



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

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)

Authorizing legislation:

Grant period: From 08/01/2023 to 07/31/2024 Pre-award costs: ARE NOT permitted for this grant

Required attachments: Refer to the program guidelines for a description of any required attachments.

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds): []

1. Applicant Information

Name of organization Rio Grande City CISD

Campus name Multiple CDN 214901 Vendor ID 74-60003668 ESC 01 UEI PNRNGL9YQLD3

Address 1 S Fort Ringold City Rio Grande City ZIP 78582 Phone 956-716-6700

Primary Contact Adelina Villarreal Email avillarreal@rgccisd.org Phone 956-716-6962

Secondary Contact Adolfo Pena Email apena042@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 Title Superintenden Email apena042@rgccisd.org

Phone 956-716-6711 Signature [Signature] Date Jan 18, 2023

Grant Writer Name Adelina Villarreal Signature [Signature] Date 01/18/2023

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

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

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.

Data Sources Used

Rio Grande CISD used Texas Performance Reporting System as well as TEA school Report Card and District Profile of State Performance Plan Indicators Report to be able to collect Grant- Level Strategic Plan data. Also using 2020 Census information and by reaching out to local stakeholders such as City of Rio Grande City, South Texas College, and staff withing Rio Grande City School District, the needs assessment clearly indicated that the school district should continue after school and summer programs.

How needs assessment Indicated the need for programs

The State of Texas at risk student population average is 53.5% and all 5 proposed campuses for this program have greater than 80% at-risk students with Ringgold Middle School having an alarming 87% at risk students. Also the number of economically disadvantaged students are all 95% or greater compared to just 60% for the states average. Also 21.9% is the State of Texas average for percentage of English Learners and La Grulla High School is at 73.8% and La Grulla Middle school is at 85.2%. This data including census poverty which is at 29.5% for the City of Rio Grande while the State average is only 14.2% and the national average is 11.6% continues to show that many social and economic factors continue to greatly affect Rio Grande School District which in turns puts many of the students at risk of completing their education, greatly affecting the region. This data clearly indicates a need for after shool and summer programs within the district to be able to continue to address the needs for the students and their families.

How program will address those needs

Rio Grande CISD ACE program will allow for instructors and volunteers to provide academic tutoring and mentorship to at risk students by incorporating enrichment activities in their after school program that complement their regular academic schedule. Also it will provide families of the district activities that target meaningful engagement in their children's education. Activities such as high-school equivalency, English language and also life skills.

How the needs assessment informed the targeted participations numbers

Since over 80% of all students at each campus are at-risk the need to be able to reach a large amount of students and family members is a priority. Currently Rio Grande CISD past 21st CCLC program has reached an average of 140 to 170 students, the district feels that this targeted population is a good number to continue the program in a successful manner, while still being or impact to a great number of students in the district.

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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 5 SMART goals were identified in the Grant-Level Strategic Plan. (1) Improve Academic Performance in Reading: Goal is to have at least 70% of the students participating in the program meet grade level or above in reading by May 2024. (2) Improve Academic Performance in Math: At least 80% of the students participating in the program will meet grade level or above in math by May 2024. (3) Improve School Day Attendance: Have 90% of students participating in the program improve school day attendance by May 2024. (4) Improve Student Engagement in Learning: Have an average of 25% of total student enrollment at campus be part of the 21st CCLC program by end of May 2024. (5) Improve Family Engagement: Family Engagement attendance will average 50 people at each campus by end of May 2024.

RECRUITING AND RETAINING

Students will be recruited for the program directly, by teachers and school administrators, and, in large part, through flyer's, brochures, press releases, and form of communication which will be sent to their parents and disseminated throughout the community. Also students that have previously participated in past 21st CCLC programs are also our biggest recruiters for the program. 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.

One the forms to retain students in the program is give 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. Additionally, ACE Coordinators will analyze campus data and recruit students for the program from students that have academic needs in reading, math, science or other subjects. Recruitment Outreach efforts will start August 2023 and continue (ongoing) until program meets campus performance goals of students to be serviced. (Fall 2023/Spring 2024)

ENGAGING WITH ADULT FAMILY MEMBERS

The program will help continue a trust that has been built over the last 5 years in engaging and recruitment of adult family members. This will be by continuing to provide family engagement activities that many families voice and seek from the school district. Also by having family engagement on days that include celebrating different holidays and asking adult family members to be part of the process will help them feel ownership of the program.

RECRUITING STAFF

Program staff will be recruited by past staff that has already taken part in the program and has strong passion for students in the ACE program. Also staff will benefit from professional development opportunities provided by district thought the school year in a collaborative effort to better serve participating students and their families. Also staff will have a voice in what supplies and equipment is needed to meet program goals and project director will provide an open door to submit these request.

MONITORING FIDELITY OF PROGRAM IMPLEMENTATION

ACE Director will monitor all ACE Centers to ensure implementation fidelity in activities and budget allocations to ensure projected costs are maintained within budget. Monthly budget reports will be analyzed by Project Director & discussed with Campus Coordinators & modified as needed. Also, recommendations from state and independent evaluators will be taken into high consideration as program develops.

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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.

USING EVALUATION DATA - Guided by the Program Director and Site Coordinators, and staff, various 21st CCLC data will be reviewed and analyzed at monthly meetings to ensure timely responses and resolutions to problems through new pathways forward to meet benchmarks and grant performance measures. Some of the data collected and disseminated regularly include continued needs assessments and analysis of participating centers, which will be imperative to long-term success by ensuring focus remains on the improvement areas for schools and the participating students.

DATA - The district will utilize feedback from the annual submissions of the Texas ACE Quality Assurance Process (QAP) monitoring, which measure implementation and improvement over time, standardized and local testing data, daily attendance numbers using 21st CCLC tracking and school day attendance, 6-week grades, annual STAAR scores, and ACE lesson plan alignment to ensure positive student outcomes. The Texas ACE Capacity Development Process will be facilitated to result in quality improvement action plans through self-assessments with grantee staff site visits, internal collaboration and capacity development coaches supporting specific center/district improvement plans. This also will play a role in meeting the project goals and objectives. External evaluator mid-year and regular reports, information from site visits and recommendations will be utilized to modify the program and identify training and services that should be incorporated into the program. There will be additional quantitative and qualitative data discussed during meetings, including surveys and 6-week grades/testing.

MODIFICATIONS - If the benchmarks listed are not or cannot be met, the ACE program leaders will discuss immediate and impactful modifications to the timeline, processes or objectives, depending on the cause of the failure to meet the benchmark.

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.

The district will have 5 centers that will assist in improving academic achievement & parental involvement. Activities that may be provided can be seen below; however, the district plans to update activities based on student/parent request.

TARGET ACADEMIC SUPPORT: The program’s academic merits will result from at least one hour of tutoring for students most at-risk of academic failure, dropping out of school, involvement in criminal or delinquent activities, or who lack strong positive role models. Academic activities will be in coordination with the school day curricular program to support students’ achievement in the school day program and meet state standards, including the Texas Essential Knowledge and Skills (TEKS), state-required assessments, and end of course exams. By utilizing grade-level teachers who students know, students will feel more at ease and comfortable during after-school tutoring. Paraprofessionals will also be utilized through at least one hour of after-school tutoring, emphasizing reading and math.

STUDENT INTEREST BASED ENRICHMENT: The program will also offer extracurricular activities to enrich various aspects of students’ lives. Students at all campuses will be offered alternative enrichment activities, such as arts and crafts, sports, and physical activities such as dance and karate, conjunto lessons, and cooking. All activities will serve to develop a child’s social and emotional skills by collaborating and competing with other students. Additionally, health and fitness activities will be provided to offer outlets for student stress and otherwise unused energy; the team building and discipline skills developed during these activities are likely to impact student behavior and engagement positively. Other classes that have been offered in the past are basic computer skills, robotics, wood shop, and drone/aviation.

These activities also offer working in teams, which develop students’ emotional and social skills. College and career readiness will also be offered: for middle school students, this will consist of Career Fairs, Career Day, meeting local professionals such as police and firefighters, and field trips to college/university campuses. High school students will have the opportunity to partake in college-readiness topics such as SAT, TSI, and ACT preparation for post-secondary education as well as field investigations to Institutions of Higher Education (IHEs). All students will have a choice on which extracurricular activities they would like to participate in. Academic tutoring will be encouraged for students considered at-risk of academic failure. Depending on need, other activities may also be offered. Also High School students will be able to take continuing education courses such as phlebotomy, EMS certification and cosmetology In the past these programs have been highly popular and also have provided an entry way into a future career for students.

FAMILY ENGAGEMENT: RGC CISD will incorporate engaging opportunities at all Texas ACE Centers for families of participating students. Parents will have access to technology training, self-sufficiency training, counseling, Texas Workforce Development, English Language classes, and GED classes, just to name a few. Also in the past we have done welding or CDL certifications with the local college to provide parents opportunities for further education and higher paying jobs. The Family Engagement Specialist will collaborate with district partners and the RGC CISD Parental Involvement Department to ensure participating families receive the services and support needed to ensure the educational excellence of their student(s).

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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.

ENHANCE ACADEMIC PERFORMANCE & ACHIEVEMENT: RGCCISD will implement best practices at each ACE center by ensuring Coordinators have at least 5+ yrs of successful core area teaching experience, as evidenced by T-TESS and/or PDAS evaluations. Additionally, a statewide program evaluation of Texas ACE compared participants with non-participants, determining that participants had higher test scores in reading/English language arts and mathematics while in Grades 9-12; fewer disciplinary incidents while in Grades 6-12; fewer school day absences while in Grades 4-12; and an increased likelihood of grade promotion overall (American Institutes for Research, August 2020).

POSTSECONDARY & WORKFORCE PREPARATION: RGCCISD will implement research-based programs that implement best practices to increase postsecondary and workforce preparation. Incorporation of activities that promote a college going culture at all ACE campuses such as College Tours (Virtual), Career Awareness Visits, and students transitioning to Middle School have a clear vision of the career pathway and CTE programs of study they can select as they prepare for Middle School & High School. Students will learn about Industry Based Certifications they can earn upon entering high school as well as well as the careers they can pursue upon high school graduation (<https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education>).

POSITIVE YOUTH DEVELOPMENT: As for the community that raises the child, its participation has proven vital to student success. A study published by Henderson & Mapp in 2002 determined that “Family engagement in schools contributes to positive student outcomes, including an improved child and student achievement, decreased disciplinary issues, improved parent-teacher and teacher-student relationships, and improved school environment.”

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.

Placing centers at campus locations will ensure centers are safe and easily accessible to students and parents. Rio Grande CISD will provide safe transportation to and from each center and home by following district transportation policies and providing qualified adult supervision. Budgetary needs were considered and addressed in the budget section of this application to ensure transportation needs are addressed and supplement and not supplant currently provided transportation services.

Regular Program Hours: Transportation for students only after school since the centers are housed at fully functional Middle School and High School campuses.

Weekends and Summers: Weekends and Summer program transportation will be available for all participating students. Transportation will include pick-up and drop off of students at their homes.

Enrichment Travel: Centers may provide students with college trips, museums, and/or other educational related travel. Transportation will be provided for students on these event. Students will be picked up at designated center/location and returned to designated center/location and/or home.

The parent/guardian will also be able to indicate if a family member or friend will be authorized to pick the student up or if they will be riding the bus. The authorized individual will be required to present their state-issued identification to check out the student. If the child is riding the bus, the site coordinator and/or teachers will escort the students to the designated bus pick-up area. Students will be separated based on the bus route they ride; as students board the bus, they will be signed out by the site coordinator or teacher. For students who travel while taking part in an internship or field trip, parents will have to sign a permission slip for students to be able to leave their campus. Attendance will be taken every time students board and exit the bus, to ensure students travel safely to and from each center and home. These reasonable measures and rates will help ensure students can travel safely home at the end of the after-school program every day.

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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.

The Rio Grande CISD Student Services Department will be disseminating information via its various community outreach mediums. These range from online avenues, such as social media, to campus bulletins and local news publications. The district also has its official website that provides information on the latest district news and staff information.

The district will design an audience-friendly and legible flyer that will include information on what the 21st CCLC program is about and the courses and activities offered to students and parents. Times, start dates, and each participating campus will also be included in the information as well as program contact information for inquiring parents. The district will share the flyer on its social media sites and include the 21st CCLC program's information under the "Recent News" section on its website, visible from the homepage. The flyer will be posted on campus bulletins inside school hallways and announced on the schools' marquee signs outside. The district also has an electronic billboard visible to parents where it will further advertise the program.

Texas ACE Branding offers a plethora of marketing materials and templates, which will be used by the district to promote the program. All information will be distributed in a manner that is understandable and culturally appropriate to our community. Information will go out in English and Spanish (written and/ printed) and will be accessible in the district website. Additionally, a Rio Grande City Texas ACE Website has already been created with an individual page for each ACE campus to disseminate information and updates.

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)

Rio Grande CISD will encourage and use appropriately qualified persons to serve as volunteers during the implementation of the Texas ACE Program Cycle 12. The Program Director will meet with the appropriate staff from South Texas College and UTRGV to present the program and activities that will be offered during the program. Volunteers will be able to serve as: Supervise enrichment activities, Mentors for at risk students, Provide Homework Assistance (in person and/or virtual), Provide one-on-one tutoring (in person and/or virtual).

PROCESS FOR SCREENING: Volunteers and special guests must undergo program orientation and training in policies, procedures, classroom management, and safety. All individuals will be required to pass a background check and adhere to a fingerprinting requirement. Only those volunteers who pass these metrics will be allowed to interact with students on district grounds.

Additional locations will be reviewed and targeted to recruit volunteers, such locations include but are not limited to: Rotary Clubs, PTA organizations, Parents and more. Recruiting volunteers from Colleges and Universities is intended to provide students with high quality services and at the same time help future educators acquire the experience to serve students in a real education setting.

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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.

Funding from the Texas 21st century 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. These services will work to maximize benefits to the student population in reaching the objectives of improving at-risk students' academic performance. The program director, site coordinators, and family engagement specialists will be able to use TEA's online and in-person trainings and supporting resources to administer quality programming, aiding students in meeting the program's objectives. Other district operations not funded by the 21st CCLC grant will be used to supplement the program's objectives, such as maintenance workers, custodians, and food workers. Likewise, existing campus locations and equipment, such as computers and sports equipment not funded by the grant, will be used during the after-school program. The 21st CCLC staff will be included in campus staff/faculty meetings to update staff and administration on the program's progress and receive professional advice to serve its participants and goals better.

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.

7. Describe a preliminary plan for how the community learning center will continue after funding under this grant ends. Include how the resources provided by this grant will assist the program in local sustainability efforts.

The district will build and maintain a strong relationship with its program partners, including South Texas College and UTRGV as well as the City of Rio Grande City and their local police and fire departments. Through these partnerships, the district can maintain several volunteers for their after-school courses, activities, and field trips at no extra cost to the district. Not all resources offered under this grant will be completely replaceable without some budgeting dedicated to the program, and the school board will take this into account when assessing the importance and use of the Texas ACE program. The district school board will investigate ways to incorporate the Texas ACE Program into future school budgets when the time nears for the grant to end. Each year, a small section of the after-school program could be incorporated within the overall district budgets, placed in a specific line items for the after-school programming at the campuses.

The program's positive impact, correctly and consistently marketed, will lead to buy-in from more local organizations and businesses who will wish to be recognized for their constructive support of their community's children; thus, increasing the district's ability to sustain the program once funding has expired.

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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

Rio Grande CISD is partnering with community organization and key program allies to ensure the program's success.

This includes working with RGV Vocational service and RGV Vocational Staffing. Both of these organization assist and help provide services to both students and parents on continuation education that cannot be found without the help of these organizations locally. This partnership will be key to continue to allow students to receive certifications and trainings that if not provided here they have to drive at least 45 minutes to be able to obtain.

Child Nutrition Department/Texas Department of Agriculture: Rio Grande City CISD will partner with the District Child Nutrition Department / Texas Department of Agriculture to provide students with a nutritious meal each day during the program. This will ensure students have the energy needed to be mentally focused to learn and complete homework. Providing students with a nutritious meal during the after-school program is an important factor and key to ensuring the success of the program.

Rio Grande City CISD Parental Involvement: The 21st CCLC program will closely work with the Parental Involvement director to provide services to parents at each ACE center that include self-sufficiency sessions, access to ESL classes, access to GED classes and other services (free clinics, free eye glasses. etc).

UTRGV & South Texas College (STC): Rio Grande City CISD will partner with the UTRGV & STC - College of Education Preparation Programs and collaborate to recruit mentors from their current students that will assist 21st CCLC students to build character, improve self-esteem and reinforce positive behavior and decision-making skills.

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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.

Priority 1

Rio Grande City CISD will integrate the grant program with other TEA initiatives offered to grantees of the 21st CCLC throughout the life of the grant, such as their training, resources, monitoring, capacity development support, and technical assistance. These services will work to maximize benefits to the student population in reaching the objectives of improving at-risk students' academic performance.

Rio Grande CISD will leverage resources by each campus earmarking \$2,000 in Title 1 Part A federal funds toward parent involvement activities in the ACE Program and stat compensatory funds will also be utilized for staff development for ACE staff training as needed. Rio Grande City CISD will provide nutritional snacks based on USDA guidelines every day the program is operational. 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 grow academically.

The school district will use the 21st CCLC funds to supplement existing programs funded by the federal, state, and local entities as a means of ameliorating student STAAR scores, behavior, attendance, and college-readiness, as well as providing students' families with resources that will meet their child(ren)'s needs. Other district operations not funded by the 21st CCLC grant will be used to supplement the program's objectives, such as maintenance workers, custodians, and food workers. These funds and initiatives combined will aid the program's short-term goals of offering engaging extracurricular activities for economically disadvantaged students and parents and offering tutoring services to students at risk of academic failure.

Priority 2

Rio Grande CISD will also integrate accelerated learning with High Impact Tutoring within its district. This will include a minimum of 30 days, 3 days a week for 30 minutes. The priority will be to focus on reading and math since both subjects came well below 50% for most students at each of the campuses. RGC CISD 21st CCLC program will continue to work hand in hand to identify and recommend this tutoring to the most at risk- students within each campus. This will be done by allowing students to go and meet with tutors in the first 30 minutes of the program session before they take part in any enrichment activities.

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9. Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

- The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group	<input type="text" value="Students and Parents"/>	Barrier	<input type="text" value="Cultural, Linguistic, and/or Economic Diversity"/>
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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Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

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: \$75,000 x 1	\$75,000
2.	Site Coordinators: \$55,000 x 5	\$275,000
3.	Family/Community Engagement Specialist \$60,000, Secretary \$35,000	\$95,000
4.	Professional staff extra-duty pay (32 staff members x \$40 x 400 hours = \$416,00)	\$512,000
5.	Support staff extra-duty pay (5 staff members x \$20 x 400 hours=)	\$40,000

Professional and Contracted Services

6.	South Texas College	\$80,000
7.	Staff/Parent/Student Training, Technical Assistance, Resources/Activities	\$80,000
8.	External Evaluator	\$15,000
9.	RGV Vocational Staffing	\$70,000
10.	RGV Vocational Services	\$70,000

Supplies and Materials

11.	student supplies (manual, materials, games, crafts, sports, project supplies)	\$243,750
12.	STEM kits and supplies (\$5,000 per site)	\$25,000
13.	Site Coordinator, Project Director, staff Supplies/Materials (ink, toner, paper, flyers, etc.)	\$50,000
14.	Parent Involvement Activities (\$5,000 per campus x 5)	\$25,000

Other Operating Costs

15.	Project Director travel to National Conference	\$5,000
16.	Educational Field Trips (e.g. to attend local colleges)	\$30,000
17.	Bus transportation, Nutritious snacks	\$170,000

Capital Outlay

18.	Equipment for student enrichment activities, such as wood-shop and conjunto	\$59,250
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"/>	
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<input type="text"/>	

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