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 **07/01/2021** to **07/31/2022** **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: Rio Grande City Consolidated Independent School District

Campus name: Multiple | CDN 214901 | Vendor ID | ESC 1 | DUNS 800541364

Address: 1 S Fort Ringgold St | City: Rio Grande City | ZIP 78582 | Phone 956-716-6700

Primary Contact: Adelina Villarreal | Email: roquenina@yahoo.com | Phone 956-437-7881

Secondary Contact: Diana Robles | Email: droblesmendez@rgccisd.org | Phone 956-716-6711

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: Adolfo Pena, Jr. | Title: Superintenden | Email: apena042@rgccisd.org

Phone 9567166711 | Signature | Date 01/16/21

Grant Writer Name: Adelina Villarreal | Signature | Date 01/16/21

◉ 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** 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 80% reserve on the NOGA is lifted.

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
1. Improve academic performance	This program will provide academic assistance to students through homework help, tutoring, and academic prep or enrichment activities which have been shown by research to improve student ranking.
2. Increase student outcomes in behavior, promotion, graduation, and attendance	Enrichment activities will be offered to students which will provide them with after school opportunities to divert them from delinquency, engage them with academics, and involve parents and guardians in their education, which is proven to increase student success.
3. Improve career competencies	Both students and parents will be offered opportunities to develop career competencies; these will include industry-based certificates, as well as critical skills that will increase chances of success in college and in the workforce.

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.

The goal RGCCISD hopes to achieve by continuing and expanding its ACE program is to achieve measurable, quantifiable progress in student outcomes, including in student performance as shown by state-wide exams, student promotion and graduation rates, attendance rates, and in overall student behavior. The district also hopes to increase parental and family involvement in students' education, which will encourage students and improve their performance, help create a culture of support for students in the community, and help to achieve the previously stated items.

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

1. The district will launch their 6-8 classes and provide 3 parental engagement gatherings.
2. Attendance will reach average 100 students per campus
3. Attendance of at least average 25 parents per campus
4. Ensure students are actively attending program and also regular school hours
5. Program teachers will be trained to implement programs that students are interested in by performing student surveys.

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6. Measurable Progress (Cont.)

Second-Quarter Benchmark

1. Attendance for the student classes will increase to average 125 students per campus
2. Parental engagement will increase to average 40 parents per campus
3. Classes will be evaluated to see if students are interested in what is offered. If changes to class or addition of a class due to student interest are required, they will be made.
4. Want to do a community day event that is helped and organized with active parents.

Third-Quarter Benchmark

1. Attendance will increase to average 150 students per campus
2. Parental attendance will increase to average 50 parents per campus
3. Students' scores will increase by 5% in reading and mathematics on their STAAR exams.

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.

RGCCISD will regularly review data concerning students in the ACE program and adjust practices or application of the program as best possible in order to best serve the students and encourage optimal outcomes. To begin with, staff will use needs assessments, previously detailed project goals and objectives, and anticipated results in order to best determine which strategies and programs to implement to achieve the program's desired results.

As the program progresses, RGCCISD will evaluate data and conduct longitudinal evaluation studies in order to both determine the effects of the program and to adjust it as necessary to best meet the students' needs. Data reviewed will include student scores from the STAAR test. Other student data, such as grades, behavioral reports, attendance, and graduation and promotion rates will also be taken into account.

Process evaluation to ascertain the success and efficacy of the implementation of the project strategies will be conducted, with information collated and included in quarterly progress reports. This process evaluation will include: interviews with campus principals, one in May and one in November, principal-specialist interviews, conducted monthly between October and May, observation checklists to assess staff development, evaluation of professional development after workshops with specific company training sessions, and parent surveys and feedback.

Final project evaluation will be conducted by the project manager and will include an overview of the project's goals and strategies, comparing those to the project outcomes. Pre- and post-test data, survey results, and other relevant data will be collated and scrutinized. The ACE team will meet if necessary to adjust the project's goals and strategies for the future once all relevant data is compiled and evaluated.

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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 program will take place in a safe facility that is properly equipped and easily accessible.

☒ 2. 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.

☒ 3. The program will target students who primarily attend schools eligible for schoolwide programs under ESEA as amended, Section 1114 and the families of such students.

☒ 4. Applicants that receive priority points for serving: 1) students in schools implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA as amended, Section 1111(d) and other schools determined by the local education agency to be in need of intervention and support and 2) students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities or who lack strong positive role models assure that they will target these students.

☒ 5. 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. Funds will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case, supplant federal, state, local, or non-federal funds.

☒ 6. 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.

☒ 7. 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.

☒ 8. The applicant provides assurance to adhere to all Statutory Requirements, TEA Program Requirements, and Performance Measures, as noted in the 2021-2022 Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 11, 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.

☒ 9. The applicant agrees to all applicable program-specific assurances as described in the 2021-2022 Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 11, Year 1 Program Guidelines.

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9. Statutory/Program Requirements

1. Applicants are required to evaluate community needs and resources and describe the results, including the resources available in the community, and how the program strategies and activities proposed to be carried out in the center(s) will address the identified needs of students and their families. In alignment with the information provided in the application, *Part I: Identify Address Needs*, please provide the following information related to needs assessment.

a. Describe the needs assessment process, center-level needs assessment process, multiple sources of data used, and stakeholder feedback that occurred for this grant application.

b. Describe the results including the student population deemed "most in need" for each campus proposed to be served and provide the estimated number of students that meet the need-based criteria, including the percent of eligible students at the campus that the program plans to serve.

c. Describe the plan for how the center will continually assess and recruit the students most in need and how the plan addresses the needs of working families.

To begin, schools chosen for participation in the proposed ACE project were picked due to their students' need: student scores and abilities, as well as poverty level, rural location, and employment in the area were considered, both for schools new to and previously participating in the program. As a result of improvement, La Grulla High School and Veterans Middle School were no longer included for participation. Data on the schools' academic standings from the 2018-2019 TEA TAPR Report and RGCCISD's PEIMS department were used in order to assess individual campuses.

Although RGCCISD at large has an unusually high percentage of at-risk youth (77.6% compared to 50.1% statewide), each school chosen for inclusion in the ACE program had considerably higher rates than this. La Grulla Elementary, which had a 2019 accountability rating of F, had 93.1%; Alberto and Celia Barrera Elementary, 86.7%; Ringgold Elementary, 88.8%; and Dr. Mario Ramirez Elementary, 94.7%.

The ACE program will target at-risk students, other students with poor performance, and those whose families suffer from poverty, unemployment, and a lack of educational opportunities. A large part of this is built into the basic design of the program; by providing after-school tutoring and enrichment opportunities with transportation provided, the program will be in reach for many. Furthermore, many of these working families would not otherwise be able to afford tutoring, enrichment classes including arts and sports, or classes which are vocational or provide college credit; this has, of course, only widened the gap between these students and their better-off peers when it comes to graduation rates, college debt, and extracurricular accomplishments. Participating in this program will help to bridge that gap and increase the odds of students' success even after graduation.

Along with direct benefits to the students, the program will also provide parents and guardians with opportunities, not just to get involved in their childrens' education, but to expand their skills with classes providing certification opportunities which can be translated into better, more lucrative jobs.

The RGCCISD ACE Program will partner with local organizations, including South Texas College and the University of Texas Rio Grande Valley, as well as College 1st, to help students and their families.

Courses and services for parents will include: leadership workshops, mentorship training, adult literacy classes, parenting counseling, ESL classes, GED preparation, nutritional education, preventative health services, welding certification, and food services certification.

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9. Statutory/Program Requirements (Cont.)

2. Programs must help students meet academic standards as defined by the measures of effectiveness (i.e., growth in state assessment, improved GPA, increased school day attendance, improved school day behavior, and increased student engagement in learning) listed in the Purpose of Program section of this RFA. (See Program Guidelines) Describe how the proposed program design will positively impact this set of measures at the grant and center levels. Provide data and SMART goals describing the expected estimated impact over time on one or more measure.

The shape of the program of this proposed project was chosen in order to improve student outcomes, based on peer-reviewed research concerning student success.

This program will emphasize academic enrichment, enrichment activities, and parental and family involvement in students' education in order to best increase student outcomes in the district.

For example, tutoring has been shown to help at risk students improve academically with regards to grades, behavior, attendance, and graduation rates (McElvain and Caplan, 2001; Escueta et al, 2017). This ACE program will thus include after school tutoring as a large component of its activities. Family investment in a student's education, likewise, has been shown through multiple studies to improve student outcomes, even in areas with lower socioeconomic levels (Sanders and Sheldon, 2009). This program is meant to involve parents and guardians in their children's education through enrichment activities.

This program has measurable expected impacts on student performance, with goals as follows: Students' scores will increase by 5% in reading and mathematics on their STAAR exams.

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9. Statutory/Program Requirements (Cont.)

3. Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. Include a plan for how the center-level programs will coordinate with the regular school day to address student needs and integrate program activities with the curricular program of the campus. Address activity oversight and how the program will ensure that activities are engaging for students.

Activities will be divided into three categories: academic assistance, meant to help students raise their grades and standardized test scores, enrichment activities, which are meant to help improve student behavior and prevent delinquency, and services and courses meant for the students' parents or guardians, which will provide them with both tools to help their children succeed and skills to increase their own literacy and employability. These activities were all selected, using best practices, due to research indicating their success in improving student behavior, graduation and promotion rates, grades, and reducing delinquency.

All activities will be modified as necessary on the center-level in order to best serve the students and link together ACE activities with school classes and assignments. For example, homework help and tutoring will, by necessity, involve coordinating with school lessons and deepening a students' understanding of material covered in the classroom on an ongoing basis. As most activities for students which occur during the school year will take place before or after school, coordinating ACE lessons and activities with school principals, teachers, and other staff. The project manager will, as previously established, review data to ensure the project's success, and activities or strategies which are found to be inadequate or inefficient will be modified and improved as necessary.

Academic activities for students include: 3-4 year program- Building blocks/ Exploring sensors, K-1st- Engineering basics, 2nd- Mechanisms and movements, 3rd- applied math, 4th- applied science, 5th- robotics and coding

Enrichment activities for students include: 3-4 year program- gross and motor skills, K-1st- T ball intramural, 2nd- soccer/baseball intramural, 3rd- baseball/tennis intramural, 4th- basketball intramural, 5th- football intramural

The following activities will be available for parents or guardians of students in the program to participate in: leadership workshops, mentorship training, adult literacy classes, parenting counseling, ESL classes, GED preparation, nutritional education, preventative health services, welding certification, and food services certification.

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9. Statutory/Program Requirements (Cont.)

4. Describe the planned partnership between the applicant and the proposed eligible partner organization. Include how the partnership will contribute to achieving stated objectives and sustaining the program over time. Check the box if applying for priority points for such a partnership. 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

Rio Grande City Consolidated Independent School District will be partnering with College 1st to bring in College 1st for at least one session per month. College 1st will design RGCCISD's after-school program to focus on reinforcing academic content areas and preparing the students for future educational endeavors.

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9. Statutory/Program Requirements (Cont.)

5. Explain how the program will apply 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.

This program was designed with best practices, with courses and services included as a result of success in student outcomes shown from similar programs, with strategies proven to work in peer-reviewed research.

Homework assistance and tutoring: Tutoring in after school programs has been shown in multiple studies to improve student outcomes, including increasing student grades and reducing the risk of students dropping out of school (McElvain and Caplan, 2001). Even students at risk in high school have been shown to improve academically. Furthermore, it's been shown to help students develop better study skills as well as improving their personal relationships (Escueta et al, 2017).

Enrichment activities: recreational activities in after school programs, including sports, have been shown to improve student outcomes. For example, a recent study found that recreational physical activities were linked to higher grades (Sanderson, DeRousie, Guistwite, 2017), as well as, having been shown by multiple studies, improving students' social skills and physical health.

Family and Parental Involvement: The link between parental involvement in a student's education and that student's success has been shown to be linked in numerous studies (Sheldon, 2009); further, even schools in low socioeconomic areas are most effective when there is a strong school-home relationship, with parental and community investment in student outcomes (Sanders and Sheldon, 2009).

6. 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.

Many ACE program activities will happen after school; as many students will require transportation home from these activities, school buses will be available as they are after regular school hours. Site coordinators will ensure that students either board buses or are picked up by a designated person. Students involved in the program will have a parental consent form which will be completed and signed by a parent or guardian, which will specify the student's mode of transportation as well as any individuals designated to pick them up from the program. RGCCISD will have an emergency readiness plan and ensure guidelines are followed in the case of any emergencies.

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9. Statutory/Program Requirements (Cont.)

7. 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. Please describe the applicant's plan to inform the community about the center and participating in the program.

As ACE outreach materials will be provided by TEA which are geared specifically to entice students and parents to get involved, those will be disseminated among the community to draw attention to the program. Flyers, brochures, and other materials will be made available to parents through distribution to students, mailing to student homes, and posting at local businesses and community areas such as churches and doctor's offices. Due to the bilingual and immigrant-heavy nature of the area, material will be made available in both English and Spanish, designed and distributed in such a way as to maximize accessibility for all families.

8. 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. If applying for Program Priority 1- Program Integration, include a description of how the grant program will integrate with other TEA or local initiatives designed to increase specific academic student outcomes. Use data to explain how the program will realistically impact short- and long-term goals for student academic achievement.

Funding from the Texas 21st grant will be used to supplement and not supplant the existing local, state and federally funded programs. Funds will be utilized to supplement the districts efforts to increase academic performance levels, increase attendance rates, improve behavior, increase promotion rates and ultimately improve graduation rates. Any program activities required by state law, SBOE rules or local board policies will not be paid with the requested grant funds; nor will state or local funds be decreased or diverted for any other uses because of the availability of these funds.

A good example of how the program plans to supplement existing programs and services is our tutoring program. Each campus currently provides basic STAAR tutoring to all students in need of assistance. These services are provided through local funding. This program will work to extend the services offered and provide year round activities that supplement the tutoring already in place. We will offer academic services after scheduled STAAR tutoring, on days when STAAR tutoring does not occur and provide tutoring to students who may not meet the criteria for regular STAAR tutoring or need to go beyond the confines of just preparing for a test. At all centers the enrichment activities will run after the academic activity so that all students can enjoy them. Our goal is to create a seamless flow of activities between the regular school day and after school, where academic assistance is not seen as just another class but an opportunity to try new things.

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9. Statutory/Program Requirements (Cont.)

9. 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.

RGCCISD will develop a written sustainability plan with specific strategies and goals for sustainability in order to ensure the continuation of the program after the time frame for funding under this grant concludes. The district will involve stakeholders such as the superintendent, school board, administrators, and campus personnel in the process, which will include coordinating local and community resources, including volunteers and agencies and organizations which will work in partnership with the school district in the future. The timeline for the plan will be for it to be completed three months after the start of the project; the plan will make use of other revenue, including federal, state, and local revenue, as well as on public-private relationships, in order for the program to continue in the future.

10. 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)

This program will recruit volunteers for its program, including retired educators and students from local organizations. These volunteers will be required to go through and pay for clearance through fingerprinting in order to protect the students' safety.

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9. Statutory/Program Requirements (Cont.)

11. The level of attendance in the program (i.e., dosage) is correlated with certain positive student outcomes. Describe the program's strategies for recruiting and retaining students in the program over time. Provide SMART goals specifically related to student attendance targets and dosage for a typical school year (fall, spring) and separately for summer.

Students will be recruited for the program directly, by teachers and school administrators, and, in large part, through flyers, brochures, press releases, and other informational paraphernalia which will be sent to their parents and disseminated throughout the community. Once students are in the program, efforts to retain them will include working with them one-on-one in order to improve their outcomes and adjusting the parameters and form of the program services on an as-needed basis in order to make it best serve the community and encourage participation.

The students involved in this program will be recruited in large part through TEA-designed information distributed to parents and through the community, but also face-to-face by teachers and staff at each campus. Program staff will cooperate with teachers in order to retain students by working with students in ways tailored to meet the needs of students at each campus.

One the forms to recruit and retain students in the program is to over the students and their parents opportunity for input in what different classes will be offered. This includes surveys at the beginning of Fall and Spring semesters to see if classes that are being offered or proposed are of interest. Our goal is to have a total number of 200 students per campus enrolled in the program in the Fall and Spring semesters, and for their to be at least 100 students that participate in our summer program at each campus.

12. Describe how the center-level needs assessments informed the proposed center operations schedule and corresponding staffing and budget plans. Describe how the plan will help meet the measures of effectiveness and student service targets while maintaining center-level quality.

The program was developed at center-level in order to best respond to the needs highlighted by the needs assessment. Estimates of how many students would be served, and what courses and services would best improve student outcomes, were taken into consideration while assessing the projected budget and staffing plans.

We worked with our local Curriculum and Instruction staff to be able to propose a schedule, staffing and budget plans to best serve our students and to best carry out this project. We identified the 4 lowest performing schools in our district and decided that this program would greatly benefit them. We also went and spoke to other local schools in our area that had previously received 21st Century funds, read their program evaluations and asked them what was working for them and what was a challenge for them.

With all this assessments and research is how we came up with what we believe is a great program that targets students and parents that are most in need in our district and we believe that it will help them improve their education advancement.

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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
Students and Parents	Cultural, Linguistic, and/or Economic Diversity
Students and Parents	Drug-related activities
students, teachers, parents	lack of support from parents
students, teachers, parents	lack of resources

11. 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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12. 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

#	Activity	Amount
1.	Project Director (1 staff member)	$60,000
2.	Site Coordinator (1 coordinator per each of 4 sites)	$200,000
3.	Family Engagement Specialist (1 staff member)	$45,000
4.	Professional staff extra-duty pay (26 staff members x $30 x 400 hours = $312000)	$312,000
5.	Support staff extra-duty pay (4 staff members x $15 x 400 hours = $24,000)	$24,000

Professional and Contracted Services

#	Activity	Amount
6.	South Texas College	$70,000
7.	Region 1 Educational Service Center	$8,000
8.	External Evaluator	$10,000
9.	College 1st	$40,000
10.	Renaissance Accelerated Reader	$40,000

Supplies and Materials

#	Activity	Amount
11.	Student supplies (manual, materials, games, crafts, sports, project supplies for 35 weeks)	$192,500
12.	STEM related supplies ($5,000 per site)	$20,000
13.		
14.		

Other Operating Costs

#	Activity	Amount
15.	Project Director travel to National Conference	$4,500
16.	Bus transportation, Nutritious snacks, Funds for family engagement activities	$120,750
17.		

Capital Outlay

#	Activity	Amount
18.	Laptops for students (100 laptops x $500 = $50,000)	$50,000
19.	Follet Software	$10,000
20.		

Direct and indirect administrative costs:	$20,000
TOTAL GRANT AWARD REQUESTED:	$1,226,750

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

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

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

Center Operations Schedule

County-district number or vendor ID: 214901

Part 2: Center Overview Table

In the chart below, applicants must enter information on each of the proposed centers. Applicants must ensure that the center number entered in the chart below is the same as that used in the Center Operation charts that follows (Part 3).

Center #	9 Digit campus ID #	Name of Center/Host Site, Physical Address, City, ZIP, Program Contact Phone	# of Feeder Schools	Grade Levels Served (PK to 12)	Proposed "Regular" Student target to be served 30 or 45 days or more annually	Proposed Parent/Legal Guardian Target
1	214901104	Alberto and Celia Barrera Elementary, 1400 N. Lopez, Rio Grande City, TX 78582	0	PK to 5th	150	50
2	214901107	Ringgold Elementary, 1 Ringgold Ave, Rio Grande City, TX 78582	0	PK to 5th	150	50
3	214901112	Dr. Mario Ramirez elementary, 8001 Trophy Road, Rio Grande City, TX 78582	0	PK to 5th	150	50
4	214901102	Grulla Elementary, 443 Old Military Rd., Rio Grande City, TX 78582	0	PK to 5th	150	50
5						
6						
7						
8						
9						
10						

| Texas ACE
Center Operations Schedule (one per center) | | | Program Year
2021-2022 |

(Part 3) Applicant will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.

Center 1	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP	Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target
Center	214901104	Alberto and Celia Barrera Elementary, 1400 N. Lopez, Rio Grande City, TX 78582	PK to 5th	150	50
Feeder					
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start (Must be approved in NOGA)			
Fall Term	09/13/2021	12/17/2021	13
Spring Term	01/17/2022	05/20/2022	17
Summer Term	06/06/2022	07/08/2022	5
Total number of weeks:			35

Center Schedule

Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday			3:45	6:45			3:45	6:45	8:30			2:30
Tuesday			3:45	6:45			3:45	6:45	8:30			2:30
Wednesday			3:45	6:45			3:45	6:45	8:30			2:30
Thursday			3:45	6:45			3:45	6:45	8:30			2:30
Friday			3:45	6:45			3:45	6:45				
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			

Adjunct Sites, If applicable (site name and full address)	
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Remote instruction in case COVID-19 is still going on.
Parent/Legal Guardian Activities	

Texas ACE **Center Operations Schedule (one per center)**		**Program Year** **2021-2022**

(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.

Center 2	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP	Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target
Center	214901107	Ringgold Elementary, 1 Ringgold Ave, Rio Grande City, TX 78582	PK to 5th	150	50
Feeder					
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start *(Must be approved in NOGA)*			
Fall Term	09/13/2021	12/17/2021	13
Spring Term	01/17/2022	05/20/2022	17
Summer Term	06/06/2022	07/08/2022	5
Total number of weeks:			35

Center Schedule

Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday			3:45	6:45			3:45	6:45	8:30			2:30
Tuesday			3:45	6:45			3:45	6:45	8:30			2:30
Wednesday			3:45	6:45			3:45	6:45	8:30			2:30
Thursday			3:45	6:45			3:45	6:45	8:30			2:30
Friday			3:45	6:45			3:45	6:45				
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			

Adjunct Sites, If applicable (site name and full address)	
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Remote instruction in case COVID-19 is still going on.
Parent/Legal Guardian Activities	

Texas ACE Center Operations Schedule (one per center)		Program Year 2021-2022

(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.

Center 3	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP	Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target
Center	214901112	Dr. Mario Ramirez elementary, 8001 Trophy Road, Rio Grande City, TX 78582	PK to 5th	150	50
Feeder					
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start (Must be approved in NOGA)			
Fall Term	09/13/2021	12/17/2021	13
Spring Term	01/17/2022	05/20/2022	17
Summer Term	06/06/2022	07/08/2022	5
Total number of weeks:			35

Center Schedule

Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday			3:45	6:45			3:45	6:45	8:30			2:30
Tuesday			3:45	6:45			3:45	6:45	8:30			2:30
Wednesday			3:45	6:45			3:45	6:45	8:30			2:30
Thursday			3:45	6:45			3:45	6:45	8:30			2:30
Friday			3:45	6:45			3:45	6:45				
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			

Adjunct Sites, If applicable (site name and full address)	
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Remote instruction in case COVID-19 is still going on.
Parent/Legal Guardian Activities	

Texas ACE **Center Operations Schedule (one per center)**		**Program Year** **2021-2022**

(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.

Center 4	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP	*Grade Levels Served*	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target
Center	214901102	Grulla Elementary, 443 Old Military Rd., Rio Grande City, TX 78582	6 to 8	150	50
Feeder					
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start (Must be approved in NOGA)			
Fall Term	09/13/2021	12/17/2021	13
Spring Term	01/17/2022	05/20/2022	17
Summer Term	06/06/2022	07/08/2022	5
Total number of weeks:			35

Center Schedule

Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday			3:45	6:45			3:45	6:45	8:30			2:30
Tuesday			3:45	6:45			3:45	6:45	8:30			2:30
Wednesday			3:45	6:45			3:45	6:45	8:30			2:30
Thursday			3:45	6:45			3:45	6:45	8:30			2:30
Friday			3:45	6:45			3:45	6:45				
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			

Adjunct Sites, If applicable (site name and full address)	
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Remote instruction in case COVID-19 is still going on.
Parent/Legal Guardian Activities	