opportunities and civic engagement. Our preliminary plan to continue is to use the procedures we establish, the relationships we build, and the equipment we are able to acquire. During our grant terms we plan to leverage our additional staff to help us perfect a model of how to continue the program. We also will be able to delegate tasks from directors to support staff to create an environment for directors to focus on sustainability. The equipment purchased will be well maintained so that their use can be extended.

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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 proposed partnership will be between Grissom Elementary, Almeda Elementary and RSA of Dance & Performing Arts. RSA will provide high tutoring, quality arts instruction, positive youth and family development to all the participants. We currently do not have students from Grissom or Almeda Elementary participating in the programs currently offered at RSA, therefore we plan to expand access to these high quality services through this partnership by providing direct access from the schools to our facility. Other partners who assist with our current programs are Harris County Department of Education (CASE), Texas Youth Action, Young Audiences, Purpose with a Passion, Houston Arts Alliance and Nia ' s Daughters Movement Collective.

The Houston Mayor's Office of Culture Affairs will continue to partner with RSA to provide trainings, professional development, quality dance, theater, and visual arts classes and more. Organizations such as Nia ' s Daughters, Young Audiences and Passion with a purpose will continue to provide quality instructions to our learners.

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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.

An initial planning meeting will take place between the school officials, program directors, site coordinator, and other key staff to develop an execution plan for the program. In the meeting we will discuss test scores, goals for the school, and how we will work together to provide high impact instruction and tutoring to see the students progress academically. Our staff will monitor testing scores and meet as needed to discuss the evaluations. Modifications and program updates will be made as necessary. Monthly check-ins will also take place to ensure the continuous improvement of the project.

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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.	Director	65,000
2.	Program Speacilist	40,000
3.	Site Coordinator	45,000
4.	Instructional Staff (3) \$15,000	45,000
5.		

Professional and Contracted Services

6.	Nutritional Snacks	18,000
7.	Cleaning Company	8,000
8.	Transportation	46,000
9.	Contracted Teaching Artists	40,000
10.		

Supplies and Materials

11.	Equipment	14,000
12.	Computers & Tablets & Tecnology Equipment	26,000
13.	Supplies	15,000
14.		

Other Operating Costs

15.		
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"/>	
<input type="text"/>	
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