



**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:**

Required attachments:

Amendment Number

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

1. Applicant Information

Name of organization

Campus name CDN Vendor ID ESC UEI

Address City ZIP Phone

Primary Contact Email Phone

Secondary Contact Email Phone

2. Certification and Incorporation

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

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

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

Authorized Official Name Title Email

Phone Signature Date

Grant Writer Name Signature Date

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

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

3. Shared Services Arrangements

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

Check the box below if applying as fiscal agent.

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

4. Identify/Address Needs

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

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

Based on the results from the Grant-Level Strategic Plan, one of the greatest needs within Levelland ISD is addressing the very significant needs of our students. Of our 2,756 students, just over 73% are economically disadvantaged and 56.49% are considered at-risk. These are the specific needs our district has identified for the 2023-2024 Nita M. Lowey 21st Century Community Learning Centers (CCLC):

NEED #1: ACADEMICS

Our 1st goal is for the overall student performance as measured in Domain I is a STAAR and NWEA component score of at least 60, which combines approaches, meets, and masters performance results. Our 2nd academic goal is that the overall student growth as measured in Domain II will produce a STAAR and NWEA performance greater than 70%.

PLANS FOR ADDRESSING NEED #1:

With Communities in Schools, Levelland ISD will establish a partnership to provide a suite of services focused on academic achievement. Service will include, but are not limited to, accelerated and remedial education activities, credit recovery support, assistance with homework, social-emotional learning, community service and character building clubs.

NEED #2: ATTENDANCE

District attendance rates will average at least 96.5% for the year. 13.2% of our students experience chronic absenteeism. Our program goal is for 70% of students with an identified need will demonstrate an improved attendance rate during the current school year.

PLANS FOR ADDRESSING NEED #1:

With Communities in Schools, Levelland ISD will offer engaging afterschool programs that will increase attendance rates through face-to-face activities such as tutoring, mentoring, homework help, and other supporting academic enrichment opportunities which align with students needs and interests. In addition, parents will be provided with resources and skills to support their child's attendance.

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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.

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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.

Project evaluation data is reviewed by key project staff including the Project Director, Program Specialist and the Site Coordinators, district administrators, business office staff and the District Advisory Council (which serves as the advisory entity for the ACE programming efforts). The data analysis is used to determine program success and, if needed, to modify program offerings. Project data collected and reviewed include student and adult family member engagement and individual activity attendance, school day grades for core subjects, benchmark scores, NWEA/STAAR test scores so as to be able to provide targeted academic support, student interest-based enrichment and school day attendance reports. To measure effectiveness for sustainability purposes, stakeholder data will also be collected from students, adults, teachers, principals' interests, perceptions and satisfaction surveys. An annual program evaluation is conducted by an independent external evaluator to assess overall program performance, effectiveness, and sustainability.

If the program evaluation results do not demonstrate predetermined benchmarks and/or summative SMART goals were not met or exceeded, Levelland ISD's Afterschool Centers on Education (ACE) staff will modify program and activity offerings to meet or address specific needs and interests of the students and adults. Student engagement and sustainability of the program will be ensured by continuously assessing data and modifying program activities as necessary. Progress toward the SMART goal will be assessed quarterly.

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 school district and its campuses recognize the necessity for educating the whole child and will intentionally design programs that address the students' needs through the three activities of the Texas ACE program:

1. **TARGETED ACADEMIC SUPPORT:** Proposed activities will improve campus and student achievement as all activities are directly aligned to student academic progress by moving more ACE students up performance levels. For example, learners will progress from the "Meets" rating up to the "Masters" level. Closing the gap for student groups of most need—economically-disadvantaged, Hispanic, Emergent Bilingual and Special Education—will be a focus. Activities provided in this grant will consist of targeted tutoring/interventions for struggling students and will provide for more purposeful and specific small group instruction to improve students' academic achievement. Some of the academic achievement enrichment activities will include those which promote progress for student by integration of upper level thinking skills, interdisciplinary projects which blend core subject and career skills, STEM-based activities such as coding for beginners and progressing to computer science and career exploration activities. ACE programming will be supplemental to daily academic instruction to ensure that Levelland ISD students are academically successful.

2. **STUDENT INTEREST-BASED ENRICHMENT:** Meeting the basic social-emotional needs allows for a stronger foundation for academic learning. Activities will reflect student desires and needs regarding fitness, health and fine arts enrichment. Fine arts, character development, community-based service-learning, student leadership clubs, media production and other programs to address the mental and physical health needs of the student population will be options.

3. **PARENT & FAMILY ENGAGEMENT:** Student success is directly affected by the level of involvement by said student's parents. Therefore, parents will also participate in programs to gain knowledge and skills that will help them to "help" their own children. In addition, programs will target personal and career interests of parents, too. We will be teaching students and will also be educating their parents simultaneously.

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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.

Levelland ISD and its stakeholders are dedicated to using evidence-based practices and these best practices will be continued in the ACE program to align with, enhance and support school-day instruction. Teachers will extend the use of developmental progress to teach specific math skills (numeric operation, patterns, measurement), for example. We want to enrich and extend in our after school day programming, not just reteach what was taught during the instructional day.

The school district has ensured the implementation of high quality instructional materials (HQIM) provided by the Texas Education Agency to instruct our students. Tools such as Amplify, Eureka, Zearn, Carnegie, etc. will also be used as resources in our afterschool academic programming.

According to Leverage Leadership 2.0, great teaching is the tool that makes education effective (Bambrick-Santoyo, 2018). With that concept in mind, within the school district and in our partnership with Communities in Schools, we will focus on both the instructional and cultural levers for outlined in this book: data-driven instruction, instructional planning, observation and feedback, professional development, student culture, staff culture and managing school leadership teams. Through ACE we will focus on data, planning, professional development, and student and staff culture because observation and feedback and managing school leadership teams are administrative tasks. Through ACE, we will use great teachers to ensure that our ACE programming is also GREAT.

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.

Levelland ISD operates a current transportation system. Bus drivers certified in accordance with standards and qualifications adopted by the Department of Public Safety (Education Code 34.007) are hired to provide transportation to and from school each day. To meet the transportation needs of our students who are reaping the benefits of the ACE program, additional drivers will be added to pick up students from each of the six community learning centers and provide safe transportation to their homes. In addition, additional routes will be added as a result of the extension of the day. Levelland ISD is able to provide ample and safe transportation for students and will continue with the same services for ACE participants.

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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.

Information regarding the establishment and session offerings of each Community Learning Center will be disseminated in the following ways:

1. Levelland ISD and campus websites—which will feature a newsletter per semester with campus ACE activities;
2. Social media and parent “call outs” via cell phone (such as Remind—which contacts all parents); and
3. Presentations by grant participants and/or center administrators at Parent and Family Engagement events.

The Program Specialist will be instrumental in aiding each district/center staff with the formation and integration of Community Learning Centers on each campus. This individual will work with the site coordinators from each community learning center to “tell their story” appropriately via news sharing outlets which are existing campus protocols. The Texas ACE programs on the six Levelland ISD campuses and success stories about the benefits students have reaped as a result (academic growth, social-emotional progress, career planning preparations) will be promoted at upcoming ACE conferences. Breakout sessions at these conferences will showcase effective and best practices in our before and afterschool programming.

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)

Levelland ISD will be contracting with an entity such as Communities in Schools (CIS) to assist with the staffing of volunteers in each of the six community learning communities participating in Texas ACE. These volunteers will be recruited from community senior citizens, Extension programs, retired teachers’ associations, community college students, local churches and parent volunteers. The Program Specialist will assist each site coordinator and the district administrators by administering additional surveys to solicit feedback from parents, business and community members and other stakeholders on the types of programs/informational services that are most needed in our community. A schedule of volunteer days/hours will be created to promote and organize the volunteer opportunities. Volunteers must follow safety and security procedures for CIS and the school district before working with our students.

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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.

Each of the ACE programs will be supplemental to foundational programs provided during the school day. Each of our six campuses is a school-wide Title I school. The federal Title I funds are used to supplement the instructional school day program and provide for meeting the basic needs of students who struggle to meet proficiency on state assessments. 21st CCLC funds will be used—in addition—to provide complementary programs, resources, interventions, tutoring in extended day activities. Title I Part C (or Migrant), Title III (Limited English Proficient), and IDEA (Special Education) funds will be used to provide resources for the individual, unique and specific needs of each of these specific student populations. State funding sources—such as State Compensatory Education—can coordinate with federal funds to provide services to student populations with federal funds always being supplemental to the state funds. In addition, Levelland ISD will coordinate ACE programs with students who are identified as McKinney/Vento (homeless), foster care or who are in another specialized grouping.

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 primary task in sustainability is putting effective processes and systems in place that can be continued once the funding for the project has ended. The preliminary funding from the grant will allow for the local education agency to create feasible, easily sustainable strategies (low-cost or free) for continued operations of our community Learning Centers.

Pertinent factors in creating a sustainability plan for the 21st Century Community Learning Centers are:

1. Building collaboration to strategically secure resources;
2. Providing high-quality programming—which will boost the credibility of the centers and establish public presence;
3. Advocating for support—financial and volunteer;
4. Securing funding through local or government grants or sustaining sponsors such as local and school foundations; and
5. Designing a sustainability plan.

Key members of the local education agency will receive training as per sustainability issues. This training will be planned and implemented by the ACE Project Director. As a result of this training, the group of district and campus level staff will gain knowledge in such topics as how to develop a results-oriented vision, build a sustainable initiative and create a strategic financial plan and results.

The grant-funded Program Specialist will assist Levelland ISD in building on current partnerships and to also build additional relationships with local businesses and community-based organizations to provide parent and student programs that meet their identified needs. Continued funding of the Community Learning Centers after the grant ends will come in the form of strategic marketing of services. However, through continued partnering with local civic, health and administrative programs, the Community Learning Centers will be able to operate on a low-cost level.

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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

Levelland ISD is excited to work with community partners for Texas ACE activities:

1. SOUTH PLAINS COLLEGE (SPC)—South Plains College is a comprehensive, two-year community college that serves the greater South Plains area of Texas with innovative educational programs that span the arts and sciences, technical education, continuing education and workforce development. The college’s main campus is located in Levelland and, therefore, is an ideal partner for Levelland ISD’s ACE program. Our partnership with SPC will be for both our students and their parents. Career exploration will be provided through Mini-Career Expos at SPC offered once annually to Levelland High School students. In addition, we will partner with South Plains College to provide onsite dual credit as an alternative through our afterschool programs.

2. TEXAS AGRILIFE EXTENSION—HOCKLEY COUNTY—The Texas A&M AgriLife Extension Service is a unique education agency with a statewide network of professional educators, trained volunteers, and county offices. It reaches into every Texas county to address local priority needs. One of Extension’s major efforts is protecting human health through education about diet, exercise, and disease prevention and management. Extension also touts the Texas 4-H program which engages youth in learning projects, leadership development and community service. Through Hockley County Texas Agrilife and 4-H programs, Levelland ISD will partner to provide students will opportunities to learn through 4-H project work. This might include a photography, gardening & horticulture, clothing and textile, food and nutrition, entomology or a huge variety of other options. Sessions provided will be based on student needs and preferences. For example, students could be trained in food and nutrition—including preparation, food safety, etc.—and then participate in a mock Food Challenge contest. This activity is similar to the Iron Chef challenge in which participants are provided with supplies and equipment to prepare a recipe with some provided food ingredients. Other options might include archery, computer science, consumer education.

3. LEVELLAND ISD FOOD SERVICE—Levelland ISD food service will partner with the Texas ACE project in providing an opportunity for elementary learners to compete in a recipe contest. Finalists are selected from submitted entries and prepare their foods in Levelland ISD cafeteria kitchens with our food service staff. The food is displayed for judges. Winners are announced. Food is served to families. Our students gain knowledge in food preparation and safety and explore the variety of food careers available in our community.

4. And WALLACE THEATER—The Wallace is a 501c3 non-profit organization working to restore and renovate the theater to become a premier cinema and live performance venue in West Texas. It, too, is located in Levelland and will partner with Levelland ISD’s ACE program to explore English Language Arts programs with the addition of cinema. Our learners can explore literary works through cinema. In addition, the Wallace can serve as a venue for a variety of ACE offerings—displaying works of art or music exhibitions of skills gained via guitar lessons. The Wallace Theater seeks to partner with Levelland ISD and the ACE program in providing unique opportunities for our students mostly with interest in fine arts.

All of these organizations will remain and successful programs can be expanded and/or continued. Levelland ISD is excited to partner with these Levelland entities to strengthen our ACE program even more.

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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.

Levelland ISD will apply for Program Priority 2-Accelerated Learning.

High Quality Instructional Materials (HQIM) materials ensure that our students are learning what they need to learn with success. As per the Texas Education Agency, HQIM resources:

1. Ensure full coverage of Texas Essential Knowledge & Skills.
2. Are aligned to evidence-based best practices in the relevant content area.
3. Support all learners.
4. Enable frequent progress monitoring through embedded and aligned assessments.
5. Include implementation supports for teachers.

Because of the effectiveness of HQIM, Eureka and Carnegie Learning have been adopted in the school district for math instruction. Zearn and Mathia are also utilized as supplemental digital products for Eureka and Carnegie. Amplify is being used for Reading Language Arts instruction. Professional development is provided on an ongoing basis to support our great teachers. Through these professional development opportunities, our teachers are becoming more adept in the use of the curriculum so as to impact student success. The district is in a current contract to bring curriculum experts to our campuses to evaluate classroom instruction and provide follow-up to improve instruction, therefore improving student achievement.

Staff working in ACE programming use these same HQIM to provide academic support and enrichment to participating students. These tools are used through tutorials and also in providing support and concept understanding as part of our homework help offerings.

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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 Barrier

Group Barrier

Group Barrier

Group Barrier

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

2. Enrollment in 21st CCLC of students attending participating private schools

3. Total 21st CCLC program and participating private school students (line 1 plus line 2)

4. Total year 1 proposed grant budget for serving students in all centers

5. Applicant reservation for required staff payroll.

6. Total grant amount for provision of ESSA PNP equitable services (line 4 minus line 5)

7. Per-pupil grantee amount for provision of ESSA PNP equitable services (line 6 divided by line 3)

Grantee's total required ESSA PNP equitable services reservation (line 7 times line 2)

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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.	Teachers--EXTRA DUTY PAY	\$412,000
2.	Paraprofessionals--EXTRA DUTY PAY	\$159,400
3.	Bus Drivers--EXTRA DUTY PAY	\$ 28,000
4.	Food Service--EXTRA DUTY PAY (for Dinner Program)	\$ 15,000
5.	Employee Benefits	\$ 58,600

Professional and Contracted Services

6.	Communities in Schools--8 required staff and grant oversight/implementation	\$375,000
7.	Grant Evaluator	\$ 12,000
8.	Student Programming	\$ 84,000
9.		
10.		

Supplies and Materials

11.	Program expenses and activities	\$100,000
12.		
13.		
14.		

Other Operating Costs

15.	Non-employee costs for conferences	\$ 20,000
16.	Educational field trips	\$ 5,000
17.		

Capital Outlay

18.	Library books to support reading enrichment and research	\$ 12,000
19.	Computers/technology for required ACE program staff	\$ 16,000
20.	Technology for student programming	\$ 47,000

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

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