



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 San Felipe Del Rio Consolidated Independent School District

Campus name [] CDN 233901 Vendor ID [] ESC 15 UEI CWNNZ2HT3FE

Address 315 Griner Street City Del Rio ZIP 78840 Phone 8307784010

Primary Contact Carlos H. Rios, Ed.D Email carlos.rios@sfdr-cisd.org Phone 8307784007

Secondary Contact Aida Gomez Email aida.gomez@sfdr-cisd.org Phone 8307784043

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):

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

Authorized Official Name Carlos H. Rios Title Superintendent Email carlos.rios@sfdr-cisd.org

Phone 8307784007 Signature [Signature] Date 1-23-2023

Grant Writer Name Alma Gutierrez Signature [Signature] Date 1-23-2023

[] Grant writer is an employee of the applicant organization. [x] 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.

SFDRICISD conducted a needs assessment of our students and community to identify the most needed academic support and quantify and qualify campuses, parents, and community concerns for students performing below grade level in Reading and Math, students with limited English proficiency, and at risk population that would most benefit from the ACE program. DATA SOURCES: District and Campus Improvement Plans, Community and School Demographics and Economic Data for Families, Family poverty statistics, Federal Report Card, Texas Academic Performance Reports (TAPR); www.TxSchools.gov, Teacher, Parent and Community Surveys, Progress Monitoring Reports, STAAR Results, and HB4545 Student Data collected. FINDINGS: Seven of the fourteen campuses in SFDRICISD are most in need of an afterschool and Summer ACE Program. Five campuses are K-5 Schools, one is a 6th grade campus and one is a 7th & 8th grade campus. The average State Rating is a B. Two of the K-5 schools are Targeted Support Schools under ESEA and all seven schools are Title 1A Schools and surpass the State At-Risk (74.6% v 53.5%), Economically Disadvantaged (81.8% v 60.7%), Hispanic (95.6% v 52.8%), Chronic Absenteeism (24% v 15%), and Special Education (15.1% v 11.6%) population averages. Three of the campuses have a percentage of English Language Learners that is higher than the State average (40% v 21.9%). An average of 31.7% of the students are in need and receiving accelerated learning support through HB4545 mandates. Language barriers affect parental involvement and families do not have access to additional community supports. SFDRICISD is applying for the CCLC ACE grant to target and serve our most at-risk students and their families at our 7 highest-poverty and lowest performing schools. We will implement evidence-based practices to create program activities that address our students' documented needs and promote academic and overall success. The Project Director (PD) and Site Coordinators (SC) will develop a support system that allows for each of these student's progress to be reviewed by a System of Support (composed of Center staff, teachers, administrators, parent and content experts) who make recommendations for individual interventions for students based on their benchmark testing, previous STAAR tests, and universal screenings. The program will be implemented from 3:00 to 6:00pm Monday through Friday for 155 school days and an additional 25 days in the Summer. All activities will coordinate with the regular school day and will be aligned to STAAR and TEKS. Technology applications will support integrated, inquiry-based learning to engage students in exploring, reading, writing, researching, inventing, problem-solving and will bring content alive by connecting STEM-based ventures and products that connect academic concepts to the real world. A broad array of services such as recreation, art, music, dance will provide student motivation and engagement. Bilingual Family engagement activities will take place once a month at the end of the day and will cover literacy, career and tech., physical and mental well being, and the importance of school.

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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.

GOAL 1: By May of 2024, 75% of the 904 targeted students will have made a 10% documented improvement in READING. Funding will provide for an additional 615 hours of high-interest, High Impact Tutorials, evidence based academic assistance and enrichment that will improve academic performance. ACE will fuse academics with real-world education allowing students to become aware of real-life connections among core subject areas in their everyday lives and provide students the assistance needed for mastery of TEKS.

GOAL 2: By May of 2024, 75% of the 904 targeted students will have made a 20% documented improvement in MATH. Math is the area of most need among the targeted students. Afterschool academic enrichment lessons along with High Impact Tutoring using HQIM and activities will close gaps and improve Math performance.

GOAL 3: SCHOOL ATTENDANCE rates will improve by 5% at each campus/center by May 2024. Our goals is to engage students in meaningful Reading and Math lessons/activities along with physical and mental health, college and career readiness, literacy, positive behavior, and demonstrate through self awareness of successes the importance of school attendance. We will follow the ACE blueprint and will provide exciting, fun, engaging and learning enrichment activities in abundant variety to allow for student choice; thereby, attracting and sustaining student attendance not only in our after school or Summer program but during the regular school days.

GOAL 4: By July of 2024, we will have increased STUDENT ENGAGEMENT by 10%. 100% of the lessons delivered will be student centered and engaging. This learning process and engagement will increase attention and focus and motivate students to engage in higher-level critical thinking as they participate and demonstrate success on the lessons' objectives. We have made student engagement a priority and our teachers will be trained in analytical, critical and discipline specific ways of making learning meaningful by creating learning environments that will lead to student motivation.

GOAL 5: By July 2024 75% of the targeted students' parents/families will have participated in 11 parental involvement activities that target literacy and math, college and career readiness, counseling sessions, parenting, physical and mental health, outside resources presentations, and the importance of school attendance activities.

RECRUITING and RETAINING STUDENTS: Campus level student information utilized for recruitment efforts will include: STAAR results, promotion/retention lists, Reading and Math benchmarks, and attendance and behavior records. During the current school year, campuses will begin sharing information and positive impacts of the ACE program to targeted families and community organizations. In the Spring of 2023, parent conferences will be held with targeted families in anticipation of the program. Individual student academic plans/portfolios will be developed with the students and their families and will aid in the ownership of student goals and objectives resulting in student and family retention in the ACE program. Constant communication with families not only on their child's progress but their input on the program's implementation are key in student and family recruitment, engagement, and retention.

BENCHMARKS for goals: sign in sheets from stakeholder meetings and collaboration amongst ACE staff and district teachers, advertisements, training documentation, documented lesson plans and activities, # of enrolled students, attendance records, intervention plans, parent conferences, benchmark and assessment results.

SFDRCISD will recruit program director, center coordinators, teachers, and support staff demonstrating academic success and trained in interventions. Constant communication on program implementation that aligns to the school day and review of goals as fidelity monitoring amongst this team will ensure strong program operations.

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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.

If the program is not showing progress toward SMART goals, the local evaluation team (center staff, community reps and the external evaluator) will use the evaluation data from the Texas 21st CCLC Student Tracking System, Program Monitoring and Risk Assessment for program modification and improvement in an effort to create an action plan based on the local evaluation reports for each Center. This will include a collaborative process to design a program with the intention to address student, family, and community needs and who's implementation can be locally assessed with each center's capacity in mind. The team will begin with the end in mind (Theory of Action Plan and Logic Model) by anchoring data review to each program objectives and goals. Over the course of the year, the team will meet quarterly to determine if the objectives and goals were met; review data or each outcome-based measure as defined and guided by the Texas ACE Blueprint and by documentation laid out in the Theory of Action Plan in regards to the implementation of strategies, initiatives, and action plans; and will evaluate the fidelity and effectiveness of the strategies, initiatives, and action plans, based on qualitative and quantitative data. Data will be analyzed holistically, as a Center and by individual student using the Texas 21st CCLC Student Tracking System. Decisions will be made from this data to improve and/or change the homework assistance/tutorials and enrichment curriculum activities for overall success. The evaluation team will ensure staff is utilizing the ACE Technical Assistance experts and the various resources available to them such as online collaboration, My Texas ACE website, and online training sessions available. Staff will report success stories, lessons learned, and networking ideas during planning sessions. Annually we will develop a plan, assess its results, and review for continuous improvements.

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.

SFDRICSD proposes a 7-center program that will offer 615 hours of various academic and enrichment opportunities to students and parents. Using the recommendations presented by the Texas ACE Blueprint and TEA's training and resources, the district's program staff will develop a comprehensive model for the after-school and Summer program aimed at targeting three areas of need: targeted academic support, student interest-based enrichment, and family engagement.

TARGETED ACADEMIC SUPPORT: The program will offer 1/2 hour (3:00to3:30pm) of homework help in groups of a 15:1 or less student to teacher ratio. These homework help activities will supplement students' instructional day and focus on grade level assignments. From 3:30 to 4:00, students will have a break/snack. The snack program will incorporate and alternate a nutrition and art/music curriculum. From 4:00 to 5:30 students will engage in small group or individualized intervention/remediation activities that link to needs assessment and can be monitored for progress. Teachers will plan, implement, and evaluate content-specific tutorials as appropriate to each grade level and will provide academic assistance tutorials based on students' academic needs to include HIT at a 1:3 teacher to student ratio for Reading and Math. Each Center will develop a Logic Model based on the Theory of Action Plan which will be coordinated with the regular school day to address students' needs. The teachers in the ACE program will have documentation of deficit skills and will tutor students individually on these deficits. All activities will coordinate with the regular school day and will be aligned to STAAR and TEKS. There will be sufficient oversight of the activity planning and operations at each center by the Project Director, Sight Coordinators, and district administrative staff. Each SC will communicate with the regular classroom teachers on a weekly basis to discuss students' progress, make changes in the students' plans, and set new goals. The program management plan includes interconnected, district- and campus-level supervision to ensure continual alignment and high-quality improvements. The 25 days of Summer school will allow for more robust individualized interventions and hand-on activities still addressing academic deficiencies for the at-risk populations and more intensive remediation for the HIT targeted students.

STUDENT INTEREST-BASED ENRICHMENT: Through the interest based enrichment component, the ACE Program will give students an opportunity from 5:30 to 6:00pm to apply the skills that have been taught in the regular classroom through enrichment lessons. Technology applications will support integrated, inquiry-based learning to engage students in exploring, reading, writing, researching, inventing, cooking, gardening, robotics, problem-solving and will bring content alive by connecting STEM-based ventures and products that connect academic concepts to the real world. A broad array of services such as recreation, art, music, dance, cooking, and gardening will provide student motivation and engagement. Students choice is an important aspect of the plan so students have a "say" in the activities that are provided. SFDRICSD ensures that the activities in the ACE program will be engaging for students by integrating an evidenced-based program curriculum into the ACE program exposing students to creative expression, critical thinking and problem solving, and enrichment activities that have a real world connection. Saturday STEM Camps will be offered. The schedule for 6th, 7th, and 8th grade students will differ at times to accommodate for interest-based activities led by interest inventories that might require more than a half hour. Opportunities for students to experience success at an early age in programs such as art, music, robotics, and CTE courses will be available especially during the Summer Program. Student interest inventories will be conducted for proper placement in a program that can be carried forward and developed into a graduation distinction plan. Targeting students' peak interest would lead to a development in leadership and achievement in college and career ready pathways. The program would specifically target at-risk students and provide students with an opportunity to build self-confidence and their ability to achieve outside of the classroom.

FAMILY ENGAGEMENT: The family engagement specialist will collaborate with teachers to offer activities that will directly aligned with student activities so that parents can reinforce what students are learning at school and support their children's academic success. Family Engagement will help break the cycle of poverty and illiteracy by improving the education opportunities of low-income families by integrating adult literacy, a GED program, English Language Program, career oriented training to family members, parenting sessions, Math and Reading nights, college and career readiness, and physical and mental health. In addition, parents will participate in culturally and linguistically responsive workshops such as motivating your children, importance of school attendance, community resources, and any other topics deemed necessary by parents. These sessions will be translated to accommodate Spanish Speaking Families and will take place at the end of the day to accommodate working families.

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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.

SFDRICISD partnered with Hanover Research for various studies and will apply evidence-based practices to create the foundation of its CCLC program. Using their research library, SFDRICISD has learned that there is sufficient evidence to indicate that learning loss recovery in math and reading are more likely to occur when remediation is provided during extended learning hours, in small groups, provided consistency over time and in settings with meaningful relationships between adults (teachers and parents) and the learner.

Using this methodology, SFDRICISD will offer multiple opportunities for remediation to address learning loss by:

1. Offering academic enrichment programming and individualized tutoring five time per week during the school year and in a five week Summer Program for a total of at least 615 hours.
2. The teacher to student ratio will be no larger than 1:15, and 1:3 for High Impact Tutoring students.
3. Students will be assigned a mentor (school or community based) to encourage continued participation.
4. Parents will be engaged in both the learning process; as well as provided opportunities for literacy or related educational support.

Materials for academic support sessions will also be prepared using research-based practices and following the ACE Blueprints. To better address learning loss, only evidence-based resources will be used during the academic support sessions, and construction of lessons will reflect the needs of the students as indicated by data analysis for each student. In addition to activities that provide academic support, research indicates that when students are physically active, they can better retain information long-term. Using this research, SFDRICISD will engage students using hands -on activities or physical activities to compliment academic learning.

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.

The need for transportation to and from the Centers is great among the targeted population. SFDRICISD will leverage various technologies to ensure students are transported safely and efficiently. In doing so, the district will expand its Transfinder Routing Software to integrate available technologies such as GPS sensors, Geo Fencing, and Geo Alerts. A clear understanding of these technologies is detailed below.

First, buses used for the 21st Century Community Learning Center Program (CCLC) will be equipped with GPS tracking systems. A host of information will be available to include: driving patterns, travel distances, ride times, pickups, and the delivery times for each student. This information is instrumental in validating that students do not experience extended transportation times between the campus and activities associated with the CCLC Program. Second, using the GEO Fence technology, boundaries will be configured at each location participating in the CCLC Program. This virtual fence will trigger the parents' notifications once students have entered into an area outlined within the digital fence. In doing so, parents will know the exact location and time a student was transported to the program.

Third, GEO Alerts will be used to notify parents when students return from activities (away from the center) via a mobile app easily set up on a smartphone or other mobile device. These alerts can be sent via text or email, notifying the parents of any delays due to weather, traffic, or mechanical issues that would alter the drop off times for students returning from an event.

In addition to the technologies described, the SFDRICISD Transportation Department will also increase its operational hours to provide services to students enrolled in the program either before or after school. During the Summer months, additional routes and drivers will also be provided to support the CCLC Program's needs.

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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.

If awarded, SFDRICISD will immediately inform the community through a follow up press release and disseminate detailed plans that will set the CCLC Program in motion. Detailed information will be created in English and Spanish using the My Texas ACE website resources and distributed to parents, radio stations, newspapers, churches, hospital, human resource office, grocery stores, etc. The information will include the Grant's Name highlighting the ACE Program using the Texas ACE Branding, Centers' Names and locations, contact information, schedule of services, goals of the program, and eligibility information. The same information will be placed on the SFDRICISD marquee and Website with a link to the My Texas ACE website inviting all stakeholders to review the grant and further inviting them to submit comments or suggestions. SFDRICISD will also utilize the push notification system REMIND to send information about the ACE program, eligibility, and requirements. The campus parent liaisons, center coordinators, and program director in collaboration with regular classroom teachers, will begin recruitment efforts through telephone calls and parent conferences. A follow up to notices will be made by email, phone calls, face to face conferences, texts, etc. CCLC staff will be available to enroll students at the parents' convenience and to assist them with necessary paperwork. Site Coordinators will play a critical role in community-wide dissemination of information and in student recruitment efforts by making presentations at various school events and functions including PTO meetings, Parent meetings, Back to School Nights, student assemblies, in-school announcements and all staff meetings. The Project Director will give quarterly reports to the Superintendent and Board of Trustees detailing program progress.

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)

SFDRICISD is not planning on using volunteers in activities carried out through the community learning centers. We will utilize community programs such as Fire House Arts, Casa De La Cultura, invite guest speakers, and host presenters and presentations, but all activities will be under the direction and supervision of the contracted staff.

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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.

Through strategic planning and collaboration amongst School Board of Trustees, Superintendent's Cabinet, District, and School Leadership teams and committees, all federal, state, and local programs will coordinate utilizing the Comprehensive Needs Assessment (CNA) framework process. The campuses are public school facilities equipped to meet all accessibility requirements for children and community with special needs. These campuses will house the operation of the ACE Program both during the school year and the summer and ACE will utilize existing classrooms, libraries, computer labs and gymnasium facilities at each center at no cost to the ACE Program. Our business office has estimated that there will be over \$700,000 in in-kind donations to the ACE program through building use, utilities, janitorial, supplies, and other ISD equipment such as computers, labs, copiers, etc. We will leverage some Title 1 Part A Funding for Parental Involvement Activities incorporated in the ACE program. Program and State compensatory funds will also be utilized for additional staff development for ACE staff training as needed. The Summer Meals Program offered through TDA will assist with lunches to all who attend the Summer program. The ACE Program will integrate with TEA initiatives such as the ADSY Summer Program, TCLAS, District of Innovation, ST Math and Accelerated Instruction under HB4545. SFDR CISD will also coordinate with Special Education services to better serve student in need of specialized instruction.

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 district's leadership will ensure that the programs activities are integrated into daily operations and incorporated into the district's annual budget as necessary, before the CCLC funding expires. The leadership team will continue to apply for competitive grants to further support the continuation of similar projects and services. District leadership will also ensure all support positions are aligned with the same goals in mind. Beyond the financial support, the District's leadership team recognizes that business and community support is essential for the continued success of the grants goals. To this end, SFDR CISD has shared its vision for our students by communicating with focus groups that include parents, businesses, and community representatives. The resources provided by this grant will allow us to make all citizens aware of the goals that we strive to achieve and the importance of their continued support. 7 of the 14 campuses will participate in this grant, and updates will be shared through monthly school board meetings, social media, and radio station talks. Notification of events and activities will ensure all stakeholder awareness and encourage them to participate. The intricateness of the application process, to include the needs assessment, has led to vital conversations and awareness of what we need to provide our students, ensuring their success through graduation and beyond. We are confident that the lessons and information acquired through the grant's five-year process will cause a shift in mindsets to focused clarity, ensuring the support for students and parents, planning more effectively and equitably to ensure long-range success. By developing new systems and processes throughout these phases, the district can begin utilizing resources more efficiently. Once solidified with a strong community and business support, the district is committed to doing everything possible to continue the strong partnerships and communication platforms with our community to ensure all students have a successful future beyond graduation.

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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

SFDRICISD plans to establish multiple partnerships to create opportunities to engage, support, and empower our most at-risk students. Such partnerships will include those with entities such as the City of Del Rio and Val Verde County, along with other local community organizations, including the Boys and Girls Club, Texas A&M Agrilife Extension, Casa de Cultura, Del Rio Council for the Arts, and BCFS Health and Human Services. With over 80% of our students identified as economically disadvantaged, we are committed to coming together as a community to provide our students with meaningful summer and after-school activities otherwise unattainable for them due to economic hardships, lack of transportation or parental guidance. Our goal is to remove these obstacles for our families and cultivate a positive support system that will encourage and build our students' confidence and recovery from learning loss. In a survey issued to students and their parents, students showed a high interest in participating in summer sports, fine arts activities, STEM and robotics activities, and social and emotional learning opportunities. SFDRICISD will collaborate with our local entities and community organizations to tailor high-interest programs based on our students' and parents' feedback. Val Verde County Agrilife Extension will offer programs that will engage students in learning projects, leadership development, and community service. The Boys and Girls Club can host intramural sports during the Summer. These are just examples of the partnerships we can establish. These programs will begin in Fall of 2023 and be sustained continuously throughout the 2023-2024 school year and into the Summer as we implement the ACE Program.

Given our rural border town location and limited resources, SFDRICISD will work collectively and creatively with its local partners to establish a dynamic 21st Century Community Learning Center program to not only offer supplemental assistance to strengthen and enrich students academically but would offer and expose our elementary and middle school students to a variety of cultural interests and real-world experiences. We will contract presenters and presentations that tailor to the interest and needs of our students.

Bringing the community together into partnerships will enhance SFDRICISD's programming ability to cultivate and nurture the necessary positive relationships needed to address learning loss and motivate our students to achieve academically and promote to the next grade level.

SFDRICISD has secured agreements with organizations such as Val Verde County, Texas A & M Agrilife Extension Office, and the Boys and Girls club of Del Rio.

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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.

While SFDRICISD is currently implementing several programs to address individual academic needs, we will coordinate the ACE program to ensure we are maximizing and supplementing services for our most at risk students that align with regular school academic programs and student needs. Due to our extreme needs, our Elementary campuses are currently participating in an extended day from 3:00 to 5:00pm Monday through Thursday to address HB4545 and HB3. We have embedded a 30 day Summer Program in the 2022-2023 approved calendar and are ensuring our students are receiving intensive interventions at a 3:1 ratio with trained tutors that assist teachers in small group instruction. Our targeted improvement campuses are in year two of partnering to implement the Effective School Framework. All eight campus Principals and cluster leaders benefit from the professional development offered through this program. Our district uses ST Math during our Summer Program and we are in the process of moving into Eureka Math Curriculum for the 2023-2024 School year. Our district is partially funding these activities but will exhaust funding by the end of the 2022-2023 School Year. We are currently in our 3rd year of partnering with the National Institute of Excellence in Teaching and were approved for the TEA Resilient Support Program during the 2019-2020 School Year.

PROGRAM PRIORITY 1:

If awarded, SFDRICISD will coordinate and ensure TEA initiatives are implemented before school or during the academic day to accommodate for more intensive remediation utilizing the ACE Blueprint from 3:00 to 6:00pm daily for 155 days and then during the Summer for an additional 25 days. The ACE blueprint will supplement the daily instructional programs as we meet individualized academic student needs. Student academic portfolios will include student data from TEA initiatives, regular classroom instruction, and will be supplemented by ACE lessons focused on student needs. Student data collected from all TEA initiatives and the ACE program will be reviewed weekly to maximize individualized student interventions. Grant funding will provide for implementation of a coordinated program for continuous academic improvements.

PROGRAM PRIORITY 2:

If awarded, the ACE grant program will integrate supplemental High Quality Instructional Materials during High Impact Tutoring. The schedule will serve a total of 133 targeted hit participants all at the seven different centers. These students have major academic gaps in Math and Reading and have not made the necessary improvement to close those gaps. SFDRICISD plans to utilize Eureka Math Curriculum and K-2 Skills and K-5 Knowledge. With Eureka Math, we will use the Sync, Equip, and Affirm components for diagnostics and assessments and will implement the structured lessons through the 155 days of the ACE program with additional time in the Summer. During the regular school year, students will receive instruction at a 1:3 Ratio for thirty minutes Monday through Thursday. Each lesson includes a fluency practice, concept development, application problems, and student debriefing. During the Summer ACE Program, the HIT students will have additional time to spend on this curriculum. Our goal is to show a 20% improvement in Math concepts especially with our HIT students. For the reading portion of HIT, students in K-2 will use the phonics components of K-2 Skills program and developing and sustaining foundational literacy. Students in K-5 will utilize the K-5 Knowledge Program. Again the reading HIT program will be implemented at a 1:3 ration for thirty minutes Monday through Thursday during the regular school year; allowing for more time during the Summer Program.

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

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.	1 Project Director	\$77,000
2.	7 Site Coordinators each at \$47,000	\$329,000
3.	1 Program Specialist	\$47,000
4.	Teacher, Paraprofessionals, Trained Tutors at an average of \$30hr x 615hour for 904 students	\$1,003,900
5.	Employee Benefits	\$32,742

Professional and Contracted Services

6.	Contracts for enrichment activities for all 7 centers	\$152,000
7.	External Evaluator - included in direct/indirect costs	\$21,000
8.		
9.		
10.		

Supplies and Materials

11.	STEM Kits for Camps	\$14,000
12.	Supplies for 7 Centers to include family engagement activities	\$14,000
13.	Adult Education Software Licenses	\$5,000
14.	Instructional Materials to include HQIM	\$55,000

Other Operating Costs

15.	Training and travel to include ACE - Out of School Time Initiatives Conference	\$10,500
16.	Student Transportaton	\$47,740
17.	Nutritional Snacks - \$10,000 x 7 campuses	\$70,000

Capital Outlay

18.	Laptops for Director, Site Coordinators, and Program Specialist - 9 x \$600	\$5,400
19.	2 printers @ \$500	\$1,000
20.		

Direct and indirect administrative costs: 87,318

TOTAL GRANT AWARD REQUESTED: \$1,818,616.10

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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"/>	
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