



**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

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.

Del Valle schools serve a student population that is overwhelmingly economically disadvantaged (>91%) and at-risk (>84%) for dropping out of school due to multiple socio-economic factors. Over 94% of Del Valle students are ethnic minorities populations that have been historically underserved by public education. An estimated 2/3 of Del Valle students will be first-generation college attendees; approximately 75% of those who graduate from college will be the first in their families to do so. Significant additional funding is needed to support students as they pursue rigorous, college-preparatory coursework and provide enrichment activities to engage student learning. DVISD serves students from eight rural, unincorporated areas and must provide them all with an appropriate mix of remediation and acceleration in the core academic subject; after-school and summer sessions provide extra time for this level of individualized instruction and targeted tutoring. In alignment with Statutory Priority 1, all 10 proposed 21st Century sites are either comprehensive/targeted campuses or have a higher than the state average at-risk percentage. We are targeting all nine of our elementary campuses since research has shown that early intervention is key and our comprehensive middle school. The needs assessment also indicated that we need to help our bilingual and newcomer students with targeted interventions and opportunities in afterschool for intramural sports and clubs to help them transition to the US school setting. Methods used to assess the need for DVISD ACE/LEAD (Leading Enrichment Afterschool in Del Valle) included the following: a comprehensive review of state/local course requirements, informal surveys with school leaders, teachers, campus support staff, parents, and students; review of student achievement data; summer learning plans; discussions with learning community partners, review of available funding sources; and an informal review of inventory and supply needs. There are no city services to support the residents, the school district itself must supply many health and social services above and beyond the educational scope of its daily operations Extended-day and summer sessions provide extra time for this level of individualized instruction while giving students safe neighborhood environments for learning as there are few other out-of-school time services available. Del Valle is considered a childcare and food desert. The need for high-quality afterschool and summer options is a high priority for working families in Del Valle. Del Valle ISD spans rural, suburban, and urban environments. City services from nearby Austin stop just short of incorporating Del Valle, so transportation for students and adults is inconsistent or completely unavailable, making after-school arrangements difficult for working families. Del Valle Texas ACE will provide a safe, enriching environment for students who have no other after-school alternatives, thus providing peace of mind for working parents that their children are still learning and growing in an institution that they trust.

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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.

Del Valle ISD will develop quarterly benchmarks to ensure progress towards meeting each identified SMART goal. If adequate progress is not being made to meet the SMART goals strategies and interventions are in place to ensure that the program will work to correct any gaps. During the first quarter of the grant award, DVISD ACE will develop a program with 10 centers that are fully staffed and operational, application process will be completed and all students will be notified of enrollment in the program with recruitment ongoing. Family Engagement activities have begun at all sites. Based on the Project's SMART Goals, DVISD ACE will collect baseline data on participants and programs at each site. DVISD ACE will continue recruitment efforts of newly prioritized students and collect these data as baseline upon entry. Systems will be in place to allow for consistent coordination between regular school day staff and ACE staff. Required data will be entered into the ACE system weekly. First Quarter Benchmark data will be reviewed to determine individual growth of participants, program timelines and to inform continued improvement and implementation at all sites. Subsequent benchmarks will build on previous benchmark success and feedback from students, staff and parents.

Through the TCLAS Decision 11 HQAS program, DVISD's technical assistance partnership with Region 13 has allowed for many high quality professional development opportunities for site coordinators, teachers, and para-professionals in the areas of a) Out of School Time best practices; b) Math and ELA teaching strategies; c) Behavior Management; and d) Strategic Tutoring. This year DVISD implemented district mandated Professional development, Del Valle University, with emphasis on SEL, Behavior, Literacy Observation, and coaching and feedback for campus enrichment specialists as well as skill building, curriculum identification and development to blend school-day academics into afterschool programming to ensure high quality instruction. All DVISD campuses follow the same operations plan from school day to after-school and will receive training on any procedure updates and EOP requirements. The DVISD ACE Program Director and campus enrichment specialists will meet monthly to ensure fidelity to the program guidelines and progress towards SMART goals. DVISD ACE will use the ACE blueprint and the project plan to ensure high quality programming at each campus site.

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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.

Throughout the project period, the Project Director and the Site Coordinator will meet at least monthly to gather/verify quantitative and qualitative data, monitor program implementation and progress, and measure program success. Guided by the Texas ACE staff, the blueprint, and the supplemental project plan, the Del Valle ACE/21st CCLC slate of programs and activities will reflect the learning community needs as indicated by the data, feedback, and stakeholder input. Prior to each session (Fall, Spring, Summer), the PD and SC will adjust project activities accordingly, especially in areas of academic need. If SMART goals are not being met, district ACE staff will use the advisory committee and surveys, as well as student benchmark data to determine if there are issues. Areas of growth will be developed using the 3DC diagnostic process and action plans will be created for improvement. The project director will also use observation and feedback cycle to give feedback to academic staff to ensure progress is being made toward meeting the SMART goals.

DVISD is a TCLAS Decision 11 HQAS grantee, this has helped us identify students who will benefit most from HIT tutoring while using high quality instructional materials.

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.

Del Valle ISD will implement the DVISD ACE (LEAD) Program using evidence-based best practices. Along with local partners, such as Region 13 and Integral Care, the DVISD ACE Program promotes healthy lifestyles, both physical and emotional, by engaging students and families in activities that promote healthy choices, SEL and resources and enrichment activities based on student interests. The 2020-21 ACE Blueprint is an important tool to guide formative assessment and capacity building within the DVISD ACE program. This Blueprint uses state, regional, and national networks and resources and strategies for identifying best practices. Community and campus needs assessments have indicated a need for programs that provide a continuum of activities to elementary, middle school, high school, and postsecondary students to promote successful transitions into postsecondary education. To this end, DVISD in conjunction with the CTE department has developed Robotics classes for elementary, middle and high school students. This program integration will increase equitable access for students and will enhance the CTE department's capacity to achieve their career and postsecondary targets for ALL students. After school tutoring in conjunction with our TCLAS HQAS grant to improve in both reading and math, Literacy Plus will use repeated readings and other grade appropriate literacy fluency skills through engaging and fun activities. Families will be invited to see their students participate in plays and other activities showcasing their improved skills. Students will utilize the DVISD phonics routine and curriculum as well as Amplify to provide individualized accelerated instruction to get students on grade level for reading. Teachers will use the DVISD curriculum as well as amplify math to address areas in need of improvement identified by the universal screener to close student gaps and accelerate students to grade level math proficiency.

In addition to addressing critical needs such as literacy, SEL and CTE, the DVISD ACE site coordinators and campus staff implemented a process to address the unique needs of the students served at each site. Site coordinators are a part of the Leadership Team at their campus/site. In addition, they are included in PLC meetings and participate in all campus staff development. The site coordinators are also invited to grade level meetings and RTI meetings for individual high priority students who are enrolled in or in need of services in ACE. Through this process strategies specific to the site have emerged which coordinate after school activities with the school day and keep students engaged. One site has teamed with specials teachers to share lesson plans and effective hands-on activities for enrichment and enhancement. Another site has recruited bilingual staff to work with students during ACE as well as to help support and design student and family engagement activities to maximize literacy and language skills. Another site identified Social Emotional Learning as a critical focus. The Behavior Intervention Team at that campus works regularly with the ACE program to ensure consistency between the school day and after school time. All Site Coordinators report that this process enables them to engage and recruit certified, highly effective classroom teachers on the campus and match them with the needs of small groups during academic tutoring time. Community connections are also important to ensuring consistency throughout the student's day. Family engagement and support are emphasized. Students were also surveyed to find out what enrichment activities they want to participate in during their after school time. Research has shown that students that are actively engaged in after school extra-curricular activities perform better in school and have better attendance. The survey results allowed DVISD to partner with many community groups, such as Latinitas, Creative Action, Beyond the Grade, GirlStart, and Austin Bat Cave. DVISD has also started elementary music and fine arts after school programming for many student who are interested in Mariachi and Band. DVISD ACE will also continue to host intramural sports for students to participate in, being part of a team has show positive effects for students in academics and social emotional learning. Competitions, showcases, and events are also part of the after school program allowing students to perform or compete with other campuses in Del Valle, research shows that competition encourages students to work harder, study further and in the process, boosts their confidence.

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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.

Program goals and objectives will be achieved by providing evidence-based strategies, programs and activities. The ACE 2020-21 Blueprint serves as a model for the DVISD ACE Program including continuous evaluation and improvement based on student outcomes defined in the program SMART Goals and program benchmarks. Academic performance will be achieved via a multi-tiered intervention system utilizing Strategic Tutoring Strategies. All students will be provided with homework assistance and study skills using current homework assignments. Targeted students will be provided with tutors who are certified educators; Site Coordinators will work to ensure collaboration between the students' campus teachers, staff, and parents. To improve attendance during the regular school day the ACE Program Site Coordinators and DRE staff will work with students and their parents to develop an individual attendance plan if needed. The ACE Site Coordinators will follow up with students and parents when a student misses more than two consecutive days of school and/or after-school attendance. To enhance social emotional learning(SEL) and improve behavior of participants the ACE Program will utilize the Positive Behavioral Interventions and Supports (PBIS) program in which school district personnel have been trained. Students will have a voice in program offerings giving them ownership and instilling a sense of pride in themselves and their school. The Family Engagement Specialist will work with families to increase engagement with their student(s) as well as provide resources and support to improve adult learning and address family's basic needs including the needs of working parents. Literacy plus will utilize best practices in literacy instruction that targets fluency and automaticity of grade level appropriate skills. Tutors will be trained and coached by a district level lead coach who will monitor and advise interventions based on weekly progress monitoring.

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.

DVISD will provide bus transportation at the end of the afternoon schedule. Staff will sign students out and escort students to the appropriate bus. Parents who choose to pick up their students will be required to sign them out with center staff. The Del Valle ISD procedure for sign out during the school day will be followed during the ACE program. Students will not be released to parents or designees without proper identification. Designees must be authorized in advance by the parent on the student's enrollment form. Summer transportation will be provided to and from summer school campuses for students who are identified for the service. The transportation department will collaborate with ACE staff to maximize resources and share buses with the summer school program when possible. Grant funds will be used only for supplemental buses and routes needed exclusively for the ACE/LEAD Centers.

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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.

DVISD ACE (LEAD) will disseminate information about the 21st CCLC program, including days and hours of operation, program choices and requirements, HIT/HQIM Tutoring opportunities, program goals and objectives, safe transportation, and program holidays at student recruitment events, through Parent Square - the district's online messaging system, social media blasts, one-on-one conversations and conferences with parents, via flyers, marquee announcements, and emails -- individual and district broadcasts, and school and classroom newsletters. Information will be provided in English and Spanish as required.

The Project Director will also disseminate the project's findings to the Del Valle learning community through PTO meetings, Board meetings, faculty and administrative meetings, public reports made available to parents and teachers, and through staff development and other conferences as appropriate.

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)

Presently, DVISD is not allowing volunteers on our campuses due to safety concerns. The safety of our students, staff, and families is of utmost importance. When it is deemed safe to have volunteers back on our campuses, ACE centers will follow current school district procedures to be sure volunteers have clear criminal background checks, fingerprinting, and meet all district criteria and state guidelines to be eligible to volunteer with school age children. In addition the ACE Project Director and Site Coordinators will develop job descriptions for volunteer positions. Potential volunteers will go through an application process to be sure that they are a good match and that their service assignment will provide mutual benefit to the program as well as to the volunteer. Volunteers will be provided orientation, will sign in and out, keep a log of hours worked and will be provided clear expectations and needed support to be successful in their placement. In addition, volunteers will be afforded the opportunity to participate in training and collaborative planning with ACE staff when appropriate. Opportunities for involvement will be posted on the campus and district ACE website to encourage potential volunteers and provide contact information to interested individuals and groups.

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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.

DVISD provides tutoring to students with Title I, State Compensatory funds, and TCLAS . These services will be integrated into the DVISD ACE program at all centers. Provision of extended learning opportunities based on student needs, and family and community input will increase the effectiveness of academic tutoring and support in the short term and provide a long term structure for more individualized and responsive programs that increase engagement and attendance for identified students. DVISD migrant and homeless liaisons will work closely with ACE staff to assist with identification, recruiting and retention of high priority students. They will also invite families to attend parent engagement activities and attend these events to support unique needs of these families. In response to the Comprehensive Needs Assessment and in response to Program Priority 1, the ACE program will integrate with the TCLAS HIT tutoring programming currently happening on all campuses. Program includes opportunities for students in the areas of academic and enrichment including sports and fine arts offerings. The program also includes engagement opportunities for families in several areas including GED, ESL, and health and wellness. Each student who participates in DVISD ACE (LEAD) receives a meal from the Child Nutrition Department prior to starting their after school schedule. Special Education funds have been used to provide one-on-one support for structured learning students so they are able to fully participate in after school programming. The DVISD health services department regularly provides training and support to campuses to ensure all afterschool sites are prepared for student and family needs. Federal funds have been used to help secure additional security measures such as Raptor to check IDs and secure areas prior to entrance to each campus.

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 DVISD School Board is committed to implementing and sustaining a program that will provide high quality extended learning opportunities to students. Partnerships with community agencies and nonprofits are well established and all entities are accustomed to working in tandem to maximize resources. Participation in the DVISD ACE program will be a positive experience for all involved, providing research based activities and best practices that are aligned with state and local objectives will not only yield positive outcomes for students but will provide a wealth of data to all partners. Marketing and communication of these positive outcomes along with the data behind them will enable the Del Valle community and government agencies to justify resources for sustainability through other federal and state funding sources. The DVISD ACE program will utilize data locally to demonstrate the cost benefit in reduced unexcused absences, reduction in suspensions and referrals to build support within the District and the community to sustain the successful components of ACE after grant funding ends.

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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

DVISD has many partnerships that have benefited our students and we will continue to keep those partnerships active, in regard to academics we partner with Region 13 for technical assistance for our TCLAS HQAS grant program where we are currently utilizing Amplify and mCLASS. Region 13 is also helping with our strategic planning for after school to ensure alignment with the school day as well as providing professional development for our after-school site coordinators in behavior, SEL, and curriculum selection. DVISD has a great partnership with Literacy First - UT Dana Center to ensure high quality reading support and fidelity to curriculum and coaching. DVISD would like to expand these services for more students if funding is secured through the ACE program. DVISD also has a longstanding partnership with Integral Care for SEL support for our students and staff. COVID has shown that SEL is a critical need for many of our students, staff, and families. We would expand services with this funding to continue to support of community with the services that Del Valle as a community desperately needs. DVISD also partners with TESLA, not only with internship and job coaching opportunities for our students but to help build our K-12 Robotics program. Our students have had opportunities to tour the TESLA gigafactory and attend workshops with TESLA staff. DVISD also partners with the Junior League of Austin to provide meals to two of our campuses, health and wellness curricula is also provided for students and families in the backpacks that are provided. DVISD is also fortunate to partner with UT IPSI as part of our GEAR UP grants, we are able to continue to provide project based learning and real world opportunities for our students as we parpare them for college and career readiness and beyond.

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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.

DVISD was awarded a TCLAS Decision 11 HQAS award and we are currently using Amplify products and resources during LEAD for after school support.

We are currently using the Amplify Reading in grades 6-8 and mCLASS suite because it features research-backed lessons aligned with the Science of Reading and are also using mCLASS data and lessons in elementary. This program groups students with common strengths and needs and provides progress monitoring.

We are using Amplify Reading for grades 6-8 because it is a blended English language arts curriculum designed specifically to support students in grades 6 8 and prepare them for high school and beyond. It is provided free until 9/23. With Amplify ELA, students learn to tackle any complex text and make observations, grapple with interesting ideas, and find relevance for themselves. Students are engaged through dynamic texts, lively discussions, and meaningful digital experiences.

Built specifically for middle school, Amplify ELA is an interactive core curriculum that brings complex texts to life. An area for refinement for our LEAD program is to utilize the Amplify ELA's 100-Day Pathway is a built-in guide to covering required content for each grade level while allowing teachers time to add supplemental lessons and activities in order to support Tier 1 instruction. Targeted tutoring for accelerated instruction in reading and mathematics. All students will receive grade level targeted instruction including those identified as a part of HB4545. Students who have mastered grade level content will serve as peer tutors in addition to having specific project based enrichment and extensions. Families will be engaged with literacy and math campus nights.

After school students will receive support in district literacy initiatives including the One Book challenge and Read it Forward. Literacy Plus will be implemented in the after school setting by trained tutors to students of varied abilities in small group and one on one high impact tutoring setting reader's theater for an engaging repeated reading opportunity that will be performed in front of peers and parents

Various literacy fluency games targeting grade level appropriate skill to practiced at school and home. Dailey MS is also currently using instructional materials as part of the CRIMSI pilot. We plant to continue to integrate those materials into the after-school programming.

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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" value="students"/>	Barrier	<input type="text" value="high mobility rate"/>
Group	<input type="text" value="students"/>	Barrier	<input type="text" value="chronic absenteeism"/>
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.	DVISD ACE/LEAD Program Director (salary and benefits)	96,000
2.	DVISD ACE/LEAD Site Coordinator (salary and benefits)	88,000
3.	DVISD ACE/LEAD Enrichment Specialists (salary and benefits)	485,000
4.	Extra Duty Pay (tutoring, enrichment activities, summer school)	750,000
5.	LEAD Stipends	50,000

Professional and Contracted Services

6.	Enrichment Contractors	200,000
7.	Professional Development (DVU, Curriculum Training, etc)	100,000
8.		
9.		
10.		

Supplies and Materials

11.	Student Supplies and Materials	75,000
12.	Software Licenses (HIT, HQIM)	50,000
13.		
14.		

Other Operating Costs

15.	Travel for DVISD ACE/LEAD Staff	22,000
16.	Snacks for Parent Meetings/ Classes	4000
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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For TEA Use Only:
 Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.