



**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:

Amendment Number

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

1. Applicant Information

Name of organization

Campus name CDN Vendor ID ESC UEI

Address City ZIP Phone

Primary Contact Email Phone

Secondary Contact Email Phone

2. Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- Grant application, guidelines, and instructions
- General Provisions and Assurances
- Application-Specific Provisions and Assurances
- Debarment and Suspension Certification
- Lobbying Certification
- ESSA Provisions and Assurances requirements

Authorized Official Name Title Email

Phone Signature Date

Grant Writer Name Signature Date

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

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

3. Shared Services Arrangements

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

Check the box below if applying as fiscal agent.

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

4. Identify/Address Needs

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

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

Using the 2021-2022 Texas Academic Performance Report, we are able to identify 163 students who do not meet grade level expectations. Of those 163 students, 127 fail to approach grade level expectations. Additionally, in coordination with the 2022-2023 SY Morton ISD Resilient School Support Team, with a variety of stakeholders who have identified opportunities for continuous improvement, it was determined that after-school and summer programs (LOHAH) would be most beneficial in order to meet the required HB 4545 hours, and provide a safe, supportive and educationally enriching environment for students. These programs will facilitate continued high-quality instruction, family engagement, and offer an opportunity for students to receive High Intensive Tutorials while using Highly Qualified Instructional Materials.

In order to address the needs of the high percentage of our economically disadvantaged students, we will support working families by holding after school hours through 6:30 PM, as well as provide family engagement activities leading up to holidays. We will also live feed virtual events when available.

To ensure we engage with all families of students enrolled in the program, we will offer multiple ways for parents/guardians to engage in the program. We will implement regular weekly/monthly communication going home via newsletters, phone calls. Additionally, we will host monthly family engagement nights and will aim for at least one representative from each family to attend the program's family events.

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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.

In addressing the needs of all students enrolled in the program, we aim to use the Grant-Level Summative SMART goals to drive our work throughout the first year of the program. Our strategies include:

First-Quarter Benchmark

1. Hire two key LOHAH staff by August 1, 2023. (A) Determine precise job description for Site Coordinator, and Program Specialist, by May 31, 2023. (B) Post job opening via ESC Reg 17 and school website, by June 5, 2023. (C) Conduct interviews beginning in June 2023.
2. Schedule with MISD Calendar Committee all family engagement events by August 1, 2023. (A) Align to community events and holiday schedules
3. Hold two stakeholder meetings to share program outline. (A) Develop 'Kick-Off Afterschool Summer Learning' initial program by June 2023. (B) Schedule Stakeholder Meetings during PreK and Kinder roundup weeks determined by MISD Calendar Committee, and host town hall meetings during the night of open house in August 2023. (C) Provide local media outlets with press releases concerning the 5-year program by August 1, 2023, and publish to the MISD website.
4. Identify 22-23 SY EOY academic needs in reading and math to inform LOHAH programming August 1, 2023. (A) Work with Data Fellow and Instructional Coaches to gather end of year student data. (B) Draft initial academic acceleration program needs for reading and math. (C) Draft implementation plan incorporating Nita M. Lowey 21st CCLC Cycle 12, Year 1 guidelines. (D) Survey students for desired enrichment activities.

Second-Quarter Benchmark

1. Use data to provide formative evaluation of initial effects by January 15, 2024. (A) Provide a Survey to stakeholders for input. (B) Student/parent input to enrichment activities that they would like to see added.
2. Use evaluation to make improvements to the program to ensure strides towards SMART goals by January 20, 2024. (A) Develop pre-Benchmark plans to allow for determination of student missing grade-level TEKS focused on aiding all students in meeting STAAR/EOC testing requirements. (B) Determine additional needs of traditionally underrepresented student population to allow for greater equality in serving all students to increase attendance. (C) Survey students for desired enrichment activities.

Third-Quarter Benchmark

1. Program summative evaluation May 30, 2024. (A) Integrate this program into the district overall CIP/DIP (Campus/District Improvement Plan). (B) Grant staff meet to develop plans to increase effective acceleration of students while increasing SEL additional program to promote social justice and equability. (C) Planning for year-end survey and Survey students for desired enrichment activities.
2. Develop the methods to provide all the TEA required progress measures in timely manner. (A) Determine if additional providers are needed to meet a full summer program. (B) SMART Goals evaluation to include I & E (Inclusive & Equitable) aligned to RSSP and CIP/DIP

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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.

In order to ensure we are making strides towards our SMART goals, we will utilize the state activities for continuous improvement to measure our impact and be constantly reflecting on the progress towards our goals.

- 1.Data Collection and Reporting System: Monitor progress, Program evaluation & Required reports. This data will be provided to the CIP/DIP update team so that over the 5-year life of the grant the culture of each of the district partners is changed in manners that support the sustainability of aspects of the program that are effective. The rationale is that the CIP/DIP are the driving force to budget local funding. All of these items are designed to use the grant to improve the capacity of all members to increase their abilities to better meet the academic / SEL needs of all students.
2.State and Local Evaluation: Data collection, Surveys, & Interviews. Changes to enrichments that are not producing the desired outcomes will be made in a timely manner. The formative measure will be done at least quarterly and will be used to determine the activities/services that are not having the desired outcomes. Survey data will be used to include activities students desire to participate in. Interviews will be used to determine effectiveness of the program, and the opinions of participants and stakeholders.
3.All program monitoring and risk assessments requested by TEA will be followed.
4.Technician assistance provider will support strategic plan and program development in conjunction with RSSP goals, and CIP/DIP.
5.Staff will attend the OSTI-CON and work with ESC REG 17 on HQIM and HIT training for staff.

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.

- [X] 1. The applicant provides assurance that they accept and will comply with Every Student Succeeds Act Provisions and Assurances requirements.
[X] 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.
[X] 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.
[X] 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.
[X] 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.
[X] 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 LOHAH program is intended to meet the immediate academic needs and interest-based enrichment by (1) collecting data from the district on average student grade-level and special population needs, (2) gathering feedback from students and families to inform student enrichment activities, and (3) regularly sharing overall program and student progress with respective families and stakeholders.

Targeted Academic Support

Due to the rural and smaller nature of each of the district, all the students are eligible for the program. In the initial stages of enrollment, the LOHAH program will be offered to students with the greatest academic needs, including students who: receive Special Education services, have been retained at some point within the school year, less than "proficient" on grade-level TEKS skills, and those who make up traditionally underrepresented student sub-groups. Using the 2021-2022 Texas Academic Performance Report we are able to identify 163 students who do not meet grade level expectations. Out of those 163 students, 127 fail to approach grade level expectations.

- Teaching assistants to provide enrichment activities
- HIT tutorials
- Additional time and support to complete homework
- Small learning communities for personalized instruction
- Guided academic support in enrichment activities

Student Interest-Based Enrichment

Every quarter, the students will be given a choice of enrichment courses where they will spend 2 activities a day for 2 weeks for each enrichment. Examples of previous activities have included: STEM, drama, culinary, horticulture, art and crafts, physical education, and photography.

The district, on behalf of LOHAH, will conduct a survey with enrichments that have been provided. Students and families will be given an opportunity for voice and choice. The survey will be offered in both English and Spanish to ensure the highest response rate. LOHAH also plans to collect anecdotal input in conversations with students and families, when the survey is not a viable option.

Family Engagement

To encourage inclusive and equitable engagement from all students and families, the district will provide the families updates on the effects of the program and pertinent information at multiple points throughout the school year and summer, including:

- Annual district report card presentation
- Weekly classroom folders notices
- Weekly newsletters
- District notification boards

Additionally, the Family Engagement grant staff member will work with other district staff to ensure that students with unique needs are included. The Family Engagement Coordinator will work with the Program Center Director to determine if additional programming is needed for any of the targeted students and/or student groups. The MISD calendar committee will participate in scheduling of family engagement events throughout the school year.

To address the needs of working families, family engagement activities will be offered leading up to holidays. We will also offer a virtual component when available. We will target approximately 50% of the families in the program to attend family engagement. 57 adults would represent 100% of two parent families, so approximately 28 adults would represent 50% of that population. We would target 28-30 adults each engagement night to benefit over half of our families in the program.

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8. Statutory/Program Requirements (Cont.)

2. Demonstrate how the program will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students.

The LOHAH program is committed to using research- and evidence-based best practices in all areas of the program from timely communication with stakeholders to state-approved tutoring programs for student support.

LOHAH has been implementing the state-approved reading tutoring program, Amplify, to deliver direct instructional support to students. The Program Center Director will conduct, document, and follow up on regular classroom walkthroughs to ensure programs are being implemented with fidelity.

In following the program's commitment to academic support, the Program Center Director will hold regular monthly program committee meetings to review student data and make timely adjustments to the programming, as necessary. Additionally, the Program Center Director will attend bi-weekly school-day PLC meetings to gather just-in-time feedback on students.

To promote student engagement, the program will aspire to partner with local community organizations to further inspire student interest in enrichment areas. For the 23-24SY, LOHAH is looking to partner with Alcove, a nearby assisted living center, to host service projects with students. For postsecondary workforce preparation, LOHAH will partner with the Morton Secondary CTE program and implement culinary and agriculture FFA projects into enrichment programs.

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.

Since the LOHAH program takes place on Morton ISD campus, there is minimal walking for students to attend the LOHAH program after school. Currently, the district offers transportation home for students at the end of the regular school day. Those same buses will return for a later pick up option for the LOHAH program students. Using the same bus transportation, we can ensure students are safely transported home.

The Program Center Director will work directly with the transportation department to determine schedule and additional costs associated with having an additional bus run. One of the full time program participants also serves as the district bus driver, and will continue to serve in this capacity for LOHAH students.

For students who will be picked up by a parent or guardian, pickup will begin at 6 PM. LOHAH will operate the same end of day pick up line that the school day uses. Parents will have their students' information in their windshield and the student will be walked out to their car by an employee.

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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.

Upon receipt of the grant award we plan to inform our community within 30 days of the award notification, and within 45 days prior to the program ’ s start date. To ensure that we reach all of our families and constituents, and deliver the message that the program focuses on inclusion and equity for all populations of students and sub-populations, the Program Center Director will initiate our communication plan, including:

- A press release to the Levelland Newspaper
- A start-up survey to all parents/guardians within the district
- Press release posted on all school social media outlets
- Press release posted on the school website
- Letters will be mailed to previous years attendees with special program incentives
- School supply backpack

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 serve as program participants/leaders of enrichment activities. Volunteer participation will be targeted through community partnerships, and in district student enrollment.

For all volunteers interacting with students during the program, LOHAH will follow the district policy currently written in the District Handbook on page 84 and is as:

The district invites and appreciates the efforts of volunteers who are willing to serve our district and students. If you are interested in volunteering, please contact the campus principal. The district does not require state criminal history background checks for volunteers who are parents, guardians, or grandparents of a child enrolled in the district. Subject to exceptions in accordance with state law and district procedures, other volunteers will be subject to a state criminal history background check, and the volunteer must pay all costs for the background check. ”

This message will be conveyed to prospective volunteers in the LOHAH Staff/Volunteer guidebook, which will also include other onboarding procedures.

Volunteer screening will occur as follows:

- Volunteers with Alcove
 - Alcove - employees
 - Employees are vetted through Alcove
 - 1 previous Morton Superintendent
 - 1 certified counselor

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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.

- Security
 - LOHAH project manager meets quarterly with committee to review TEA policies and ensure those are implemented in the program
 - Follow district procedures for campus visitors
- Food Services
 - School cafeteria provides snacks for students every day
- Health Services
 - Project manager + 1 staff member certified in first aid and CPR
 - 1 staff member certified in crisis intervention
- Special Ed
 - Work with Special Ed lead (at Elementary) to securely obtain student records and ensure students are receiving the same accommodations in after school, at beginning of year or when new students enroll
 - Project manager receives updates on students, as ARDs (student goals) are updated

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.

Updates to educational tools and supplemental material will provide Morton ISD with accessibility for the long term supplies and materials including, but not limited to, physical education equipment, academic enrichment materials, curriculum supplements, technology investments, and phonics kits for early literacy.

The long-term vision for sustainability of LOHAH includes having student-facing teaching assistants operate on a flexible schedule where the LOHAH after school program would be part of their daily duties. We plan to offer flexible schedules to two student-facing teaching assistants. As a district we would also encompass the cost of a full time employee to direct the program by utilizing Title I funds. Local sustainability for enrichment programs would include parent volunteers and continued alliances with community organizations such as Alcove and the Girl Scouts of America.

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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

Partnerships with LEA (Morton)

Community-based organizations in the area

- 2nd and 3rd grade girls currently are served in Girl Scouts in one troop (#6408) in the area. Being new to Morton (established in 2022) Girl Scouts are not consistent, and rely heavily on parent participation and guidance. LOHAH would ensure expansion for female students through the 5th grade allowing for students in this demographic opportunities for leadership development. Girl Scouts partnership in this community would mean the ability to provide programming aligned to standards and curriculum to support anti bullying campaigns, environmental health awareness, technology advancements, hands-on activities in outdoor skills, STEM, entrepreneurship, and teaching female students about leadership in homes and in the community.

- Start Cub Scouts through Boys Scouts of America. The closest scouting den is approximately 44 miles from Morton. This would allow male and female students the opportunity to participate in programs that help prepare students for success in citizenship, develop leadership skills, and work toward goals to earn merit badges.

- Alcove Care currently serves as a community based organization that focuses on caring for and empowering adult persons with special needs. Students would learn skills that would allow them to care for and identify with adult persons with special needs through learning service projects. Currently there is not a community partnership with Alcove, and this would serve as a new partnership to engage students.

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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.

The LOHAH program will coordinate with the district 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 in a number of ways throughout the school year. First, by continuing the implementation of our steering committee, the Program Center Director and family engagement staff will meet with school-day instructional staff to obtain anecdotal data on areas where students are missing key instructional concepts. By meeting monthly, we can ensure that student needs can be addressed in a timely manner. In addition to steering committee meetings, the Program Center Director will meet bi-weekly with teachers in Professional Learning Communities to ensure a focus is maintained on student achievement and accountability. Second, in following the steps of the district-wide changes that have been made as a result of re-thinking instructional approaches due to the loss of learning from COVID-19, we will continue to evaluate and develop new standards for instruction to best meet our student 's instructional needs. Through the district initiatives and RSSP development, in order to provide additional academic support to all students, alignment to HQIM and homework help will be available to all students who participate in the program. TEKS: Third, the grant staff will meet with the curriculum leader to ensure that best practice instructional strategies are being used during enrichment. Focus walkthroughs will occur regularly to ensure that TEKS alignment, and TTESS proficient teaching skills are being met. This will be done so that we have a clear center specific focus on meeting TEKS and other instructional needs that are unique to the campus/district. This focus will allow the learning in the regular day to be extended in the afterschool program. STAAR: Where available, historical STAAR/EOC results will be used to discover historical TEKS weaknesses and we will design enrichment activities/services to address them. Part of the system of coordination will be that regular day staff will be part of the people working to provide after school services. This allows them to have direct control of the items that are being taught to their students. SEL: For teachers not working in the program, grant staff will survey them to determine what they believe will best improve their scholars academic performance while increasing positive SEL. In this manner the after school program will have a real-world link to the regular day instruction. For students in PreK- the Hatch Early Learning system will be incorporated to foster social-emotional development and collaborative play. HIT PRODUCT USE: mClass Amplify Intervention will be used in the after school program, as well as Zearn math learning platform, both of which are on the TEA approved HQIM/HIT list. All elementary teachers K-5, have been trained in mClass Amplify implementation, and Zearn implementation. This allows for school day extension to occur in the after school program by using data analysis and lesson sequencing, allowing classroom teachers to teach reading/math skills to students in small groups in the after school program. ADDRESSING PARENT ACADEMIC CONCERNS/ HOMEWORK SUPPORT: The major parent academic concern from surveys was having systems to allow their children to finish homework and other projects while being in a safe location. The comments were in terms of parents not feeling they had the training or knowledge to provide good at-home instruction without more direct support from the campuses because of the gaps that Covid19 have caused and their experience of 'home-schooling' because of Covid19. The grant staff will meet with campus/district leadership to link grant oversight with campus oversight to assure that the program is meeting CIP/DIP goals along with grant goals. This will assure that the program is integrated, and students/parents are supported. Homework enrichment will occur daily in the program solidifying this as a priority.

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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" value="163"/>
2. Enrollment in 21st CCLC of students attending participating private schools	<input type="text" value="0"/>
3. Total 21st CCLC program and participating private school students (line 1 plus line 2)	<input type="text" value="163"/>
4. Total year 1 proposed grant budget for serving students in all centers	<input type="text" value="\$419,343"/>
5. Applicant reservation for required staff payroll.	<input type="text" value="\$73,300"/>
6. Total grant amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text" value="\$246,043"/>
7. Per-pupil grantee amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text" value="\$2,122"/>
Grantee's total required ESSA PNP equitable services reservation (line 7 times line 2)	<input type="text" value="\$0"/>

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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.	Grant Staff - Director-1, Site Coordinator-1, and Family Engagement-1	\$73,300
2.	Afterschool/Summer Instructional Staff	\$167,625
3.		
4.		
5.		

Professional and Contracted Services

6.	Evaluation	\$3,000
7.	Software and Professional Development	\$20,000
8.		
9.		
10.		

Supplies and Materials

11.	Instructional Materials	\$48,671
12.	Family Engagement	\$28,671
13.		
14.		

Other Operating Costs

15.	Travel to 21CCLC conferences and related training for staff	\$5,000
16.	Miscellaneous	\$13,075
17.		

Capital Outlay

18.	Capital Outlay	\$60,000
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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