Texas Education Agency

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: U.S. Code Title 20 Chapter 70 Subchapter II Part B Subpart 2 6642

Grant period: From **09/24/2021 to 09/30/2022**   **Pre-award costs:** **ARE/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: Amigos Por Vida-Friends for Life Public Charter School

Campus name	Amigos Por Vida Friends for	CDN	101819	Vendor ID	1760433067	ESC	4	DUNS	006431543

Address	5503 El Camino Del Rey St.	City	Houston	ZIP	77081	Phone	713-349-9945

Primary Contact	Sandra Gonzales	Email	sgonzales@amigosporvida.com	Phone	713-349-9945

Secondary Contact	Freddy Delgado	Email	fdelgado@amigosporvida.com	Phone	713-349-9945

2. Certification and Incorporation

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

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

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

Authorized Official Name	Freddy Delgado	Title	Principal/Superinte	Email	fdelgado@amigosporvida.co

Phone	713-349-9945	Signature		Date	6-22-21

Grant Writer Name	Sandra Gonzales	Signature		Date	6/22/21

(•) 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/are not** permitted for this grant.

4. Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Recruit and/or retain an experienced literacy coach in a qualified opportunity zone.	Amigos Por Vida assures that all literacy coaches have or will have completed the required HB 3 Reading Academies. APV ensures that sponsored literacy coach will oversee the training and implementation of HB 3 Reading Academies with the support and guidance of campus administration. Sponsored literacy coach will provide embedded literacy professional development.
Provide placement of literacy coach to specifically address the needs of economically disadvantaged, students with disabilities, English learners, and highly at risk students.	The demographics of the school illuminate a large at-risk population: 99% of students are Hispanic; 1% is other. Ninety-eight (98%) percent of students are economically disadvantaged and 88% are classified as Limited English Proficient. APV will utilize sponsored coach to target EL and literacy needs.
Implementation of high quality instructional material product academies by sponsored literacy coach.	Amigos Por Vida participated in the Spring and Summer CRIMSI pilot programs. APV recognizes the need for the sponsored literacy coach to ensure proper delivery of the high quality instructional materials by teachers. APV teachers also require a properly trained and qualified literacy coach to support student learning.

5. SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

Amigos Por Vida will recover COVID related learning loss and accelerate student growth with support from the selected high quality instructional materials product academies, and facilitate with fidelity the full-years of grant implementation of sponsored reading coach.

6. Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

Beginning of the benchmarks:
PreK: Circle Assessments
Kinder-2nd: m-CLASS, district benchmarks
3rd-5th: district benchmarks
Monthly running records (Reading A-Z) Kinder-3rd

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6. Measurable Progress (Cont.)

Second-Quarter Benchmark

Middle of Year benchmarks:
PreK: Circle Assessments
Kinder-2nd: m-CLASS, district benchmarks
3rd-5th: district benchmarks, Interim STAAR 3rd-5th
Monthly running records (Reading A-Z) Kinder-3rd

Third-Quarter Benchmark

End of year benchmarks:
PreK: Circle Assessments
Kinder-2nd: m-CLASS, district benchmarks,
3rd-5th: district benchmarks, Mock STAAR 3rd-5th
Monthly running records (Reading A-Z) Kinder-3rd

7. Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

Amigos Por Vida will use data collected to modify and adjust the literacy program if/when student achievement does not yield projected growth quarterly. APV will conduct an analyses of instructional decision-making to ensure teacher buy-in, collaboration, and effectiveness of specific literacy programs. Training and understanding of data analysis will be implemented and provided to all teachers and refresher courses will be offered to provide program sustainability and accountability. Sponsored literacy coach will systematically train teachers on how to monitor and adjust instruction, modify activities and pacing, and respond to differences in student needs.

Program Sustainability Outline: Continued early reading interventions, develop and grow strong teacher leadership (literacy coach), promote positive belief in our teachers, utilization of data and analysis, invest in effective scheduling, provide high quality professional development, implement scientifically based intervention programs, and invest in parent involvement.

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8. 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 program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.

☒ 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 applicant provides assurance that all literacy coaches have or are currently completing the required HB 3 Reading Academies.

☒ 4. The applicant provides assurance that the placement of literacy coaches ensures they are supported with verifiable capacity via internal resources or external partnerships.

☒ 5. The applicant provides assurance that each coach will support at least 60 teachers annually if not supporting QOZ or at least 30 teachers annually if supporting QOZ through a mix of in-person and on-line coaching.

☐ 6. (For literacy conferences) The applicant provides assurance that the content of hosted literacy conferences will focus on knowledge-building curriculum, and that the applicant has experience and expertise in implementation of a knowledge-building program.

9. Statutory/Program Requirements

Please select the type of opportunity being applied for. Select one or both of the following:

☒ **Check this box if applying for the literacy coaching opportunity**

☐ **Check this box if applying for the regional literacy conferences opportunity**

1. Describe how the school, the local educational agency, or a provider of high-quality professional development will provide ongoing high-quality professional development to all teachers, principals, other school leaders, specialized instructional support personnel (as appropriate), and other instructional leaders served by the school. (Applies to both opportunities)

Targeted Professional Development: APV will utilize a conceptual framework based on a developmental perspective of literacy. Sponsored literacy coach will identify key literacy concepts to target APV student needs in literacy. In turn, sponsored coach will then target high quality professional development trainings to teachers, principals, instructional staff, and other instructional school leaders. Such professional development may include: Reading Academies support, CRIMSI and Amplify support, Professional Book Studies, Peer Modeling, Cross Curricular Lesson Planning, Vertical Alignment, Reflection and Feedback, Development of Lead Literacy Teachers.

Targeted Outcomes: Amigos Por Vida will utilize sponsored literacy coach to implement research based practices in the classroom about effective practices and programs to support the academic achievement of all ELs, at-risk, special education, and targeted population by including questions about classroom instruction and targeted interventions in reading and other literacy programs, the special needs of newcomers, and the inclusion of ELs in large-scale assessments.

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9. Statutory/Program Requirements (Cont.)

2. Describe how the applicant will identify children in need of literacy interventions or other support services. (Answer only if applying for the literacy coaching opportunity)

Identification of students in needs of literacy interventions: Amigos Por Vida will utilize current end-of-year data; such as reading levels, formal and informal assessments, state testing history, and other formative assessments to target students with below grade level literacy skills. APV will also target students will weak literacy skills such as thinking and reading critically, mastering persuasive expression, and/or solving complex problems. APV will evaluate students with a poor educational history, newly arrived immigrants, language and literacy ability in their native language, as well as educational placements in alternative settings.

Other Support Services: Amigos Por Vida recognizes that serving a diversified population involves meeting not only the cognitive needs of learners but also closing the achievement gap simultaneously. Students below grade level will be targeted in all learning domains in order to provide accelerated instruction targeted to the learners specific learning needs. Students will given learning opportunities that leads to authentic and reciprocated learning.

3. Explain how the applicant will integrate comprehensive literacy instruction into a well-rounded education. (Applies to both opportunities)

Identification of Students: Amigos Por Vida will first determine which population of learners with academic difficulties are below to well below learners that require effective instructional approaches and interventions to prevent further difficulties and to augment and support their academic development in all learning domains. TIER I interventions will be afforded to all learners. TIER II and III will then be implemented as described below.

Integrated Comprehensive Literacy Instruction: APV will provide a curriculum that is designed to target an instructional approach or intervention, where literacy spans across all learning domains. Vertical content alignment will be implemented at all grade levels and teachers will be given the opportunity to plan and integrate literacy concepts across all content domains. APV considers several factors in addition to grade level content, such as the format for delivery, the match between the learner's difficulty and the approach or intervention, and whether it is meant to be a class-wide approach or targeted for small-group or one-on-one settings. For ELs, it is especially important to consider the role of second language proficiency in their difficulties as well as in their ability to profit from the planned instruction or intervention. Gradual release will be integrated at the appropriate time to afford students confidence and independence.

4. Describe how the applicant will coordinate comprehensive literacy instruction with early childhood education programs and activities and after-school programs and activities in the area served by the local educational agency. (Applies to both opportunities)

Amigos Por Vida will utilize sponsored literacy coach to implement the state required curriculum for Pre-kinder to develop oral language, support cognitive thinking, early reading skills, social emotional development of the child, use and implementation of scientifically researched based reading developmental and instruction practices, and provide support for the growth and development for teachers. APV reading coach will provide teachers with the skills and knowledge to create cognitive learning opportunities in high quality language and literature-rich environments and model for teachers how to use screening assessments to effectively identify pre-kinder students who may be at risk for reading or literacy failure. This will be conducted by improving our existing early childhood programs by integrating scientifically based reading research into all aspects of the program (including instructional materials, teaching strategies, curricula, parent engagement, and professional development). Likewise after school acceleration programs will continue the focus on the above mentioned strategies.

Coordinated Comprehensive Literacy Instruction Cycle: Well-prepared teachers and interventionists, adequate instructional time, instructional resources and materials that address the essential components of literacy, assessment system, accountability and support. Outside factors: Parental involvement and support, community input.

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9. Statutory/Program Requirements (Cont.)

5. Provide proof or a plan on recruiting and hiring a literacy coach. Eligible applicants must have preemptively hired a literacy coach for the 2021-22 school year and meet all minimum requirements as set by the Texas State Board of Educator Certification and the requirements of the subgrant. (Answer only if applying for the literacy coaching opportunity)

APV has identified a reading coach that meets or exceeds the minimum requirements as set forth by TSBEC and grant requirements for stated proposed position. APV has attached resume of prospective candidate. See attachment B.

6. Provide the plan for embedded professional development for the literacy coach(es) to support them in providing valuable training. (Answer only if applying for the literacy coaching opportunity)

Amigos Por Vida believes that professional development is best implemented through school-based learning communities in which teachers engage actively in instructional learning that is focused on instructional and student achievement. APV encourages and supports school-based professional development that include:
peer- based observations; which are followed shortly by reflection on, and discussion about, the lesson(s) observed, school-based professional development with high-quality educational materials, and the opportunity to engage in a collegian learning community on-line.

Amigos Por Vida administrators are dedicated to the implementation and success of literacy coaches. Administrators will support literacy coaches by providing time within the day and after-school for them to meet with teachers and provide meaningful feedback and conduct vertical grade level PLC's. Additionally, literacy coaches will be given the opportunity for collaboration and instructional coaching. Through this support, APV will grow the development of literacy coaches and teachers alike.

7. Identify the plan for demonstrating outcomes for increasing student literacy in a school or district. (Answer only if applying for the literacy coaching opportunity)

Amigos Por Vida will use the 2021 STAAR, TELPAS, and campus EOY data to increase achievement in the overall population for literacy. A baseline will be identified according to the data, and frequent check points will be used to measure student growth. This includes the use of identifying markers to prevent academic difficulties in individual students or particular groups of students, and to remediate problems that compromise the learning of particular subgroups or groups of students. APV will utilize sponsored reading coach to effectively support teachers' efforts to use efficacious or evidence-based interventions and instructional strategies. High quality instructional material and training, such as CRIMSI and the Reading Academies will be targeted for implementation.

A skeleton outline would resemble this process: Supporting teachers with assessments and data desegregation, provide an understanding of cognitive and linguistic literacy, support interventions, and providing research-based high quality professional development (direct support for Reading Academies for all participants). Checkpoints would include regular screenings, progress monitoring, and timely feedback to both teachers and students.

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9. Statutory/Program Requirements

8. Provide a plan for how you will target schools or districts in Qualified Opportunity Zones (QOZs), with an additional emphasis on serving low-income, high-need students, including children living in poverty, English Language Learners, and children with disabilities. (Answer only if applying for the literacy coaching opportunity)

Amigos Por Vida has committed to providing an equitable education emphasized on serving the needs of students at risk. This resolve targets resources, including accountability measures to ensure that funding is spent on resources and evidence-based supports and interventions that will close opportunity and achievement gaps for students from low-income families, English learners, students living in poverty, and students with disabilities. APV is a prime candidate for this grant considering we are located in a QOZ.

Through this literacy grant fund, APV will be able to build educator capacity of all teachers to better intervene and support students with diverse learning needs through Multi-Tiered Systems of Support (MTSS), Positive Behavior Interventions and Support (PBIS) and Basic Early Literacy Skills (Instructional Foundations). Providing these measures will ensure that APV equitably services the target population. Sponsored literacy coach will ensure target groups are serviced by working directly with reading AP, special education teacher, & RtI interventionists.

9. Describe your organization's capacity for grant management, including data collection and tracking, meeting reporting requirements, and tracking progress towards goals and pre-defined outcomes. List the organization's key individuals that will play a role in grant activities and describe their expertise and experience. Please upload the resume for any individuals within your organization that will be supporting the work of the grant. (Answer only if applying for the literacy coaching opportunity)

Amigos Por Vida utilizes the Reading Assistant Principal to apply for and administer TEA grants for literacy and related subjects. Reading AP will be responsible for designing and administering all literacy and related subject grants, ensuring alignment with program objectives, and managing procurement systems across this multi-sectoral program. Reading AP is also responsible for producing all data collection and tracking spreadsheets, amending grants and closeouts, as well as negotiating & issuing grants and awards for various literacy programs and use of grant funds. Conducting pre and post-award reviews of literacy grants, monitoring benchmark performances, reviewing final reports and requests changes to the terms and conditions of awards and ensuring awards are issued in accordance with the funding agency requirements, rules and regulations, federal compliance, general and fiscal guidelines, and have a full and thorough understanding of the program guidelines for this specific grant.

Key individual include Ms. S. Gonzales- APV Reading Assistant Principal, Ms. C. Marin- APV Reading Coach, Mr. W. Dinkle- APV CFO and Mr. F. Delgado- APV Principal/Superintendent

10. Provide the plan for literacy conferences including how it incorporates the use of high quality instructional materials to support a knowledge building approach to learning. Include a rationale as to why your organization is best suited to lead regional conferences. (Answer only if applying for the regional literacy conferences opportunity)

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9. Statutory/Program Requirements

11. Include the proposed conference participation goals and outcomes-focused success metrics for conferences. (Answer only if applying for the regional literacy conferences opportunity)

12. Provide the plan for how you will recruit schools or districts to attend conference in Qualified Opportunity Zones (QOZs), with an additional emphasis on serving low-income, high-need students, including children living in poverty, English Language Learners, and children with disabilities. (Answer only if applying for the regional literacy conferences opportunity)

10. 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	

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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.	Literacy Coach	$84,000
2.		
3.		
4.		
5.		

Professional and Contracted Services

6.	Professional Development Reading Coach (Region 4, Approved Conferences)	$5,000
7.	Professional Development Teachers (Region 4, Approved Conferences)	$5,000
8.	Professional Development Administrators (Region 4, Approved Conferences)	$5,000
9.		
10.		

Supplies and Materials

11.	Literacy Supplies (classroom literature, books, etc), Professional Development Literature	$5,000
12.		
13.		
14.		

Other Operating Costs

15.		
16.		
17.		

TOTAL GRANT AWARD REQUESTED: $104,000

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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 mailed OR faxed (not both). **To fax:** one copy of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to either (512) 463-9811 or (512) 463-9564. **To mail:** three copies of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to the address on page 1. More detailed amendment instructions can be found on the last page of the budget template.

You may duplicate this page.

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

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

Section Being Negotiated or Amended | **Negotiated Change or Amendment**

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