



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 YMCA of Metropolitan Fort Worth
Campus name N/A CDN n/a Vendor ID n/a ESC n/a UEI GJWXRPKUTV7
Address 512 Lamar Street City Fort Worth ZIP 76102 Phone 8173359622
Primary Contact Dana Harris Email dharris@ymcafw.org Phone 8175661088
Secondary Contact Emilie Shiffler Email eshiffler@ymcafw.org Phone 8173323281

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 Mike Brown, Jr. Title Pres & CEO Email mbrown@ymcafw.org

Phone 8175661078 Signature [Signature] Date 1/23/2023

Grant Writer Name Dana Harris Signature [Signature] Date 1/23/2023

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

The needs assessment process began at a district level with a review of data on campuses and communities throughout the district to determine campuses with fewest resources and highest needs. Data sources consulted for community included census and city resources that detail crime statistics, high school completion data, health status, and employment status. Campus administration was consulted for viability and need for programming, with alignment of 21st Century programming options to current or future CIPs, other sources of financial or community assistance, and faculty and staff commitment to support a 21st Century program. Stakeholder surveys from each campus provided input from faculty, students, and families. State accountability scores detailed the areas of priority for each campus. Truancy and disciplinary reports were used to develop priorities for student recruitment and engagement, especially related to the disproportionate referral rates among ethnic minority students. Stakeholder surveys and evaluations from FWISD campuses with existing after school activities provided insight to priorities and program preferences.

Students deemed most in need of services at eight elementary campuses include those considered "at risk" due to failing one or more classes, with ongoing attendance issues, and those with disciplinary issues. Each of these schools have significant numbers of students that apply to these categories, as shown by the Accountability Ratings. A total enrollment of 4,523 for 8 eight campuses reflect that economically disadvantaged students range from 57.1% to 75.9 for a total of 2,966 students. At-risk student percentages range from 54.5% to 83.7% for a total of 2,827 students. Reading scores at all 8 campuses range from 16% to 48% meet grade level which is below the state level at 53%. Math scores at all 8 campuses range from 30% to 41% meet grade level which is the below the state level at 48%.

Students with major negative direction of data are reviewed with campus counselors, intervention specialists, stay-in-school coordinators, teachers, parent liaisons and campus leadership to determine program need/eligibility. Working families are a special focus, with evening options for parent/adult programming, and opportunities for counseling and review of student performance after the school day. The after-school options are very important for families to feel secure that their children are safe and well-cared for during the hours when unsupervised juveniles are most likely to be engaged in illegal or dangerous activities as documented by America after 3PM.

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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.

Improve Reading
 1) Program staff will meet monthly with campus reading specialist to review student reading levels to ensure targeted growth. 2) Program implementation and use of BAS/mclass and Istation ISIP along with Reading STAAR 3-5 to meet the 65% increase in reading performance. 3) Pre/post assessments will be administered and not limited to quarterly as needed to see measurable growth by quarter. 4) Expand guided reading materials as recommended by reading specialists for all grade levels as progression occurs. 5) Weekly literacy logs will be filled out and tracked by staff to ensure goals are met and ensure fidelity of program implementation

Improve Math
 1) Program implementation of Istation ISIP to monitor students progress and provide intervention. Creation of assignments that show achievable outcomes that are trackable. 2) Weekly math logs will be filled out and tracked by program leaders to ensure goals are met and fidelity of program implementation. 3) Pre and post assessments will be administered and not limited to quarterly as needed to see measurable growth by quarter. 4) Partnering with administration to create recruitment plans and to retain students in the program by offering incentives for attendance.

Improve School Day Attendance
 1) Partner with school administration to review and monitor problematic attendance issues, and provide action plans to increase attendance. 2) Provide families with helpful tools to reinforce positive outcomes through regular attendance and active participation. 3) Incentivized and positive recognition for students who have perfect or near perfect school attendance and 21st Century Grant programming attendance per quarter and EOY goal.

Student Engagement
 1) In addition to weekly attendance, and homework completion logs will be completed by designated family liaison and reviewed by program leaders. 2) Monthly behavior log reporting will be completed and monitored by the program leader in partnership with the school liaison. 3) Program leaders will partner with administration to identify, review and provide action plans for students to reduce discipline referrals.

Family Engagement
 1) Increased collaboration with current family engagement activities including PTA 's and family engagement liaison for intervention and weekly check-ins. 2) Implementation of a family engagement communication tool platform " Bloomz ". To also, increase family awareness of programming and family engagement events. 3) Monthly family engagement events at each program site to ensure families opportunities of involvement. Provide educational resources for families to be partners in their students' social and academic growth at home. 4) Quarterly recognition events for students and parents to celebrate achievements throughout the quarter.

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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.

1. Project data is used on a regular, ongoing basis to evaluate program process and progress. Center staff will review individual student school attendance, program attendance and disciplinary referrals on a weekly basis, grades each six weeks or upon report by teachers, and final course grades each semester. If student performance does not show expected improvement, review of tutoring and academic options will result in change of class leaders or class offerings, or more intensive attention to teacher areas of concern.
2. Pulse participant ratings of all programs are conducted at the end of each six weeks, and this review process informs the planning and development of programs for each six weeks - programs which show poor attendance or ratings from participants are eliminated or upgraded to meet expectations. Project management staff review all required measures to ensure benchmarks are met, each six weeks, at end of semester, and end of year. Annual summative and formative evaluations are reviewed with all center and management staff each year, including stakeholder evaluation surveys from students, teachers, parents, and partners/center program staff. Participant digital portfolios and academic goals set for students will be reviewed for progress and completion status at the beginning of Quarter 3 each year.
3. Evaluation results are reviewed for alignment with strategic plan to allow for updating with any necessary additions or changes to ensure program meets summative SMART goal. Evaluations are shared and reviewed with stakeholders, including students and families, campus administration and faculty, district administration, community partners as a path to program sustainability.

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.

All programming follows the Project Based Learning (PBL) model and is designed to integrate school day lessons and materials into expanded enrichment activities which serve to connect students to the practical applications of academics.

Teachers self-identify to work extra-duty hours in the 21st Century program, not only with tutoring, but with other experiential enrichment programs that provide opportunities for bonding with students while integrating academic material into activities of special interest to students, i.e. cooking classes with a math aspect or "learning walks" for ecology/botany.

Program activities are customized to respond to the interests and needs of the students most at risk of failure. Site Coordinator's will serve as an academic liaison with school-day teachers to coordinate programming and services to meet the needs of individual students. As a part of this responsibility, the Coordinator maintains working relationships with faculty and staff, attends faculty meetings when possible, and is available to meet with teachers during their planning periods. Coordinators are also expected to meet monthly with school leadership, and will regularly consult with crisis intervention specialists and counselors regarding mental health and academic needs of students.

Tutoring will be offered at all campuses with the coordination of 21st Century program funds in all subjects where enrolled students are struggling with a focus on reading and math. Site Coordinator will be responsible for reviewing CIPs and student progress reports to schedule tutoring in the areas of most concern. The CIPs are a rich source of information for each campus to individualize programming to meet the defined needs of their students, and ensure that all enrichment activities have elements that align to academic needs.

Program offerings will be reviewed and revised every six weeks based on the success of the programs as determined by student participation, teacher evaluation, and consultation with campus personnel to ensure that student needs are being addressed. Classes or activities which do not receive a positive response from students will be dropped, revised, or have alternate leadership assigned. Rational thought and analysis of ideas as well as critical thinking skills are promoted through the "Dedicated Discussions" program held daily at each campus.

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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.

Through high quality instruction, personal attention; strong, respectful relationships with adults; a culture of peer support, clear rules, high expectations and real assessments; and challenging experiences and opportunities for self-direction, participation and contribution within the organization and the community.

Our staff will create a culture of high expectations that affirms the potential of each participant and communicates clear expectations and standards concerning participation and behavior. Activities or projects include built-in opportunities for young people to present or demonstrate new competencies and to receive ongoing feedback from peers and adults. Several studies have demonstrated that high expectations for all students combined with concrete opportunities to meet those expectations leads to increased motivation and engagement.

Our high-quality instruction in the afterschool program is uniquely positioned to provide flexible learning opportunities that meet the individualized needs and interests of participants. Personalized, high-quality instruction allows for student choice and problem-solving, includes active, cooperative learning strategies and requires attentive adult staff with expertise in specific content or skill areas as well as pedagogical training. Our program will respond to the interests of the youth and build on the unique strengths of individual participants. We will provide learners with a variety of approaches, mediums, and activities that allows students with different learning styles to be successful. Programs to help assist our staff and students reach goals: Bell Xcel, CASEL, Tutoring via HIT, You for Youth, Youth Power Learning Framework, and DESSA.

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.

Most of the students, at least 90%, participating in the after-school program will require transportation to home. The remaining students will be picked up by their parents or family member.

The YMCA of Metropolitan Fort Worth will pay for transportation (buses) through the third-party contracted transportation vendor that services both Eagle Mountain-Saginaw ISD and White Settlement ISD to safely transport the elementary after-school students to their homes.

All after-school staff will receive YMCA transportation training that covers bus loading and unloading and emergency procedures. Staff will use name-to-face transition rosters when loading and unloading each day. There will be a staff bus monitor present each day to ensure children arrive to their destination safely each day.

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8. Statutory/Program Requirements (Cont.)

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

The YMCA of Metropolitan Fort Worth along with our partners, Eagle Mountain-Saginaw ISD and White Settlement ISD, have robust communications departments which disseminates program information throughout the community through social media, the district website, print and broadcast sources. Information is available in multiple languages based on the needs of families for individual campuses. The district and individual campuses will send direct-contact texts and emails to selected students and families for specific invitations to participate in the program. Campuses will review data and receive recommendations from counselors, teachers, and administration to target students most in need of the program, and personal invitations will be delivered to these selected students and their families. Community and faith-based organizations will also publish information on the program through their media outlets, newsletters, and direct community contact in libraries, community centers, churches, and health centers. Through community partnerships, schools have regular contacts with local businesses where the program information can also be disseminated. Campus student organizations will be mobilized to support the program, through school-wide video announcements as well as continuing consultation to ensure that programs are attractive and interesting to engage student participants. Teacher enthusiasm for the program is key to student engagement, and these relationships between students and teachers will be tapped to encourage targeted student participation. 21st Century staff will participate in parent/family meetings specifically to describe and detail options for involvement, both of students and adults.

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)

We have successfully partnered with many local agencies, faith-based organizations, and other non-profit organizations to assist with our programs that benefit our youth. The YMCA utilizes over 1,500 volunteers each year in our programs that include children, youth, and teens.

The volunteers will be recruited by a variety of entities that include college students from TCU and Texas Wesleyan University education program, business and community organizations, and the CTE students of both Eagle Mountain-Saginaw and White Settlement ISD, as well as, the YMCA committed volunteers.

All volunteers will go through a two-fold background check and fingerprinting process. The YMCA uses Volunteer Matters, a comprehensive background screening process for criminal activity. During the online completion, the volunteer must complete a Praesidium Child Abuse video detailing the different types of abuse (physical, sexual, and emotional) and the process of reporting. Once approved, the volunteer's background is re-check automatically every 30 days. After passing the Volunteer Matters background check, the volunteer will complete the second background check and fingerprinting process through the ISD's that is supported through local police departments, Texas State Trooper and FBI databases.

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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.

The YMCA will utilize our Y Feeds Kids program, at no charge to the grant, to provide 1 hot meal and 1 snack per day for the duration of the after-school program. The Y Feeds Kids program helps fill the gaps in access to free and reduced meals during the summer, afterschool hours, and some location year-round by providing healthy snacks and meals to kids who live with meal challenges.

The Y Feeds Kids program was implemented in 2015, the Y Feeds Kids Program has served over 1 million meals and snacks to children under the age of 18 who suffer from food insecurity in the communities we serve.

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 YMCAFW utilizes a variety of funding options for after school programming, Through the robust evaluation and community engagement provided through the 21st Century program, over the five-year funding period we would expect to prove the viability and strength of the program as a vehicle for academic improvement for student participants. The continual feedback and involvement of funders is key to long term support, and program and administrative staff would maintain contact over the years with each of these and other funding prospects to expand and enhance programming. Observational visits through activities such as the Afterschool Alliance's Lights on Afterschool will be arranged for current and potential funders to have a first-hand view of the programs in progress. Annual reports of program progress will be supplied to all existing and potential funders, whenever possible arranging for group or individual presentations by leadership staff.

Maintaining close relationships with campus administration and faculty is key to expanding 21st Century program opportunities through campus funding sources. As described previously, a key responsibility of the Site Coordinator will be to develop and maintain relationships within each campus to ensure that the 21st Century program is meeting campus needs. Additionally, regular contact with local businesses, other non-profits and faith-based groups near each campus will enhance opportunities for donations and long-term support of the after school and family.

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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 YMCA of Metropolitan Fort Worth (YMCAFW), Eagle Mountain-Saginaw ISD, and White Settlement ISD have partnered for many years in the area of after-school and food insecurity. The 21st CCLC grant will allow the YMCAFW to enhance the partnership by expanding each district ' s after-school program as the fiscal agent.

Along with the expansion of much needed free after-school sites for elementary school, each district has agreed to the following:

1. Free space to implement the program.
2. Support the teacher recruiting efforts for the after-school program.
3. Support the student recruiting efforts for the after-school program.
4. Support the performance tracking of the HIT targeted students.
5. Support the academic progress of all students in the 21st CCLC after-school program.

An additional Y partnership will be The Parenting Center. The Parenting Center ' s mission is to provide family members and professionals with the tools, resources, and services to build successful families. The Parenting Center focuses on Family/Parent Engagement and provides programs/classes/training that are designed to support every aspect of life for the whole family. The Parenting Center will build programs based on the needs of the families. Examples of program that can be adapted to the needs of the families are:

Helping Children Handle Their Feelings

Strengthening Family Communications

Positive Discipline

Developing Self-Worth

Co-Parenting Essentials

Making Rules & Enforcing Consequences, and other programs offered.

All programming provided by The Parenting Center is free-of-charge.

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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.

Under Program Priority 1 – our after-school program will align the campus academic program and the academic needs of the students by providing after-school programming 5 days a week during the school year and 4 weeks in the summer. Tentative afterschool schedule below:

Targeted academic support
 30 mins of homework help daily
 30 mins daily of Small group tutoring (math/literacy)
 One-on-one tutoring as needed

This gives students an opportunity to discuss academic content and talk through their understanding of that content with another person. Our tutoring assists with assignment comprehension and knowledge retention, which will result in improved academic performance.

Student interest-based enrichment
 5 hrs of Arts enrichment and student choice weekly
 30 mins of physical activity/sports daily
 1 service project per quarter
 1 leadership project annually

Involvement in the arts is associated with gains in math, reading, cognitive ability, critical thinking, and verbal skill. Arts learning can also improve motivation, concentration, confidence, and teamwork. Physical activity improves gross motor skills, teamwork, group function, social interaction and healthy living. The Y ' s service and leadership learning affords students the opportunity to see themselves in their communities and to serve their communities while growing crucial skillsets for future use.

Family engagement
 Parent council
 Student recitals
 Quarterly trainings
 One-on-One meetings as needed
 Family check-ins

Our family engagement efforts will engender improved academic focus, decreased disciplinary issues, improved parent-teacher and teacher-student relationships, and improved school environment, which all result in academic success.

In addition to the daily program activities of the after-school program, on-site coordinator will be a member of school ' s leadership team, conduct weekly check-ins and monthly data meetings. We request to be a part of Parent academic intervention meetings and we will partner with the school to ensure our enrichment activities align with the district of innovation distinction through focused programming affording students voice and choice

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9. Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

- The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>

10. PNP Equitable Services

Are any private nonprofit schools located in the public school attendance zones of the campuses and feeders proposed to be served by the centers in the application?

- Yes No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

Are any private nonprofit schools participating in the grant?

- Yes No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

Assurances

- The applicant assures that it discussed all consultation requirements as listed in Section 1117(b)(1), and/or Section 8501(c)(1), as applicable with all eligible private nonprofit schools.
- The applicant assures the appropriate Affirmations of Consultation will be provided to the TEA Private Schools Ombudsman in the manner and timeline to be requested.
- The applicant assures that the total grant award requested includes any funding necessary to serve eligible students from private nonprofit schools within the attendance area of the public schools to be served by the grant.

Equitable Services Calculation

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

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11. Request for Grant Funds

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

Payroll Costs

1.	Program Director	\$36,000
2.	8 Site Coordinators	\$241,920
3.	Specialist	\$30,240
4.	Certified Teachers/Program Leader	\$736,015
5.	Fringe @ apporx. 18%	\$187,954

Professional and Contracted Services

6.	Contracted Site Programming	\$80,000
7.	Transportation - contract through District's 3rd Party Vendor - ISD's do not have own buses	\$327,800
8.		
9.		
10.		

Supplies and Materials

11.	General Supplies	\$40,500
12.		
13.		
14.		

Other Operating Costs

15.	Staff Conferences	\$3,000
16.	Awards/Incentives, Family night program snacks	\$20,000
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
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