



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): N/A

1. Applicant Information

Name of organization DeSoto ISD
Campus name 8 campuses CDN 057906 Vendor ID 1756001316 ESC 10 UEI
Address 200 E Belt Line Road City DeSoto ZIP 75115 Phone 972-223-6666
Primary Contact Andrae Rhyne Email andrae.rhyne@desotoisd.org Phone 972-223-6666
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2. Certification and Incorporation

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

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

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

Authorized Official Name DrUsamah Rodgers Title Superintenden Email usamah.rodgers@desotoisd.org

Phone 972-223-6666 Signature [Signature] Date 01/23/2023

Grant Writer Name Andrae Rhyne Signature [Signature] Date 01/23/2023

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

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3. Shared Services Arrangements

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

Check the box below if applying as fiscal agent.

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

4. Identify/Address Needs

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

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

DeSoto ISD's leadership team conducted a needs assessment in September 2022. The team is comprised of a variety of stakeholders to include administrators, teachers, paraprofessionals, support personnel, parents, and community and business members. A review and analysis of the following data sources provided direction and focus to the areas of need for this school year: STAAR/EOC, MAP, diagnostic assessments, attendance, student enrollment, teacher quality (PEIMS data), Lexile scores, PSAT/SAT/ACT, TX Academic Performance Report (TAPR), Student Achievement Domain, Student Progress Domain, Student Performance Domain, discipline data, and parent and staff surveys. A comparison of data was conducted for pre-COVID and current student performance on STAAR/EOC and student enrollment numbers as reported in PEIMS. The need assessment revealed two important challenges that will be addressed with the ACE program.

Challenge #1: Student enrollment continues to decrease as a result of the many charter school options that have opened within the district's boundaries.

Challenge #2: STAAR and EOC assessment results showed that learning gaps continue to exist for students as compared to pre-COVID performance.

The leadership team determined that the district needs to employ a strategic approach to addressing student performance along with loss of student enrollment. The ACE program will address both challenges in a systematic way that aligns with the district's FOCUS priorities (Financial stability, Organizational redesign, Campuses and classrooms, Unity, and Success and Sustainability). Charter schools in the area offer a fee-based afterschool program with limited academic and enrichment options for college and career readiness. DeSoto ISD's ACE program will address the needs of the 72% economically-disadvantaged students in the area with a no-cost, high-quality afterschool program that will address four pillars of learning success: academics, enrichment, social emotional learning, and parent engagement. ACE program hours and days will be designed to support the needs of working families and target FOCUS priorities for students' success. DeSoto ISD will target participation for the highest need students who meet any of the following criteria: economically disadvantaged, meet one or more at-risk criteria, demonstrated need for academic support services based on not meeting standard on STAAR and EOC for Reading and Math, migrant, English learner/Emergent bilingual, military connected, and special education students.

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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.

The following performance measures will ensure the availability and effectiveness of a high-quality academic, enrichment, and family engagement opportunities that align with SMART goals from the Grant-Level Strategic Plan. A logic model will be created to plan, track, monitor, and manage the program from start to finish. The program's progress will be recorded on the logic model during each quarter review and will be utilized as a method of accountability for ACE staff to meet and achieve the SMART goals by the end of the program period.

FIRST QUARTER: 1. Create an ACE Leadership Team (ALT) and meet with members to create a logic model and plan for the program's success. Review and discuss SMART goals and identify targets of success. 2. Recruit and enroll students based on highest need criteria. Establish daily student attendance targets. Implement marketing campaign in both English and Spanish. 3. Recruit qualified teachers and staff. Train staff on TX ACE program. 4. Collect data on academic performance, attendance, and discipline to establish baseline data to determine progress during the program. 95% student daily attendance and 50% of ACE students will show higher growth on first quarter benchmark assessments as compared to non-participating students. 5. Conduct a parent and student interest survey to identify enrichment, parent engagement, and social emotional learning activities that align with interest and needs. 6. Meet with transportation staff to schedule and create bus routes. 7. Meet with child nutrition staff to plan for and create a menu of nutritious afterschool snacks. 8. Meet with Instructional Coaches at each center location to create a scope and sequence to align afterschool activities with curriculum and instruction during the regular school day. Plan and schedule ACE enrichment, academic support, and social emotional learning activities. 9. Schedule and conduct weekly parent engagement activities with 80% parent attendance. 10. Conduct an RFQ to identify quality vendors and partners. Meet with partners and sign agreements for program implementation and sustainability. 11. Monitor program metrics for 35% complete by the end of the first quarter and will be documented in the logic model. 12. Grant funds will be expended by 30% by the end of the first quarter. 13. Complete quarterly ACE data collection and reporting requirements.

SECOND QUARTER: 1. Meet with ALT to review progress towards meeting metrics and SMART goals. Identify areas that may need adjustment. 2. Collect second quarter data on academic performance, attendance, and discipline: 95% student daily attendance and 75% of ACE students will show higher growth on second quarter benchmark assessments as compared to non-participating students. 3. Conduct weekly site visits and communications to provide support for ACE program staff. 4. Launch an ACE Parent Advisory Committee to engage parents and align parent activities with ongoing needs and interests. 5. Meet with Instructional Coaches at each center location to align ACE activities with Reading and Math curriculum and instruction in the regular school day. 6. Program will be 70% complete by the end of the second quarter. 7. Grant funds will be expended by 70% by the end of the second quarter. 8. Monitor program metrics and document in logic model. 9. Complete quarterly ACE data collection and reporting requirements. 10. Begin recruiting ACE summer staff and recruiting and enrolling students for the summer program. 11. Collaborate with district's business staff to budget plan for sustainability.

THIRD QUARTER: 1. Meet with ALT to review progress towards meeting metrics and SMART goals. Identify areas that may need adjustment. 2. Collect third quarter data on academic performance, attendance, and discipline: 95% student daily attendance and 100% of ACE students will show higher growth on EOY Reading and Math benchmark assessments as compared to non-participating students. 3. Conduct weekly site visits and communications to support ACE staff. 4. Schedule and implement College & Career Fair, Science Fair, Fine Arts Fair, and STEM Fair for each center location. 5. Plan and schedule summer field trip experiences. 7. Grant funds will be 100% expended. 8. Coordinate data collection for program evaluation and EOY reporting. 9. Collaborate with business staff to budget plan and Education Foundation to fund-raise for ACE sustainability.

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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.

DeSoto ISD's ACE Leadership Team (ALT) will implement a continuous improvement for program evaluation and modification based on the TEA process:

1. The Texas 21st CCLC Student Tracking system (TX21st) will be utilized to collect, report and monitor progress data for continuous improvement efforts. The data will also be analyzed program evaluation purposes and to generate reports to the federal program.
2. ACE staff will enter daily activity attendance and outcomes data into the system. The Program Director will download reports to track and monitor program efficacy and compliance and share with ALT during monthly meetings.
3. ACE State and Local Evaluation: DeSoto ISD will participate in TEA's required data collection, surveys, interviews, and related activities as part of the state and local evaluations. Once TEA releases the local evaluation report, DeSoto ISD and the ALT will conduct a meeting to review and discuss the report, respond to any findings, and develop an action plan for any recommended changes and improvements.
4. ACE Program Monitoring and Risk Assessment: DeSoto ISD will participate in required data collection, desk audits, and on-site visits as requested by TEA.
5. ACE Technical Assistance (TA): DeSoto ISD will utilize TA support to ask questions on program-related issues.
6. ACE Training: DeSoto ISD will utilize TEA's designated training and technical assistance resources provided through the Out of School Time Initiatives Conference (OSTI-CON), High-Quality Instructional Materials (HQIM), and High Impact Tutoring (HIT) training.

Information posted on the My Texas ACE website will be used to and participate in the TX ACE Resource Network to maintain current information for the success of the program.

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.

TARGETED ACADEMIC SUPPORT-DeSoto ISD will implement the High Impact Tutoring (HIT) to provide direct academic support for students in Reading and Math in grades K-8. Student to teacher ratios will be set to 1 teacher for every 3 students. This will ensure that students receive maximum support to address their learning needs. Each 30-minute HIT session will be taught by a certified teacher using High Quality Instructional Materials that are used during the regular school day. This will ensure alignment with the curriculum and instruction taught during the regular school day. Individualized learning plans will be created for each student that will be monitoring using the HIT progress reports. Data from the reports will be analyzed to modify and differentiate instructional strategies to meet students' individual needs. **Homework Assistance-**The ACE program will provide additional support to students with homework assistance. The daily schedule will include 30 minutes of direct students support for any homework assignments. Teachers and staff from the campus will be deliver homework assistance to extend the learning and support for students during the afterschool program. Every month, ACE staff will meet with Instructional Coaches at each campus to conduct a scope and sequence alignment and review. The scope and sequence will be used to implement activities that will extend learning from the school day and into the afterschool program. The Program Director will review weekly lesson plans to track and monitor the implementation towards meeting the SMART goals.

STUDENT INTEREST-BASED ENRICHMENT: During enrollment, parents and students will take an interest-survey to select and recommend enrichment activities for the ACE program. The Program Director will meet with the ALT to review the survey results and coordinate with the Program Specialist and each Site Coordinator to identify potential partners and post an RFP and RFQ for qualified vendors and partners to provide high-quality enrichment services for students across a variety of disciplines: drama, theater arts, arts and crafts, music, dance, robotics, STEM, engineering, computer coding, physical education or fitness, athletics, social emotional learning, leadership, character education, college and career readiness, vocational internships, college visits, CTE industry based certifications, and workplace visits and internships. Field trip experiences will align with the ACE scope and sequence and will be scheduled to extend learning or career exploration and coincide with lessons and units of learning during the regular school day. All field trips and enrichment activities will be reviewed with the input of the ALT to ensure alignment with meeting the SMART goals to improvement student academic achievement and overall student success.

FAMILY ENGAGEMENT: DeSoto ISD will administer an annual parent survey to allow parents to have a voice in planning and delivering meaningful and relevant ACE parent training and events. The Qualtrics survey platform will be used to allow for greater disaggregation of survey results to organize data in a useful format for all staff to understand the needs of parents and families. The district's Parent Family Engagement Coordinator will collaborate with each campus-based Parent Family Liaison (PFL) to support the implementation of research-based family engagement strategies and activities at each ACE center location. PFLs will work to promote and invite parents and families to become involved in ACE events through face-to-face interactions, flyers, emails, updates posted on the website, monthly parent newsletter, and automated phone messages. Attendance will be tracked and recorded using a sign-in sheet to monitor progress towards achieving 80% parent attendance at ACE events. Site Coordinators will report attendance and participate to the Program Director and ALT during monthly ACE meetings. PFLs will meet monthly with ACE staff to align family engagement activities with teaching and learning during the school day. Middle and high school family engagement will focus on college and career readiness with opportunities for parents to participate in career exploration, virtual and on-site college tours, and student/parent engagement events. Guidance and Counseling staff will provide sessions on how to complete FAFSA and college application forms along with how to understand SAT, ACT, and STAAR/EOC assessments and test reports.

Additional family engagement opportunities will include services and events provided by partnering organizations such as GED and ESL classes, positive parenting, mental health, , health and wellness, and nutrition and cooking classes. DeSoto ACE staff will administer session evaluation to promote deep engagement and continuous improvement.

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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.

RESEARCH & BEST PRACTICES: The Wallace Foundation published a report, "The Value of Out-of-School Time (OST) Programs" (2017) that discusses "Key Dimensions Linking OST Program Content to Primary and Secondary Outcomes". DeSoto ISD will focus on the "Academic" dimension: "Reading or math afterschool enrichment and summer learning programs". The ACE program will be design to best practices and research as referenced by the Wallace Foundation:

1. Focus: The ACE program will have a centralized focus on academic content, specifically Reading and Math.
2. Academic Content: Recreation and enrichment activities will provide meaningful applications for students to extend learning beyond Reading and Math in the regular classroom.
3. Staffing: DeSoto ISD's certified classroom teachers will provide afterschool HIT for students in Reading and Math. Certified tutors from Texas Tutors will provide an additional level of tutoring support. The double dose of tutoring support will ensure that students will experience enhanced academic performance and achievement in Reading and Math. Volunteers and partnering organizations will provide enrichment and recreational opportunities.
4. Positive Youth Development: The ACE program will provide opportunities to develop and enhance social emotional learning skills, improve behavior, develop positive attitudes, and increase engagement and attendance. Mentoring by volunteer business and community members will strengthen students' emotional and mental persistence when learning new and challenging Reading and Math content.
5. Post-Secondary and Workforce Preparation: Middle school students with their parents will have opportunities to develop college and workforce readiness through college visits and tours, university and college guest speakers, career exploration activities, and opportunities to learn how to earn CTE industry-based certifications.

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.

DeSoto ISD will operate 8 ACE centers: five elementary campuses and two middle school campuses. During enrollment, parents will complete a transportation survey to identify the transportation needs for participation in the ACE program. Parents will select from the following options: Parent pick-up, bus, or walk home.

Parent Pick-Up: For parent-pick up, parents will be required to complete a form to designate authorized persons to pick-up their child from the ACE program. During pick-up, ACE staff will request a valid ID and review the pick-up form to ensure that the student is going home with an authorized person.

Bus transportation: Bus transportation will be available to students who meet the district's criteria for transportation services living two or more miles from their school's location from the center to their home. DeSoto ISD contracts with First Student for the district's school bus transportation needs. First Student maintains the buses, assists with routes, and employs bus drivers and attendants. All First Student staff will meet all the required qualifications: complete all required safety trainings, have a valid CDL license, maintain current CPR and First Aid certifications, and pass a criminal background check. The Program Director and Site Coordinators will meet with First Student Route Coordinator create bus routes for students who indicated a need for transportation during the ACE afterschool and/or summer programs. Bus routes will be posted on the DeSoto ISD website as a "Quick Link" for parents to access.

Students Walking-home: Students who walk home each day will not need transportation services. Before students walk home, ACE staff will have students sign-out each day. For safety and security, ACE program staff will encourage students to walk home with another student or with a group of students.

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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.

Upon award, DeSoto ISD will create a separate webpage on the district's website for the ACE program. The webpage will be the centralized communication portal for the ACE program. This webpage will be maintained by the district's Technology Department with regular input and updates provided by the Program Director and each Site Coordinator. The ACE webpage will include important information to include the following for each of the eight center locations: operational dates and times for both the school year and summer, address, contact information for Program Director and Site Coordinators, calendar of activities for both enrichment and family activities, links to resources for social services and partnering organizations, information about volunteer opportunities, ACE program handbook with policies and procedures, how to access mental health and counseling services, attendance and transportation information, and a menu for snacks that will be provided each month during the program. All information will be accessible and posted in a language parents can understand. Informational flyers will be sent out to all DeSoto ISD families with the opportunity to attend information sessions to learn more about the program. Announcements of DeSoto ISD's ACE program will be made in the local newspaper, radio, social media and mail marketing campaigns. Information will be shared about the ACE locations, how to enroll, ACE website, contact information, and open house events to learn more about the ACE program. DeSoto ISD will schedule and facilitate multiple open house events for parents and the community to visit each center location, take a tour of the facility, meet with ACE staff to learn more about the program, and have the opportunity to enroll in the ACE program. Tours will be available in both English and Spanish to meet the needs of families. Flyers and yard signs will be posted throughout the community in public places like the library, churches, gas stations, and grocery stores about the ACE program and how to access enrollment information to learn more about the program. Parent Liaisons at each campus will also be an integral part of sharing information about the ACE program and promoting enrollment.

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)

The ACE program will utilize volunteers to strategically support the SMART goals of the ACE program. The Parent Family Liaisons along with ACE staff will promote and encourage parents, community and business members, university and colleges, church congregations, and city and county officials to sign-up as volunteers for the ACE program. Volunteer opportunities will also be posted on social media sites. A volunteer reception will be held to learn about the ACE program and volunteer opportunities that will help to achieve the SMART goals: literacy and math, financial literacy, leadership, decision-making, career presentations, and family engagement.

Screening: All volunteers will be required to complete the district's Volunteer Application using the Volunteer Management System (VOLY). Once an application is completed and submitted, a background check will be performed. Upon approval, volunteers will receive a volunteer badge that must be worn at all times during the ACE program. ACE staff will review information entered into VOLY to select and match qualified volunteers with the areas of need for each ACE location.

Professional volunteers: Volunteers will be recruited from the various professional organizations, financial institutions, non-profits, and education institutions within the area to serve as guest speakers. Professional volunteers will help students become more aware of a variety of career fields in and the education or qualifications needed for the job. Speakers will address topics such as: description of a typical work day, education and certification requirements, required skills and talents, likes and dislikes about the job, how to overcome obstacles in the workplace, and benefits and rewards of the job.

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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.

DeSoto ISD's Business Office staff will work with the ACE Program Director and ALT to coordinate with other federal, state, and local programs and maximize the use of the 21st CCLC grant funds.

Federal, state, and local funds that will be used to support the program to include: ESSA, Special Education, Carl Perkins CTE, ESSER, State Compensatory Education, and state allotment funds. Each of these fund sources will be planned and coordinated to support the ACE program with instructional staff, supplies and materials, contracted services, professional development, and college and career readiness activities. Documentation of the funds will be entered into the District Improvement Plan and the logic model as resources of support and coordination.

1) Classroom teachers with training and experience working with HIT.

1) Parent Family Liaisons will help with ACE family engagement activities.

2) Instructional Coaches will help ACE program staff align the afterschool program activities with the development of a monthly scope and sequence to extend learning into the afterschool and summer hours.

3) Technology and devices will be used during the ACE program for enrichment and HIT.

4) Progress monitoring systems will be used to track and monitor students' progress in Reading and Math.

5) Professional development and contracted services will provide training for ACE staff on best practices and gain valuable skills to support the program to meet the SMART goals.

6) School Resource Officer, Nurse, Child Nutrition staff, and Special Education staff will provide time and effort towards providing support services for students and operations of the ACE program

Funds will also be set-aside in the next grant cycle from each fund source as allowed to support the sustainability of the ACE program after the program period.

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.

Sustainability begins with building capacity. The ACE program will be designed with sustainability embedded within the ACE staff and personnel. Classroom teachers will provide afterschool academic support through HIT, homework assistance, and enrichment classes. They will be able to carry their experience and skills beyond the program period. ACE centers will be organized and set-up to continue operations for space, furniture, technology, curriculum, scope and sequence, scheduling, security, child nutrition, and transportation. Policies and procedures will be in place that can easily be continued by training any new staff in following years.

Sustainability will also be a targeted effort through the budget planning process, fundraising, and financial commitment from local partnerships and vendors. The Business Office staff will work with campus principals to allocate funds from their budgets to set-aside for the continuation of the ACE program. Local partnerships and vendors will be requested to sign an agreement to commit funds towards supporting the ACE program's continuation efforts. The DeSoto ISD Education Foundation will also be tasked to initiate a fundraising campaign and solicit financial support from local businesses. Business Office staff will draft a sustainability plan with various sources of grants and funds.

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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

DeSoto ISD has multiple partnerships that have committed to support the efforts of the ACE program. In addition, partners will sign an agreement to commit to provide financial support and/or services to sustain the ACE program.

HAKing Innovations: Since 2019, HAKing has led the effort to provide STEAM programming that showcases the different applications of technology. The use of technology is taught as a tool for educational and economical growth. STEAM-based student workshops consist of: SPORTS TECH: Students will learn how athletes' performance can be analyzed for even better performance. OUTDOOR TECH: Students will learn strategies on how engineers optimize how fruits and vegetables are grown. ADDITIONAL WORKSHOPS: Available workshops also include a focus on sports, music, agriculture, and other areas to show how technology can make life better.

THE FLYING CLASSROOM: The Flying Classroom is a digital PK-12 grade STEM+ curriculum based on the global expeditions of Captain Barrington Irving. The Flying Classroom curriculum is full of academically rich, relevant, and rigorous learning activities aligned to STEM+. STEMFEST & FAMILY ACADEMIES: Flying Classroom offers STEM Fest and Family Academies. STEM Fest is a fun-filled event that community members, industry partners, and Flying Classroom collaboratively hold. Students and families participate in a multitude of hands-on STEM+ activities while learning about STEM+ opportunities and industry in their community. Family STEM+ Academies are 2-hour sessions that teach families about STEM+ and provide families with activities that they can complete at home.

FROM THE HEART: A team of members of the "From the Heart" organization will provide mentoring and homework assistance support to students.

TEXAS TUTORS: To ensure the 1 to 3 teacher to student ratio for HIT, Texas Tutors will supplement the work of classroom teachers to provide personalized tutoring and homework assistance for all academic subjects, foreign languages, and standardized test preparation. Data is used to create custom lesson plans based on unique learning needs and individualized requirements. A focus will be placed on developing students' study skills for the future success in education. All teachers are certified with degrees in education or within the content area of the instruction provided. Additional services will include Virtual Book Clubs, Test Preparation, and Homework Support.

EMPOWERING THROUGH THE ARTS: Empowering Through the Arts (ETTA) is a non-profit arts education and implementation organization focused on bringing multiple arts disciplines alive for youth, families and senior citizens throughout the Dallas/Fort Worth metroplex area. ETTA uses a variety of artistic mediums to spark creativity, exploration, conversation, and freedom which leads to discovering and healing the root pain or problem. Students will have the option to choose from enrichment classes on: acting, pottery, painting, drama, theater, dance, crafts, basket weaving, sewing, sculpture, digital media, and much more. The mission and vision of ETTA is based on the visionary art educator and founder, Rolanda Brigham. For the past three years, ETTA's diverse staff of teaching artists have provided arts education throughout the DFW community bringing dynamic programming to bridge the gaps in the core curriculum.

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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.

Program Priority 2-Accelerated Learning: DeSoto ISD will integrate a supplemental High Impact Tutoring program with the use of High Quality Instructional Materials to provide academic support ACE students. ACE staff will work with Instructional Coaches and campus leadership to create a scope and sequence to align HQIM materials with the ACE program and instruction provided during the regular school day. This approach will extend learning for students to make gains in both reading and math assessments.

ACE staff and teachers will receive training on the integration of HIT and HQIM to ensure maximum effectiveness and achievement of SMART goals.

A measure of success will include a comparison of reading and math benchmarks and STAAR data showing ACE students will exceed the academic growth of non-participating students by a minimum of 5% or greater.

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

10. PNP Equitable Services

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

- Yes No

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

Are any private nonprofit schools participating in the grant?

- Yes No

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

Assurances

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

Equitable Services Calculation

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

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11. Request for Grant Funds

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

Payroll Costs

1.	Project Director-1.0 FTE	\$95,000
2.	Site Coordinators-8.0 FTEs (one for each center)	\$480,000
3.	Program Specialist-1.0 FTE	\$45,000
4.	Extra-duty pay for afterschool teachers and staff	\$176,000
5.	Fringe Benefits	\$119,400

Professional and Contracted Services

6.	External service providers for enrichment and social emotional learning	\$102,200
7.	Contracted services for professional development for ACE staff	\$8,000
8.	Program evaluator (\$3,000/campus for 8 campuses)	\$24,000
9.		
10.		

Supplies and Materials

11.	Supplies & Materials	\$7,300
12.	Instructional/Curriculum Materials	\$29,200
13.	SEL Enrichment Materials	\$21,900
14.		

Other Operating Costs

15.	Field trip experiences costs: snacks/meals, transportation, and entrance fees	\$36,500
16.	Afterschool and summer transportation costs for students who need transportation to attend	\$480,000
17.	Travel costs and per diem for ACE staff to participate in professional learning	\$22,500

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

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