



**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
- 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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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.

Dilley ISD serves a student population that is 93% Hispanic, 83% economically disadvantaged, 69.6% at risk and nearly 11% are considered homeless in this small (4,500 population), rural (16 people/square mile), and geographically remote area (71 miles from San Antonio, 83 miles from Laredo) that lacks educational enrichment opportunities. This area, home to the Dolph Briscoe State Prison and the largest immigrant detention center in the U.S., is wrought with poverty (26.7%) that is nearly twice the state level (14.2%), low per capita income (\$22,800 as compared to \$34,255 in Texas), and has low educational attainment as just 65.5% of those older than 25 have at least a high school diploma (85% statewide) and only 8.9% of those older than 25 have a bachelor's degree or higher (31.5% statewide), according to the US Census. Dilley ISD Special Education numbers also are high with 17.3% (compared to 11.6% statewide) and also received a "needs assistance" status for its 2022 SPED designation.

DATA AND FEEDBACK - 2020-21 (for "stratplan" attachment) and updated 2021-22 TAPR, local school performance/discipline data, school and district improvement plans, and the most recent state and county statistics were used by district staff/leadership to analyze the needs and references to community needs assessment responses through surveys and interviews that continually identify out of school programming, especially after school, as a high priority for working families, but especially those struggling at the poverty level. These program opportunities are needed due to the limited nature of this mostly farming/ranching, oil/power line and prison/detention workers community where parents are often gone for spans of time and working overnight shifts. In this culture, life experiences and motivation for higher education and other careers is lacking creating significant needs.

PROGRAMMING NEED - Various, but consistent academic struggles at all three Dilley ISD schools prove the need is significant. In the elementary school, 17% fewer students in all grades for all subjects meet or exceed grade level compared to the state. In the middle school (7.5% homeless), academics are so poor, the school wasn't even rated due to Bill1365. Only 5% of 6th graders, 8% of 7th graders and 0% of 8th graders meet grade level standards in Reading and Math. Only 27% of Dilley HS students meets the standard in the SAT/ACT (69% statewide), while only 8% meet grade level algebra (40% statewide), and 41.7% are college or career ready (63% statewide).

ADDRESSING THE NEED - With only 66% of the population in Dilley having Internet access (86.9% statewide) and so many students going home to an empty house, opportunities for students in an after school program providing access to resources (computers and materials), caring staff, mentors, and high quality educational and enrichment activities would meet these various needs, especially of hard working families.

DETERMINING PARTICIPATION - The targeted number of 340 students (38% of Dilley ISD) was arrived at through the needs analysis, reasonable capacity capabilities, and expected attendance numbers based on parental feedback. At risk students (which total 558 in the district) at all three sites will be targeted first, especially those not meeting grade level state testing standards, TSI levels, and ACT scores. High percentages of homeless students (13.5% in the high school) and SPED (19.5% in the high school) also will lead to targeting those students and families for these after school, summer, and family engagement activities in this multi-phase recruitment effort.

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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.

Pre-programming benchmarks - Grant level performance measures ensure progress will start with the development of district-wide and center-level logic models for programming as well as creating appropriate budgets for each center. These are efforts aimed at ensuring the availability, capacity, and effectiveness of high quality programming and meeting SMART goals that result in growth, success, and achievement in all areas.

ACADEMICS - First, the district will identify and prioritize students most in need to enroll (at least 80% of at-risk/SPED students). Upon that effort, throughout the duration of the grant, Dilley ISD will use comprehensive assessment tools such as Eduphoria to track individual progress, from initial and continued bench marking (BOY, MOY, and EOY) for various assessments, including STAAR, TELPAS, EOC, grades, local testing, and TEKScores (online/real time interim assessments). As part of the students' localized plans, this collection of up-to-date insight data will also shed light on whether the program is moving toward its center and district objectives.

ATTENDANCE - After school staff will monitor program student attendance daily and analyze numbers weekly, while comparing it to the students' previous year attendance providing the benchmarks. Personnel will target center-specified daily program attendance percentages - no less than 80% of students enrolled attend each day. Also, the goal is to meet least 75% of center-specific targets (students meeting 60 days) at each facility by February 28.

ENGAGEMENT - Student engagement is ultimately reflected in academic data, attendance, and behavior. Those will be the measures analyzed on an individual basis to determine whether engagement is increasing. Students who are engaged, are more likely to attend, score better on tests and have reduced behavioral issues. Program staff will document initial levels for students in all of these categories and then set benchmarks for each student as part of their individualized program plans. Family engagement data and measures will be compared to previous data including attendance at parental and family events (conferences, open houses, meetings, and other events) with up-to-date parental engagement attendance. ACE staff also will collect data and surveys to be analyzed twice per year to track family and parental engagement and involvement, including their opinions about the school atmosphere.

RECRUITMENT - Dilley ISD will advertise, recruit, interview and hire skilled and experienced staff, including the Program Director and Site Coordinators for 3 centers. In addition to this key for success, Site Coordinators and district leaders will ask specific school day teachers who are subject and grade level specialists to be involved in the program. The coordinators will train/prepare their staff of teachers, paraprofessionals, volunteers and tutors.

ALIGNMENT - To make sure center-level programming coordinates and is integrated properly and completely with the regular school day, Dilley ISD will hire grade level and subject matter knowledgeable teachers at each center to tutor and work on homework with 21st CCLC students. Also, the 21st CCLC Accelerated Learning Interventionist (ALI) and site coordinators will work with curriculum specialists and teachers on a weekly basis and lesson plans from both the regular school day and after school program will be shared through electronic files and access to ensure cohesive and engaging activities for students during their minimum of 2.5 hours of daily programming. This will ensure there is a natural link between after school instruction and school day objectives.

OVERSIGHT & OPERATIONS: Continuous and regular attendance of the 21st CCLC program will be one gauge used to determine whether activities are engaging, interesting and whether goals are likely to be reached. Program staff will consistently monitor that attendance, including in individual enrichment activities, and will utilize suggestions and resources from high quality, grade level/subject matter qualified regular school day teachers about what types of engaging and educational hands-on activities should be included to match with the school day lesson plans and address activities with research and evidence-backed success. Surveys will be distributed to students and used as a valuable option to obtain ideas for new activity potentials that would engage students. Site Coordinators will observe/oversee/analyze all activities daily to ensure staff/lesson quality, and that students are engaged and learning. This information will be evaluated monthly to determine professional development/training needs.

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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.

Dilley ISD will provide a quality program that aligns with the identified 21st CCLC goals and state activities. In order to ensure those SMART goals and other objectives and quarterly benchmarks are met, the district will monitor and evaluate data continuously (weekly and every 6 weeks) throughout the grant period and cycle. Led by the Program Director, Site Coordinators and other stakeholders within the district and program, staff will utilize and discuss data and feedback from submissions of the Texas ACE Quality Assurance Process (QAP) monitoring, which measures implementation and improvement over time, as well as standardized and local testing student data, daily attendance numbers in the program using the 21st CCLC tracking system Texas 21st, and during the school day, 6-week student grades, weekly ACE lesson plan alignment with school day learning, December STAAR/EOC retests to assess percentage improvements, internal academic assessments and annual STAAR test scores.

The Texas ACE Capacity Development Process will be facilitated to result in quality improvement action plans through self-assessments with staff site visits, internal collaboration and capacity development coaches supporting specific center/district improvement plans. This along with the TEA's local and state evaluations will provide data for review that will assist in determining what types of ACE staff ongoing professional development/coaching is needed, and adjustments or implementation strategies for improvement. If it is determined the benchmarks listed are not or cannot be met, the ACE program leaders will discuss immediate responses and continuing plans. Root causes will be determined and the program will use the "develop, assess, and review processes" as described in the Continuous Improvement Cycle of the local evaluation guide. Dilley ISD will be quick and ready to utilize the TEA's technical assistance educational specialists as well as the training and resources (online and in-person) provided by the state. In addition, the district will reach out to districts of similar size for assistance as well as the My Texas ACE website, Texas ACE Blueprint, and the Texas ACE Resource Network to provide further suggestions and help.

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.

SUMMARY - Focused on the standardized testing data at the 3 center schools in Dilley ISD, located in this rural, geographically isolated, poverty-stricken, ranching area, program activities will be developed based clearly on academic and career/college needs, but also students' interest for enrichment programs they may not otherwise be exposed to.

ACADEMICS - All 3 centers will provide all levels of students in the program at least 1 hour daily of homework assistance/ small group/tutorial help led by grade-level regular school day teachers to help students meet the ever increasing and challenging state academic standards. Based on needs already identified by the STAAR testing in reading in math at all 3 sites and all levels, 3:1 in person high impact tutoring (HIT) will be incorporated in a pull-out fashion for 30 minutes, 3 times per week for targeted students (HB4545 and SPED). Using subject matter certified teachers for this tutoring and high quality instructional materials (including Amplify, Zearn, Achieve 3000, and ST Math) and following academic individualized improvement plans (created by the Accelerated Learning Interventionist) will build a culture for STAAR/EOC improvement. Each site can prioritize its own efforts based on its specific academic needs and the activity/topic choices of students.

ENRICHMENT - While some programs may suggest enrichment activities that are mostly fun and games, Dilley ISD's needs for academic improvement at all levels are too high (In all grades for science 22% of students meet grade level in science compared to 47% in the state - the same is true for math with 21% compared to the state at 42%, and reading with 27% compared to 45% in the state). That is why a combination of high quality educationally - focused activities such as technology, STEM, robotics, music, and coding will occur at all centers with a goal to provide various activities to complement day instruction and reinforce learning through engaging and interesting hands-on activities, which are expected to increase engagement in learning and ultimately support improved test scores, grades and attendance. These efforts will produce academic results from repetition and opportunities for blended learning environments as well as responding to multiple learning styles leading to improved critical thinking, collaboration and communication. There also will be additional enrichment activities intended to meet other needs of students. At the elementary center, students will be provided arts-based counseling (SEL element), and Yoga/recreational sports to meet their social emotional and physical needs. In addition, activities will include nutrition and cooking, which will also be part of the family engagement efforts to help students and families understand where food comes from and the importance of eating the right foods to stay healthy. First aid and emergency response will be provided by the American Red Cross to student and also through family engagement activities. Guitar lessons and foreign language lessons from regular school day certified teachers will be fun, engaging, and educationally impactful for students (studies show elementary youth who have studied a foreign language perform better on standardized tests than those who have not, and youth who study an instrument for an extended period of time do better on tests of memory, planning reasoning, focus and self control). For middle school and high school students, enrichment and academic activities will include e-Sports, Zumba and Yoga (also as family engagement as counselor is Yoga certified, arts, music, Lego Formula 1 cars, and community garden/cooking/nutrition. Specifically for high school, there will be TSI preparation (Dilley ISD -TSI criteria for math and ELA 8.2%; state 40.4%), which will improve the district's and the student's college readiness by placing a priority and focus on these tests. There also will be opportunities both in person and virtually to visit and have Work-based learning opportunities at a local veterinary clinic as well as visits to college campuses, to garner interest in other careers and furthering education as one way to motivate students and change the culture of Dilley students to go from ranching and prison work to obtaining a college/technical school degree.

FAMILY ENGAGEMENT - Family engagement and adult educational activities will be a key aspect of this program and will be focus of staff because of the lack of opportunities in this rural ranching/farming community. Family activities and events specifically focused on engaging parents and students together will be held at least monthly and include events such as a barbecue competition where students and families cook together, end of year program showcase, community service efforts to collect food/toys for those in need in the Dilley community, Zumba, and outdoor recreation. Adult educational opportunities to include literacy/financial literacy, computer educational programs (Microsoft Office certification), resume building, and learning soft job skills, as well as healthy cooking options and tips for how to help their children with homework for these busy working parents. More educated, more confident, more engaged, more involved, and healthy parents can be part of changing the culture of education in this area and thus be able to better assist their child(ren) with homework and at the same time become lifelong learning mentors and educational leaders in the community.

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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.

SUMMARY - Throughout the development of this after school and summer program, including staffing, ratios of students to staff, repetition, strategic targeting, hands-on activities, high quality materials, and curriculum, evidence-based research has been considered at every opportunity to ensure the highest quality programming possible.

High quality, high impact, and high dosage tutoring program provides individualized support leading to significant student achievement impacts, and attendance and behavior improvements. High Quality/dosage tutoring is key to meeting academic need and reaching excellence. According to a February 2021 EdResearch for Recovery study called Accelerating Student Learning with High-Dosage Tutoring, programming 3 or more days per week, between 30 and 60 minutes per day, in-person, using high quality instructional materials aligned with classroom content, in small groups of 3 or 4 students (preferably one-to-one), taught by talented teachers can "produce large learning gains for a wide range of students, including those who have fallen behind academically." Dilley ISD will follow each of these research-based practices in its development of its pull-out tutoring program at 3:1 ratios to meet dosage and time for this part of the program that will target the district's HB4545 and SPED students as priorities.

Hands on curriculum-focused STEAM is one of the core enrichment concepts for Dilley ISD with a focus on coding and drones. By purchasing supplies and materials from TEA approved vendors and experienced teachers, this will build value and quality. STREAM/STEM brings together learning concepts that can support academic achievement as well as developmental growth. These hands-on efforts are supported by the study, "Alignment of Hands-on STEM engagement Activities with Positive STEM Dispositions in Secondary School Students," published in 2015 by Spring Science+Business Media. It states, "Using approaches that have the essential elements of active learning may help increase student interest in STEM careers." The implication stated in this peer reviewed study collectively implies "many kinds of hands-on, active learning, engaging STEM programs related to make things relevant to the real world may be effective in promoting (or retaining) positive interest in STEM content and careers."

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.

Dilley ISD is a rural district, so transportation can be a barrier to participation in school-related functions and activities. To remove that barrier for this after school and summer program, bus transportation will be provided by the district at all three sites. After school programming and summer programming will almost fully occur at the site of the schools, which won't require any transportation immediately after school. For the elementary and middle schools, participants gather after school in the cafeteria, where they sign in to rosters, collect their snack, and then are dispersed to their specific activities. Staff will lead students to the location of their program, whether those are classrooms, labs, recreation areas, or other locations/facilities on campus. High school students respond directly to their after school programming following the school day or their other extracurriculars. For before school programs, students who are dropped off by their parents early before the start of school report to the cafeteria where they are provided homework help and other program activities after signing in.

TRAVEL HOME - Parents and guardians are required to provide on the ACE enrollment forms which method of transportation their child will use - pickup by a designated adult, walk home, or utilize school buses. Program students are signed out daily by the parent/guardian required to show ID (the person picking up must be listed on the ACE registration form). Each site will follow district guidelines for bus transportation, use, safety, and behavior. Field trips will also follow the same rules, including required permission slips for travel, but also all students on the field trip will wear name tags and will have to be picked up after return from the field trip using the same guidelines as is used for after school and summer pickups.

SUMMER - The process will be similar to the travel home, but in this case, buses will be provided both in the mornings and afternoons to safely transport children to and from each center site as needed. If students are picked up by parents, forms will have to be filled out stating the method of pickup. During educational field trips, district buses will be used, parents will sign approval documentation understanding and all typical transportation guidelines for all districts will be utilized, including requirements for hiring/utilizing bus drivers.

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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.

Because this would be a new program in the Dilley community, upon notification of the grant award, district leadership will facilitate a comprehensive outreach campaign to disseminate information about the program at all 3 center sites. This information will be provided also in Spanish to ensure communication to parents in the district is understandable and accessible, including the after school and summer enrollment forms, agreements, field trip forms, family engagement fliers, beginning of year information packets, fliers for site activities, campus and program newsletters, and signage. At the center site level, information will be disseminated through personal outreach from staff, events such as back-to-school events, open houses, parent meetings, and registration days. At the end of the school year, Dilley ISD will hold an after school program showcase where students will be able to display their work, perform and present what they learned through their participation in the after school program.

The district will utilize multiple school-community relations pathways to disseminate information about the program.

- The Dilley ISD Website – used to provide information to all community stakeholders, parents, and students.
- School district Facebook accounts – Each site will use the District's Facebook page to highlight program activities and continuously communicate information to all stakeholders.
- Dilley ISD will hold an orientation for parents and the community.
- Dilley 21st staff will regularly meet with its partner organizations to spread information and report successes.
- Newly created after school program website located on the front page of the District website – will contain a monthly calendar with program events.
- Quarterly showcases – program activities will be highlighted across the community
- Parent-Community member Feedback opportunities – will be implemented to disseminate adult education experiences to all stakeholders to ensure the program's goals and objectives are understood and being met.

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)

Due to its small, rural, and tight-knit nature, Dilley ISD has developed long-standing relationships with the community, local businesses and organizations (while few), and parents/family members who are interested in providing volunteer services. Although the numbers of volunteers may be limited due to the size of Dilley, every adult interaction can be of benefit to the students through mentorship, improving the student to adult ratio, and just providing understanding, caring, and time to the children of Dilley and the surrounding areas.

Volunteers will be recruited by staff as well as calls for volunteers will be advertised in campus information and district events. Volunteers interested will be required to fill out an application that includes information about the volunteer's background, knowledge, and experience in school settings. New volunteers will be required to attend a half day of onboarding/training for the program prior to starting. This includes discussions and information about safety, class management, school policies, and proper interaction with children. All volunteers, per district policy, are also required to pass Dilley ISD's HR screening process, which includes a criminal history and background check. All volunteers also are required to sign in and out at each campus and work closely with program staff regarding their volunteer assignments and interaction with students. The site coordinator will oversee volunteers to ensure parents and the district that these volunteers will be safe and ready to serve as student advocates, mentors, and provide additional supports and learning opportunities through enrichment activities and literacy interventions.

Ultimately, by utilizing qualified and skilled volunteers, the after school program will maximize resources and fiscal efficiencies, while potentially expanding program offerings for students and families, while at the same time maintaining low student to staff ratios. According to a 2020 article published in the Journal of Youth Development, volunteers "provide many intangibles that cannot be easily quantified" and their contributions "improved organizational outcomes and/or achieved broader community and social impacts."

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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.

LOCAL - Funding from this 21st CCLC will be used to supplement and not supplant the district's current local, state and federal programs and activities, while making the best use of all funds. The district will use local resources not funded from 21st CCLC grant monies for facilities, maintenance and cleaning, internet access, utilities, computers, administrative staff, telephones, security equipment, security personnel, snacks/meals for students, and coordination with other district/campus programs to include collaboration with regular school day personnel.

The district will also invite the 21st CCLC personnel to participate in staff development opportunities, such as back-to-school kickoff, the district's professional learning community efforts, new employee training and throughout the school year as a collaborative effort to better serve the participating students and their families. The existing school facilities such as the cafeteria, gym, outdoor fields and classrooms; and equipment such as computer labs, laptops, Chromebooks, iPads (Dilley ISD is a 1:1 student to technology device ratio), and printers will also be utilized for these after school students, and training teachers, paraprofessionals, volunteers, and staff.

STATE/FEDERAL - All three campuses that will host centers receive 100% Title I funds. In addition to that, Dilley ISD receives other funding and programs, including Strong Foundation Math and Literacy Framework, Dyslexia Funding Support grant, ESSER II and ESSER III monies, the Perkins V - Strengthening CTE for 21st Century, and ADSY. These initiatives and funding will be integrated into 21st CCLC programs, including the use of computer equipment, materials, curriculum enhancements, and upgrades to facilities that were funded through ESSER monies. The Perkins grant, geared toward the MS and HS students to address the high need technical careers that require college readiness. A 2010 White House report stated Hispanics are underrepresented in college STEM programs because of insufficient exposure to the subjects in K-12. Perkins addresses that at the secondary levels and the 21st CCLC hands-on STEM will address these shortcomings. The ADSY summer program will play the role as a supplement to this 21st CCLC by increasing capacity, and extending programming and offerings for at-risk.

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.

Because the expected results and response from families in the community, Dilley ISD is committed to early sustainability planning so a level of quality after school and summer programming can continue. District personnel understand how critical it is to provide high quality out of school time opportunities for students and families, especially in a district such as Dilley ISD that struggles with math and reading/literacy standardized testing, SPED, and college and career preparation. A sustainability committee made up of district staff/leaders, parents, 21st CCLC site coordinators, partners, and curriculum personnel will be created to show a commitment to planning and preparing for the grant ending. The discussions will include continued work with and expansion of potential partners, including community organizations, colleges and technical colleges, businesses, churches, and municipal operations and also building out the TEA's Sustainability Starter Tool to determine the most pressing needs.

While efforts will be made to replicate this project, it is unreasonable to believe that can occur without Nita M. Lowey 21st CCLC funding at the level that will be received from this Cycle 12 grant. However, with adjustments and a focus on district and school needs (specifically the district and schools' campus improvement plans) programming can continue likely at a reduced level and still impact students by providing high-level operations. In order to do this, the sustainability committee will analyze all data that indicates positive impact on academics, attendance, student engagement, and parental engagement. They will then plan and lead a district-wide strategic resource coordination effort. This effort will involve roundtable meetings, feedback sessions and other projects and initiatives that are appropriate and necessary to promote the Dilley ISD after school and summer program sustainability. Being small and rural, the district and community are and will continue to be invested heavily in collaborative interaction, resource sharing, and coordination of services for the students and families served by the district and through a program such as this. The district's partners selected for this application have agreed to be long-standing supporters beyond this grant. In addition to those efforts, the district will look at all potential funding opportunities that meet some of the same ACE program goals and objectives, specifically relating to at-risk and academic success.

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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

Due to Dilley ISD's size and its relative geographical isolation, there are no community organizations such as a Boys and Girls Club or other specific youth-focused community organizations to partner with. However, there are other partnerships that involve discussions and MOUs already in progress for 21st CCLC after school and summer programs for Dilley's at-risk and struggling students most in need of supports such as this.

CITY OF DILLY PARTNERSHIP - Dilley ISD will partner with the city to build a community service program with activities after school and in summer that focus on improving the city, its parks, while also supporting and being involved in food and toy drives throughout the year to benefit the area's most vulnerable and struggling families. The city will provide opportunities and oversight when it comes to Dilley ACE students cleaning/performing work in the parks and areas of the city for appropriate age groups - mostly middle school and high school students. Food pantry and toy drive efforts will involve city leaders and Dilley 21st CCLC participants to create a win-win situation for the community and the young people who live in it. Currently, these opportunities are not structured or organized with a focus on at-risk students being involved, but this will provide that opportunity. After school time in the evenings and on some Saturdays (family engagement activity opportunities) through the 21st CCLC will provide a perfect opportunity for these students to spend time helping out in the community, working with a variety of people, helping develop a sense of social awareness, while also learning patience, empathy and receiving a first-hand look at how they, as young people can help their local community now and in the future. These efforts impact student's self-confidence, self-esteem, improve teamwork, communication, problem solving and task management. All of these skills and increased confidence will lead to improved student engagement during the regular school day and provide more positive feelings of accomplishment. Studies have shown that students who performed community service have higher grades and standardized test scores than those who don't. Involving the parents and family members in this partnership will provide high quality and meaningful engagement opportunities that currently do not exist.

IHE PARTNERSHIP - In addition to the partnership with the city, Dilley ISD will partner with Southwest Texas Junior College to provide nursing educational opportunities and experiences for students in middle and high school. Because of the rural, ranching, oil field, and prison culture of Dilley, students lack the experience and understanding of other career opportunities and possibilities, especially those that involve higher education. While Southwest Texas Junior College is the district's Early College High School partner, this specific partnership and opportunity regarding the nursing field does not exist. An MOU is in progress to provide Work-based learning in the areas of nursing for CNA and PCN as well as for Welding opportunities. One of the district's goals is to create a culture that involves higher education that leads to professional career opportunities in high need industries. Right now, the students do not have the exposure, understanding, work-based experiences, and knowledge regarding careers beyond ranching, farming, working at the prison, or oil-related career opportunities. This partnership will expose them to career paths they may not have thought about and ensure they know what steps they need to follow.

Dilley ISD also plans for developing additional partnership as this culture in the district changes. One of the ideas is to partner Dilley Veterinary Clinic and the Dilley City Police Department to provide work-based learning opportunities (job shadowing and internships) where students can experience and learn about careers and education required for these different pathways. Next year, the district has plans to integrate all of these ideas into a Summer CTE program, that involves paid internships at these facilities, WBL, and a bridge program.

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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.

SUMMARY - Dilley ISD leadership understands this program is only successful in meeting its objectives if it is implemented by skilled staff connected to the school day who have a deep understanding of students academic, physical and emotional needs. That is why this program will utilize a majority of regular school day certified teachers at grade and subject level to perform academic support (homework help and high impact tutoring) and the hands-on enrichment/academic experiences such as coding, guitar, robotics, and STEM. These teachers, combined with the 21st CCLC staff and interventionist will meet on a weekly basis with regular school day curriculum personnel to create, build upon, and ensure individual academic improvement plans for each student are followed and on track. These meetings also will include discussions and plans about how to prepare for standardized testing, following TEKs requirements, improving grades, and engaging students. 21st CCLC staff will be invited to faculty meetings, professional development, and other activities to ensure regular school day alignment in all areas possible.

PRIORITY 1 - INTEGRATION OF TEA INITIATIVES - Dilley ISD will integrate both ADSY Summer and Early College High School (ECHS) as well as TCLAS High Quality Print Materials. The district currently receives a small amount of funding for its ADSY summer programming. The 21st CCLC will complement the currently small ADSY summer program (runs only 3 hours per day for 30 days targeting a small number of the district's most at risk, struggling younger students). That ADSY (focused on only the children who failed STAAR and K-2 students who don't meet grade level) would be combined with this 21st to build a robust list of activities, increase capacity, add grade levels and hours, and provide more balanced and immersive program that meets the needs of various age groups. Ideas involve creating summer "camps" that focus on STREAM, Coding, Robotics, careers, CTE, and college prep. ACE will integrate ECHS through a summer bridge camp for middle school students to show them what college classes are like. This college prep is expected to help bridge the gap and expose ACE students to what may be possible. The district anticipates this knowledge will increase ECHS enrollment and participation.

PRIORITY 2 - INTEGRATION OF HQIM PRODUCTS - All 3 sites during the school day already incorporate the use of various TEA approved HQIM through its TCLAS print and online materials, and these same curriculum elements, whether online or in traditional formats will be available to 21st CCLC staff, who also will receive initial and quarterly training on proper use of these materials and best practices to ensure success of meeting needs. Each school site will integrate its use of TEA HQIM including Amplify, Eureka Math, Carnegie Learning, Odell Literacy and Teaching strategies. All sites will utilize a TCLAS Decision 11 model for its HIT programming using these three main TEA approved elements - 3:1 ratios, 30 minutes per day, 3 days per week. Tutoring students (a total of 90 - mostly HB4545 qualified students) in all grades will be pulled out of ACE enrichment for 30 minutes in small groups with grade level and subject matter expert teacher working directly with 3 students using High Quality Instructional print materials and online elements as desired. Students also will utilize online TEA approved tutoring software Amplify, Zearn, Achieve 3000, ST Math and IXL and following their Eduphoria-based and Accelerated Learning Interventionist created individualized student learning plans. These plans will integrate use of the HQIM for student improvement and achievement, as use will help evaluate students and close the gaps when there is additional time after school and during summer programming. Through the access to 1:1 technology during ACE programming, the HQIM can be used during homework time or when it is recognized that a student has free time or requires more time to meet improvement goals. Close observation of students during this time by ACE staff will provide the successes here being sought. This will supplement regular school day tutoring providing additional opportunities to adapt and accelerate learning for these students and others who are deemed to be struggling the most. In addition, the schools also have various other tools that will be integrated in after school and summer ACE activities. Among them are plans for STEM-based activities, including TEA approved Stemfinity supplies and curriculum (with training as needed) to be utilized heavily during after school and summer camps for all age.

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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.	<input type="text" value="1 - Program Director to oversee operations"/>	<input type="text" value="\$65,000"/>
2.	<input type="text" value="3 - Site Coordinators to manage each program location"/>	<input type="text" value="\$135,000"/>
3.	<input type="text" value="1 - Program specialist - Interventionist Math/Reading and 1- Secretary"/>	<input type="text" value="\$85,000"/>
4.	<input type="text" value="Extra Duty pay for staff (teachers, bus drivers, and instructional aides)"/>	<input type="text" value="\$231,000"/>
5.	<input type="text" value="Benefits for staff - 18%"/>	<input type="text" value="\$92,880"/>

Professional and Contracted Services

6.	<input type="text" value="Professional Development - Support for school day alignment and individual learning plans"/>	<input type="text" value="\$25,000"/>
7.	<input type="text" value="STEAM support and activities - contract with provider for items and training as needed"/>	<input type="text" value="\$12,000"/>
8.	<input type="text"/>	<input type="text"/>
9.	<input type="text"/>	<input type="text"/>
10.	<input type="text"/>	<input type="text"/>

Supplies and Materials

11.	<input type="text" value="Family engagement and interventionist supplies and materials for student activities"/>	<input type="text" value="\$7,000"/>
12.	<input type="text" value="Site coordinator supplies and materials - to monitor the program fidelity"/>	<input type="text" value="\$6,000"/>
13.	<input type="text" value="Project director, FES, and interventionist supplies and materials - for progress monitoring"/>	<input type="text" value="\$2,451"/>
14.	<input type="text" value="Supplies for each site - to increase involvement - arts, crafts, sports equipment, etc."/>	<input type="text" value="\$25,500"/>

Other Operating Costs

15.	<input type="text" value="Bus transportation for after school and summer programming - fuel and maintenance"/>	<input type="text" value="\$45,000"/>
16.	<input type="text" value="Bus and other transportation for field trips - colleges and partners"/>	<input type="text" value="\$15,501"/>
17.	<input type="text" value="Travel for staff to conferences and various other items that do not require specific approval"/>	<input type="text" value="\$9,500"/>

Capital Outlay

18.	<input type="text"/>	<input type="text"/>
19.	<input type="text"/>	<input type="text"/>
20.	<input type="text"/>	<input type="text"/>

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

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Appendix I: Negotiation and Amendments

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

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

You may duplicate this page.

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

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

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