



2023-2024 Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 12, Year 1

Competitive Grant Application: Due 11:59 p.m. CT, January 23, 2023

NOGA ID []

Application stamp-in date and time

TEA will only accept grant application documents by email, including competitive grant applications and amendments. Submit grant applications and amendments as follows:

Competitive grant applications and amendments to competitivegrants@tea.texas.gov

Authorizing legislation: Public Law 114-95, Elementary and Secondary Education Act of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)

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

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

Amendment Number

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

1. Applicant Information

Name of organization Raymondville ISD
Campus name N/A CDN 245903 Vendor ID 74-5903001 ESC 01 UEI fb5zzxl457n8
Address 419 FM 3168 City Raymondville ZIP 78580 Phone 956-689-8176
Primary Contact Benjamin Clinton Email bclinton@raymondvilleisd.org Phone 956-689-8181
Secondary Contact Stetson Roane Email sroane@raymondvilleisd.org Phone 956-689-8176

2. Certification and Incorporation

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

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

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

Authorized Official Name Stetson Roane Title Superintendent Email sroane@raymondvilleisd.org

Phone 956-689-8176 Signature [Signature] Date 01-20-23

Grant Writer Name Isaac Alaniz Signature [Signature] Date 1-20-23

[] Grant writer is an employee of the applicant organization. [x] Grant writer is not an employee of the applicant organization.

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3. Shared Services Arrangements

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

Check the box below if applying as fiscal agent.

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

4. Identify/Address Needs

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

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

- To complete the Grant-Level Strategic Plan, Raymondville ISD (RISD) used the 2020-2021 Texas Academic Performance Report (TAPR). This report provided statistics in various areas, such as State of Texas Assessments of Academic Readiness (STAAR) results, absenteeism rates, student at-risk percentage, economically disadvantaged percentage, and campus enrollment numbers. In addition to completing this plan, the district used data from the United States Census Bureau to review community statistics, such as the number of community members with a bachelor's degree, median household income, and poverty rates. Lastly, the district met with campus administrators and staff to identify student/parent gaps and areas of need.

- Utilizing the 2020-2021 TAPR, the district gathered baseline data demonstrating the need for an afterschool and summer ACE Program. Student statistics that indicate a need for the program include a high economically disadvantaged (ED) rate (88.3% for RISD vs. 60.6% for State), an extremely low performance on SAT/ACT tests (1.2% of students are at/above test criteria for RISD vs. 32.9% for State), a high rate of at-risk students (62.8% for RISD vs. 53.5% for State), and an absenteeism rate that is higher than the State (15.8% for RISD vs. 15% for State). Community statistics that demonstrate a need for the program include a poverty rate that is more than double the State average (32.8% for RISD vs. 14.2% for the State), the percentage of individuals with a bachelor's degree is more than four times lower than the State average (6.9% RISD vs. 33.1% for State); and an unemployment rate that is more than double the State's average (7.8% RISD vs. 3.8% State).

- To resolve these needs, Raymondville ISD proposes to provide 155 days of ACE programming during the Fall/Spring semester and 25 days of ACE programming in the summer. As part of the program, RISD will offer 1) High-Impact Tutoring (HIT), Homework Assistance, and SAT/ACT preparation courses to improve academic outcomes; 2) Enrichment Activities such as robotics, arts and crafts, basketball, cosmetology, visiting museums/nature centers, and swimming classes to reduce absenteeism; 3) Work with local businesses to increase student knowledge and real-world work experience in an in-demand occupation (helps address ED and at-risk rates); 4) Provide industry-recognized certification programs, job placement, job training, financial literacy classes, and child care assistant services to address unemployment and poverty rates.

- During the completion of Raymondville ISD's 21st CCLC Grant application, students and parents were informed of the submission process. This was done on December 7, 2022, via a District Education Improvement Council meeting, as well as, a social media and website posting on January 19, 2023. Based on these notices and the needs assessment, RISD was able to determine the targeted participation number for parents and students (455 students and 220 parents).

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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.

PERFORMANCE MEASURES: The following performance measures will be tracked against baseline data: 1) Percentage (%) of students in grades 4-through 8 who have shown growth in reading/language arts state assessments. 2) Percentage (%) of students in grades 4-through 8 who have shown growth in mathematics state assessments. 3) Percentage (%) of students in grades 7-through 8 and 10-through 12 who had a GPA below 3.0 and demonstrated improvement. 4) Percentage (%) of students who had an attendance rate of 90% or less that showed improved attendance. 5) Percentage (%) of students that experienced in-school suspensions, compared to the previous school year. and 6) Percentage (%) of students who demonstrated teacher-reported engagement in learning.

BENCHMARKS: To ensure RISD meets its SMART Goals, the following benchmarks were created:

- By July 2023: 1) Hire and train the Project Director, Program Specialist, and Site Coordinators. 2) Provide on-going professional development to 21st CCLC staff. 3) Create and implement a recruitment/marketing plan for students, parents, and communities about the centers. 4) Recruit members to sit on the ACE Steering Committee. 5) Develop a logic model to plan and implement activities/services at each site. 6) Create a schedule for 21st CCLC staff to meet regularly with campus administrators and staff to ensure the planned academic enrichment complements regular academic programs.
- By October 2023: 1) Conduct survey research to receive feedback from 21st CCLC staff, teachers, and students on the program activities offered. 2) Host monthly workshops to increase parental engagement. 3) Collect grant and center-level data to generate any required TEA evaluation and monitoring reporting.
- By January 2024: Review STAAR and EOC test results to identify areas of improvement and weakness and ensure the academic enrichment activities continually align with the regular day curriculum for the Spring test dates 2) Administer surveys to receive program feedback. 3) Offer new/engaging activities to maintain attendance rates.

ALIGNING TO THE SCHOOL DAY: ACE Site Coordinators will work with regular school day administrators and teachers at each of the 4 centers bi-weekly to share lesson plans to ensure learning consistency. Raymondville ISD will also recruit certified teachers to serve as tutors in the program, which will help reinforce and complement regular academic programming. Lastly, RISD will also work with the Willacy County Resource Center (a local nonprofit) to provide small group instruction, targeted tutoring, project-based learning, homework assistance, and enrichment activities that are aligned with the school day.

RECRUITING AND RETAINING STUDENTS: Strategies to ensure RISD can recruit and retain students include: Recruiting students in pairs or groups; Distributing colorful and attractive flyers and posters advertising the program to students and parents in both English and Spanish; Offering postsecondary and workforce opportunities (high school students and parents); Engaging parents through parental involvement workshops; and Providing programmatic responses to barriers such as transportation. Additionally, RISD will administer surveys every six weeks to receive feedback on the program, determine student academic deficiencies, and understand what new activities students/parents want. Administrators and 21st CCLC staff will review the survey feedback to ensure all activities are tailored to students'/parents' interests, thereby increasing engagement and retention.

MONITORING PROGRAM IMPLEMENTATION: To ensure fidelity of program implementation, only qualified staff will be recruited/hired for the ACE program. Staff will be recruited and hired based on experience with after-school programming and expertise in school content areas. Additionally, an ACE Steering Committee will be created as part of grant requirements. This committee will be able to monitor program implementation and provide program oversight. Lastly, RISD will hire an external evaluator to create an evaluation report to provide formative feedback and track program outcomes. This evaluation should help refine, improve, and strengthen the program made available by TEA.

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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.

HOW EVALUATION DATA WILL BE USED TO MODIFY PROGRAM: The district will evaluate grant and center-level data utilizing resources such as surveys, external evaluator data reports, sign-in sheets, and PEIMS-related data. Key stakeholders of the group, such as the Project Director, Site Coordinators, Program Specialist, students, parents, and community members will have access to review the data monthly. Based on their review, stakeholders can determine if the program needs to be modified. Moreover, if it is determined that the quarterly benchmarks and SMART goals will not be met, the ACE program will be modified.

IF BENCHMARKS OR SUMMATIVE GOALS DO NOT SHOW PROGRESS: If the quarterly benchmarks and SMART goals are not being met or are not feasible, the stakeholders will reach out to the TEA-assigned specialist and/or other schools operating a 21st CCLC program to receive guidance on how to address identified issues. If modifications must be made, the district will send out letters and/or TEA-provided surveys to the key stakeholders to notify them of the district's intent to modify the program. If needed, an amendment will be submitted to TEA to receive authorization to modify the program.

HOW STATE ACTIVITIES WILL BE USED FOR CONTINUOUS IMPROVEMENT: To ensure continuous improvement all state activities will be implemented. These activities include 1) Utilization of the Data Collection and Reporting System (Texas 21st CCLC Student Tracking system (TX21st)). 2) Participation in the State and Local Evaluation. 3) Program Monitoring and Risk Assessment conducted annually. 4) Meetings/Conversations held with the assigned Technical Assistance specialist. and 5) Participation in TEA-provided Training Resources such as the Out of School Time Initiatives Conference, Texas ACE Blueprint, etc.

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.

DESCRIBE PROPOSED ACTIVITIES: Site Coordinators will host varied activities at each campus based on academic need and student/parent interest. Below you will find a description of the community partners that will be offering activities, a description of the activity, and what component of the ACE program the activity is targeting.

- Willacy County Resource Center (WCRC): Provide after-school case managers that will provide at-risk participants homework assistance, tutoring, and case management. (Targeted Academic Support)
- Communities in Schools (CIS): Assist the district in providing High-Impact Tutoring (HIT)/Enrichment activities and ESL classes for parents. Enrichment activities that will be provided by CIS/RISD include but aren't limited to: gardening, music, and swimming classes; cosmetology; basketball; robotics; and trips to museums, nature centers, and local colleges. (Student Interest-Based Enrichment)
- Raymondville Community Youth Development Program: Student mentors will be contracted to help RISD ACE students build character, improve self-esteem, and reinforce positive decisions. (Positive Youth Development)
- Raymondville Police Department: The police department will provide guest lecturers to discuss the merits of staying out of trouble and following school rules. This will include a one-week session of a DARE Summer Camp designed to enhance and reinforce the DARE concept and provide recreational activities for students. (Positive Youth Development)
- Texas Department of Agriculture (TDA): Raymondville ISD will partner with TDA through the Child and Adult Care Food Program (CACFP) to provide students with nutritious meals and snacks daily. This offering will help ensure students have the fuel their bodies need to complete homework and participate in afterschool enrichment activities. This is especially important since 88.3% of the district's students are economically disadvantaged and go to homes where meals may be scarce and inadequate. (Positive Youth Development)
- Workforce Solutions Lower Rio Grande Valley (WSLRGV): WSLRGV will provide the families of participants access to economic resources and human services. This may include referrals to industry-recognized certification programs, job placement, job training, child care assistance, financial literacy, and more. (Family Engagement)
- Department of Health and Human Services (DHHS): Raymondville ISD will partner with DHHS to provide referrals to families that need services such as Women, Infants, and Children (WIC), Supplemental Nutrition Assistance Program (SNAP), and Temporary Assistance for Needy Families (TANF) programs. (Family Engagement)

HOW ACTIVITIES ARE EXPECTED TO IMPROVE STUDENT SUCCESS AND ACADEMIC ACHIEVEMENT: Willacy County Resource Center can provide tutoring and remedial services that are academically aligned with the state academic standards. Communities and Schools and RISD will provide students with HIT and enrichment activities to improve student engagement and academic outcomes. In addition, the local police department will help to address attendance and behavioral issues. Plus, the Workforce Solutions Lower Rio Grande Valley can help reduce poverty rates, increase graduation rates, and increase the career competency of high school students and families. Finally, the Department of Health and Human Services offers services and supports to increase parental involvement.

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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.

RISD used research- and evidence-based practices to identify what activities should be offered as part of the ACE Program. Below you will find the research studies that were used:

- Academic Performance - Small group and one-on-one tutoring will be provided by teachers and volunteers. A meta-analytic report suggested that, “out-of-school-time programs positively affected the reading and math achievement of students at-risk for school failure, whether programs were offered after school, during the summer, or on Saturdays. Programs of moderate duration (45-85 hours) had the greatest impact on both reading and math achievement”. (Source: Lauer, Akiba, Wilkerson, Apthorp, Snow, and Martin-Glenn, 2006)
- Positive Youth Development - A mentoring program will be provided by Willacy County’s Resource Center and Raymondville PD to promote an increase in attendance and decreased disciplinary referrals. Findings indicate, “students who have a mentor are more likely to stay in school, attend college, volunteer, hold positions of leadership and become mentors themselves.” (Source: Harper, March 2018)
- Postsecondary Preparation – College tour visits will be offered to participating students. These visits are proven to benefit students in demonstrating: higher levels of knowledge about college, a decreased desire to attend technical school, and a higher likelihood to enroll in advanced math and science/social science courses in 9th grade. (Source: Swanson, Kopotic, Ritter et al, 2021).
- Workforce Preparation – Workforce Solutions Lower Rio will provide vouchers and referrals for parents to obtain certifications in the Health Science field. RISD is also a recipient of a JET Grant in 2020 and has the equipment needed to provide afterschool classes for students/parents to receive certifications as a CNA, making them one step closer to receiving their LVN. This occupation, according to the Texas Workforce Commission, is the 3rd highest demand occupation and is expected to grow by over 16%.

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.

There will be a total of four centers as part of Raymondville ISD’s 21st CCLC Grant Program. The district will ensure students travel safely to and from each center and home by following local transportation policies and providing qualified adult supervision. During regular program hours, RISD will provide transportation for students after the program ends. During summer hours, transportation will include picking up and dropping off students at their homes. For the adjunct site (e.g., Raymondville Municipal Swimming Pool), transportation will be provided from the center to the adjunct site, as well as from the adjunct site back to either the designated center or to the students’ homes. As part of the ACE program, field trips may be provided to include touring colleges (e.g., UTRGV, TSTC), museums (e.g., Willacy County Historical Museum, Museum of South Texas History), nature centers (e.g., La Jarra Ranch Nature and Birding Preserve), etc. During these trips, students will be picked up at their designated center and then returned to the center. The following procedures will be utilized to ensure students’ safety to and from the Community Learning Centers:

- Immediately following the dismissal of their final regular school-day class, students will report to the designated area on campus and sign in.
- At the end of the program day, the Site Coordinators will ensure students are on the evening school bus or are picked up at the assigned pickup location by the parent, guardian, or designated individual.

All students eligible to participate in either field trips or off-site activities will be required to wear a name tag that identifies them as part of the program. Upon returning to the campus center, the procedures in place for transporting home and picking up will be utilized.

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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.

Raymondville ISD is in a very rural location, away from near metropolitan areas; therefore, RISD has developed a plan for disseminating information that encompasses every program phase. During the onset of the program, each of the centers will create bilingual flyers that provide details regarding the location of the center, contact information, hours of operation, and a list of services that will be available. The flyers will be sent home with students enrolled at the participating campuses. The flyers will also be posted throughout the participating campuses and the community. Target areas in the community will include grocery stores, laundromats, apartment complexes, restaurants, community centers (e.g., public libraries, etc.), and other high-traffic locations where it can be easily accessible to community members and parents/guardians.

During program implementation, the centers will continue to provide the parents/guardians, family members, and community members with regular updates. This will include updates on new activities to be offered, announcements of workshops and guest speakers, a schedule of field investigations that may be provided to students, etc. To ensure information is disseminated clearly for all of the stakeholders mentioned above, it will be provided in both English and Spanish, the common languages for our region.

The district will also invite members of the communities and family members to sit on an ACE Steering Committee. By including community and family members on the Steering Committee, the district can ensure that these stakeholders are aware of the program and that their views, opinions, and suggestions are heard.

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)

PLAN TO USE VOLUNTEERS: Raymondville ISD plans to partner with Willacy County Resource Center to acquire volunteers. This partnership will make for a more cost-effective program and aid in sustaining it beyond its funding cycle. These volunteers will serve as mentors for at-risk and high school students, provide homework assistance, supervise various enrichment activities (i.e., sports, art, music, etc.), and provide one-on-one tutoring. To promote volunteer involvement, any individual who volunteers for 20 hours or more will receive a letter of recommendation signed by the campus principal where they volunteered.

POLICY FOR SCREENING: Raymondville ISD policy requires that every volunteer undergo a background check before being allowed to volunteer on a site or school-sponsored function. As part of their background check, each volunteer must provide a valid driver's license or ID. Volunteers must also visit the HR office to complete a volunteer application one week before volunteering on campus. Applications will be valid for the current school year only, and volunteers must renew their status at the start of each school year or upon request. Screened volunteers will be provided training before interacting with students to ensure the students are managed properly and safely.

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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.

MAKING EFFECTIVE USE OF PUBLIC RESOURCES: Raymondville ISD will utilize existing district personnel not funded by the 21st CCLC Grant to assist with grant implementation. These positions include the Chief Financial Officer, maintenance staffing; security guards; and the district nurse. Additionally, existing school facilities and equipment will also be utilized for training teachers and partners. Facilities/equipment that will be used to assist the ACE program includes office space, classrooms, computer labs, telephones, Internet connections, and utilities. Lastly, to coordinate resources, the district will also invite the 21st CCLC personnel to participate in professional development opportunities throughout the school year as a collaborative effort to better serve the participating students and their families.

COORDINATION WITH FEDERAL, STATE, AND LOCAL PROGRAMS: The campuses will coordinate multiple district federal, state (e.g., P-TECH Success, ADSY, JET, and TCLAS Decision 11), and local funds to enhance and supplement the services provided to teachers, students, and parents. A description of how RISD's current TEA-funded initiatives will assist ACE programming can be seen in question #9. These grants and funding revenues, if coordinated with Title I, Part A (100% of the student population is Title I for each district), and state compensatory funds, will ensure 21st CCLC Grant funds are maximized and the program is cost-effective. Through this coordination of funds, RISD will maximize service for the targeted population.

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.

PLAN FOR CONTINUING PROGRAMMING AFTER FUNDING ENDS: In addition to the established partnerships, which will provide the district with volunteers, guest speakers, and supplies that will assist in program sustainability, the district will utilize existing resources provided by other grants. For instance, RISD has purchased medical supplies and equipment through the JET Grant. This equipment/supplies will be used to offer health science classes after school to parents/guardians and students. Additionally, the High-Quality Instructional Materials (HQIM) and resources obtained through the TCLAS Decision 11 Grant will be used to continue after-school tutoring. Lastly, the P-TECH program will allow students to participate in careers fairs, guest speaker presentations, and college tours.

HOW RESOURCES PROVIDED WILL ASSIST WITH SUSTAINABILITY: The district will utilize 21st CCLC grant funds as seed money to purchase long-term equipment and materials, such as sports equipment (softballs, baseball bats, kickballs, basketballs, badminton rackets, and birdies, etc.), that can be utilized to provide fun physical activities after the funding ends. Other equipment purchased, such as gardening supplies (hoes, shovels, watering cans, and trowels), gaming equipment (game consoles and board games), and reading materials for book clubs, will be utilized to continue offering enrichment activities to students. By purchasing quality equipment, the district can help ensure that the sports, gardening, gaming, and reading materials will be available after the funds have 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

The proposed partnerships between Raymondville ISD and six partner organizations, as well as how each partner will contribute to achieving the district's grant and center-level objectives, can be seen below.

- Proposed Partner 1 - Willacy County Resource Center. Raymondville ISD will partner with Willacy County to offer small group instruction, targeted tutoring, project-based learning, homework assistance, and academically aligned enrichment activities. Objectives To Be Met: To improve ELA, Math, Social Studies, and Science test scores, EOC exam scores, and college and career readiness.
- Proposed Partner 2 - Workforce Solution Lower Rio Grande Valley (WSLRGV). WSLRGV will provide information on career placement opportunities, job readiness skills, and financial literacy to students and parents. Objectives To Be Met: To improve the number of college-ready graduates by 15% and increase parental involvement by 10%.
- Proposed Partner 3 - Raymondville Community Youth Development Program (RCYDP). The existing partnership with RCYDP will be utilized to provide academic support services, recreation services, and life skills classes to students, which will help build character, improve self-esteem, and reinforce positive decisions. Objectives To Be Met: To decrease the number of disciplinary referrals by 10% and improve student classroom behavior.
- Proposed Partner 4 - Raymondville Police Department (RPD): RPD will provide guest lecturers to discuss the merits of staying out of trouble, following school rules and regulations, and provide informative sessions on safety programs available to families in the area. Objectives To Be Met: To have a 15% decrease in the number of disciplinary placements (i.e., in-school suspension and expulsion), decrease student truancy, and increase parental involvement by 10%.
- Proposed Partner 5 - Texas Department of Agriculture (TDA): TDA will provide students with nutritious meals and snacks daily during the program. Objectives To Be Met: Meals will help ensure 21st CCLC student target attendance for the program year is met.
- Proposed Partner 6 - Communities in Schools (CIS). CIS will help the district provide High-Impact Tutoring (HIT), enrichment activities, and ESL classes for parents. Objectives To Be Met: To improve students' academic outcomes and increase parental engagement.

The proposed activities offered by Willacy County Resource Center, RCYDP, RPD, TDA, and CIS are currently not accessible to students. The proposed activities provided by the workforce will expand current high-quality services to students and participating families. Through these partners, RISD can achieve stated objectives and sustain activities beyond the grant funding period.

Program sustainability: Raymondville ISD understands it is challenging, if not impossible, to replace 100% of funds provided by state or federal grants. Therefore, in addition to slowly integrating manageable pieces of the ACE Program into future school budgets, the district will also solicit buy-in and financial support from the partnerships established through this grant program. An example of sustained partnership is the local workforce board, which was utilized through the P-TECH Planning Grant awarded in 2019. Since the successful acquisition of this grant, Raymondville ISD has continued its partnership with the workforce to ensure students transition into Licensed Practical and Licensed Vocational Nursing, a high-demand targeted occupation, upon high school completion.

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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.

MEASURES OF STUDENT SUCCESS & REGULAR ACADEMIC PROGRAM: Academic enrichment, accelerated learning, and tutoring activities will align and be integrated with the regular school day, campus curricular programs, and state standards to address student needs. Enrichment activities will enhance academic activities and will include interactive project-based learning. All activities will be aligned with TEKS, STAAR, and are designed to support students in meeting academic standards in core academic subjects. Additionally, ACE Site Coordinators will meet with administrators/teachers at each campus bi-weekly. During these meetings, lesson plans from the regular school day will be shared to help ensure learning consistency. Lastly, to positively correlate and reiterate the school-day lessons during ACE program hours, regular school-day teachers will be enlisted in the program.

PRIORITY 1: RISD has successfully received and implemented the following grants: Additional Days School Year (ADSY); TCLAS Decision 11: High-Quality Afterschool Grant; and the Pathways in Technology Early College High Schools (P-TECH). (3 Priority Points) Not only should this serve as a reassurance that RISD can successfully implement TEA-funded grants, but it also means ACE programming can be integrated with these high-quality programs. Below is how ACE program will be integrated into RISD's current grants:

- ADSY - With the ADSY Grant, RISD hired an ADSY Grant Manager who assisted with creating individualized student lesson plans. These individualized lesson plans will be provided to ACE program staff and partners to assist with providing after-school tutoring and academic support.
- TCLAS Decision 11 –RISD purchased HQIM from Amplify to improve Mathematics and ELA. These same materials will be able to be utilized during the ACE Program.
- P-TECH Grant – Students participating in the ACE program will be able to take part in career fairs, guest speaker presentations, and college tours coordinated as part of the P-TECH Grant.
- COVID Recovery Materials (CRIMSI) Grant - This grant aims to reduce COVID-related learning loss by providing materials and Professional Development (PD). After-school tutoring will be led by school-day teachers who have received PD through the CRIMSI Grant, making them more effective in the ACE program.
- Texas Regional Pathway Network (TRPN) Grant - This grant helps students complete career and education pathways that lead to credentials that are valuable in the job market. From this grant, RISD has created strong partnerships with local businesses, where real-world work experiences can be offered.
- Blended Learning Program – This grant aims to implement high-quality blended learning programs in math and other subjects. The equipment and materials purchased will be integrated with ACE program activities.

With these grants, RISD has been able to accelerate instruction and improve academics. In fact, the TEA Tutoring Team identified RISD for exhibiting success in implementing accelerated instruction during the 2021-2022 school year. As part of this recognition, RISD was invited to participate in a panel discussion to share its approach and analyze commonalities among other high-performing school districts. Therefore, based on this recognition, TEA can be assured that if awarded ACE funds, the district can continue to accelerate instruction and improve its academics.

PRIORITY 2: As previously mentioned, RISD received the TCLAS Decision 11 Grant. After only one year, RISD has seen improvement in students' academics and has benefited from High-Impact Tutoring (HIT). Unfortunately, due to budget constraints, RISD can only provide HIT to a limited number of students. If awarded, RISD will expand to target 113 students for HIT services. To ensure each student gets the assistance they need, HIT will be offered three days a week, 30 minutes per day, for 30 days. Unlike traditional tutoring, instead of following a 1:15 adult-to-student ratio, HIT will be implemented in a 1:3 adult-to-student ratio. This size reduction will lighten the teachers' workload, enabling them to focus on the quality rather than the quantity of their tutoring. Additionally, HQIM will be used during the HIT sessions to improve academic growth and provide an impactful program.

For TEA Use Only:

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

9. Equitable Access and Participation

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

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

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

10. PNP Equitable Services

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

- Yes No

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

Are any private nonprofit schools participating in the grant?

- Yes No

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

Assurances

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

Equitable Services Calculation

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

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11. Request for Grant Funds

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

Payroll Costs

1.	Pay for the required Project Director.	\$60,000
2.	Pay for the required Site Coordinators (4).	\$200,000
3.	Pay for the required Program Specialist.	\$45,000
4.	Teachers and paraprofessionals to assist with implementing program activities.	\$221,200
5.	Employee Benefits for the ACE Staff	\$78,930

Professional and Contracted Services

6.	Contracted Services for small group instruction, tutoring, and project-based learning.	\$23,000
7.	External Evaluator costs (3k per campus x 4 campuses)	\$12,000
8.	Nonprofit for HIT and ESL classes.	\$55,000
9.	External Consultants for Life skills classes, academic support, etc.	\$33,000
10.	Monthly Family Engagement, Plus Summer Family and Student Activities and./or PD.	\$54,103

Supplies and Materials

11.	Student Supplies and Materials.	\$142,539
12.	Project Director Supplies	\$7,953
13.	Site Coordinator and Program Specialist Supplies.	\$56,000
14.		

Other Operating Costs

15.	Field Investigation Trips for Students	\$10,000
16.	Travel for Students and Snacks for Students and Parents	\$31,000
17.	Travel to Attend Required Trainings and Travel Back and Forth from Program Sites.	\$18,000

Capital Outlay

18.	Flat Interactive Panels for After-school Activities (Panels will assist with SPED/ELL Students)	\$30,000
19.		
20.		

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

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Appendix I: Negotiation and Amendments

Leave this section blank when completing the initial application for funding.

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the [Administering a Grant](#) page of the TEA website and may be emailed to competitivegrants@tea.texas.gov. Include all sections pertinent to the amendment (including budget attachments), along with a completed and signed copy of page 1 of the application. More detailed amendment instructions can be found on the last page of the budget template.

You may duplicate this page.

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

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

Section Being Negotiated or Amended	Negotiated Change or Amendment
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	

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