



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): []

1. Applicant Information

Name of organization Gorgas Science Foundation

Campus name [] CDN [] Vendor ID 17422846356 ESC 1 UEI 071336538

Address 8435 Sabal Palm Grove Rd. City Brownsville ZIP 78521 Phone 956-541-8034

Primary Contact Lawrence V. Lof Email lawrence.v.lof@gmail.com Phone 956-541-8034

Secondary Contact Javier Garcia Email javier.garcia2010@yahoo.com Phone 956-572-3601

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 Lawrence V. Lof Title president Email lawrence.v.lof@gmail.com

Phone 956-541-8034 Signature [Signature] Date 1-23-23

Grant Writer Name Javier Garcia Signature [Signature] Date 1-23-23

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

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3. Shared Services Arrangements

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

Check the box below if applying as fiscal agent.

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

4. Identify/Address Needs

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

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

Gorgas Science Foundation (GSF) is proposing the Rio Hondo Afterschool Centers on Education (ACE) Science, Technology, Engineering, Arts, and Science (STEAM) Program. A data-driven needs assessment conducted by Rio Hondo Independent School District (RHISD), families residing in Rio Hondo, TX, and the surrounding community revealed that this rural deep South Texas town is in need of academic support, enrichment opportunities, family engagement, and high-quality resources. RHISD offers a few TEA initiatives; however, they do not meet the needs of students in this Title 1 school district. Data from the 2021-2022 Texas Academic Performance Report (TAPR) indicates that RHISD manages a 62.9% at-risk student population from this 96.2% Hispanic community, RHISD ' s enrollment includes 87.6% economically disadvantaged. Out of all students with disabilities at RHISD, 61.7% are intellectually disabled students as compared to the state average of 43%. The attendance decreased to 95.4% and the dropout rate increased to 1.5% and 3.6% for (middle and high school respectively). All Grades All Subjects STAAR data showed that only 13% mastered grade level expectations; none of these outcomes met state averages.

GSF will work closely with RHISD to address these needs, secure High-Quality Instructional Materials (HQIM), align curriculum with school-day instruction, apply student interest-based enrichment, offer family engagement, and add college and career readiness programs. GSF intends to hire a project director, program specialist, and site coordinators with Texas ACE experience. The staff will be tasked to employ the Texas ACE Blueprint from Mytexasace.org, Westat, Resources For Learning, and other TEA supported resources. Academic and enrichment activities will include college and career readiness, service learning, physical fitness, health and wellness, and Science, Technology, Engineering, Arts, and Math (STEAM). High school students will be provided with college and workforce readiness. The program and school staff will collaborate with the local colleges to establish creating STEAM-related activities and incorporating leadership opportunities for students. Students will be prepared to complete college applications and financial-aid packets. Elementary and middle school students will be trained for the Pathways in Technology Network (TRPN) program offered at their high school. They will visit college campuses and will experience activities from college students, staff, and faculty. Twice a month, the program specialist and site coordinators will offer family activities that include financial literacy for a better life, workforce training to foster growth and career advancements, and family engagement activities to connect students, parents and community members at large with school administration and institutions of higher education. The University of Texas Rio Grande Valley, STEMS Alumni Association, Gladys Porter Zoo, Texas Parks and Wildlife Department, and others regional entities are committed to contribute towards this program by providing services and resources at little to no cost. GSF and RHISD establish advisory groups to complement the process.

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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.

During year 1, the RHISD ACE STEAM Program will establish set performance measures, or 1st quarter benchmarks to ensure high-quality academic, enrichment, and family engagement opportunities. The program will hire qualified staff, offer TEA-aligned training, establish high-quality program activities at each site, and address the SMART goals set by the grant proposal. Before the end of the 1st Quarter, ACE staff will be hired, the ACE experienced project director and program specialist will design training modules which will include, guidelines on the grant including the Notice of Award Agreement (NOGA), Federal Guidelines, Gorgas Science Foundation's Policies and Procedures, Rio Hondo ISD Guidelines, and Texas ACE trainings on Mytexasace.org, Texas ACE Blue Print, TX21st System, and other TEA expectations. The project director will organize meetings and workshops on recruiting frontline staff and targeting and retaining students. The program specialist will offer sessions on engaging family members and assist the site coordinators. Together, the project director and program specialist will ensure strong program operations, teach site coordinators how to align with school-day curriculum, and monitor the fidelity of the program implementation. Programming will occur as soon as possible. An initial needs assessment will be established by each site coordinator and designed with the district-designated school administrator in charge. Student Voice Student Choice and Parent Choice surveys will be established by the site coordinators. Activity planning and frontline staff will follow. Activities will be in the TX21st System before the end of the 1st Quarter. By the end of the 2nd Quarter, another needs assessment from each site coordinator will be submitted to the project director and program specialist. Additional training on strategic plans, TX21st, lesson plans, logic models, High-Quality Instructional Materials (HQIM), and other related items will be offered. The project director will establish weekly meetings to ensure that the program remains with high fidelity. The 3rd and 4th Quarters will include program evaluations as set above. These quarters will include changes to logic models, modifications to strategic plans, mitigating lessons learned, and improving activity and program implementation.

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RFA/SAS #

701-21-102/180-24

2023-2024 Nita M. Lowey 21st CCLC Cycle 12, Year 1

Page 3 of 13

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.

If the benchmarks or summative SMART goals do not show improvement, the program will conduct pre/post assessments on academic activities to evaluate students' performance. SMART goals will be written for each activity and lesson plans will be designed. The program will intentionally recruit students who are academically in need as our priority for support. The plan is to establish ongoing monitoring procedures at all centers to ensure grant goals and objectives are attained. The Project Plan will be created to include timelines and methods of monitoring the goals and objectives not only on the grantee level but also at the center levels. The main methods of soliciting feedback are interviews, surveys, and evaluation forms. These will later be used in the Quality Assurance Process (QAP) and other forms of program evaluations. Baseline data will be collected and compared to overall objectives for improvement in academic achievement, attendance/participation, promotion, and family engagement. The project director, program specialist, and site coordinators will conduct center and activity observations to monitor student and family engagement, discover best practices in grantee and center management, and identify both effective instructional strategies and areas in need of improvement with stakeholders and staff. Program administrators will meet with campus administration, utilize benchmark information, and administer staff/teacher surveys to solicit feedback to ensure continuous improvement in student and family services.

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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701-21-102/180-24

2023-2024 Nita M. Lowey 21st CCLC Cycle 12, Year 1

Page 4 of 13

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 project director (PD) will ensure that the Rio Hondo ACE Science, Technology, Engineering, Arts, and Math (STEAM) Program, meets all the stated SMART Goals in this proposal. The program is designed to improve student academic achievement and overall student success.

The Rio Hondo ACE STEAM Program will target academic support by using High-Quality Instructional Material (HQIM). This includes school-day alignment with after school activities. All ACE staff will work with school administrators and teachers to design academic and enrichment activities and lesson plans aligned with the Texas Essential and Knowledge Skills (TEKS) and Texas Assessments of Academic Readiness (STAAR) exams. HQIM training for instructors will be arranged by the program specialist and the Region One Education Service Center. Site coordinators (SC) will meet with the project specialist (PS) and teachers to design activities. The lesson plans created for each activity will be TEK and STAAR aligned as per Texas Education Agency (TEA) guidelines. Students will benefit from the activities which will be aligned with state standards and compatible with the school-day curriculum. Formal and informal walk-throughs will be administered to evaluate the program's effectiveness. Activities and instructors will be evaluated by the PD, PS, and SC's. They will be modified as needed.

The Rio Hondo ACE STEAM Program will offer student interest-based enrichment activities. The program will be developed from Student Voice Student Choice surveys and informal meetings between students, teachers, and SC's. The student surveys will be analyzed to see what enrichment activities best suit the students. The SC will secure instructors for the activities students choose, schedule enrichment activities, and register students on the TX21st System, the student and adult tracking system used by all Texas ACE programs.

The Rio Hondo ACE STEAM Program will incorporate family engagement activities. The PS, SC, and school district administration will host monthly meetings to support this effort. Parent surveys will be conducted by the PS and SC's. The surveys will be analyzed and activities will be scheduled. The PS will offer adult activities with topics in health and wellness, career readiness, financial literacy, community service, and other themes received from parent surveys. These activities will benefit families involved in the program. The PD and PS will follow up on all partners from the MOU's, MOA's and letters of support in this grant. They will serve as liaisons between the program, the school district, and community-based organizations. More professional members and resources will be added during community events, organization meetings, professional development sessions, and conferences. In addition, a parent advisory committee will be established to meet the needs of families. The committee will offer an insight into what they as families need and serve as a resource for more networking.

All proposed activities above will be evaluated through ACE staff, an advisory council, surveys, ACE program meetings, test scores, and RHISD administrators and instructors.

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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.

The Rio Hondo ACE STEAM Program will use best practices, including research or evidence-based methods, to provide educational and related activities. Program staff will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students by (1) incorporating HQIM programs, (2) involvement in Texas ACE trainings, (3) utilizing HelpDesk offerings (4) attending meetings, workshops, and conferences supported by TEA, (5) implementing student and parent surveys, (6) providing family engagement opportunities, and (7) incorporating college and career readiness, service learning, physical fitness, health and wellness, and STEAM activities. Activities will provide HQIM academic support for targeted students, implement student interest-based enrichment, offer family/parental support, and incorporate college and workforce readiness experiences. The activities will be planned to supplement the school day content by using a variety of instructional methods. The program will hire trained individuals to help align activities with TEK and STAAR standards. Additional resources from TEA-approved organizations will come from professional development sessions. Ongoing professional development and coaching will be required for program staff and instructors. They will use resources from HQIM programs, OSTI-CON during their educational sessions, and other educational teachings provided by community-based organizations. Internal quality monitoring and continuous improvement will be assessed. Staff will reach out to TEA-supported resources such as Westat and Resources For Learning to guide them. Mytexasace.org website, Texas ACE Blueprint, and Texas ACE Project Plan will be used as guides. An internal evaluation will be conducted by an advisory council composed of at least one GSF staff, RHISD representative, community member, and a representative from the supporting community-based organizations for this proposal.

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.

The Rio Hondo ACE STEAM Program will ensure a strong, safe, supportive, and educationally enriching environment for all students, staff, and families . With the grant, students will be transported to their homes by school bus after school. Morning transportation will be provided by RHISD. Residing in a rural community, it can take students more than an hour to get home without school bus transportation. Safety will be an issue too. With the majority of these targeted students listed as being 87.6% economically disadvantaged, personal transportation is not readily available for them. Many students depend on bus transportation if they are going to join the after school program. During preliminary meetings between GSF representatives and the superintendent, transportation was indicated as a dire need for after school programming at RHISD. Another challenge includes a historical drawbridge that sits in the middle of the town. It causes some barriers due to continuous construction. Buses have been re-routed at times and have added several miles of daily commutes. Bus drivers have expressed the need of transporting children on time. As a small district, RHISD does not have a large budget for transporting children. The grant will help alleviate some of the challenges. The GSF will work with RHISD to identify best practices for transportation after school. They will conduct monthly meetings to discuss safety plans, schedules, routes, and budgets.

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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 Hondo ACE STEAM Program will use a variety of strategies to recruit qualified staff, retain staff, and implement high-quality activities. The program will recruit targeted students in need of the program and engage adult family members in an ongoing and meaningful manner. It will effectively disseminate information to targeted participants and community members and collaborate with school administration to prepare and disseminate school-wide announcements. This will be accomplished through intercoms, parent/staff meetings, bulletin boards, school flyers, and other social media platforms. The district website will be utilized to publicly inform the community of the afterschool program, locations, and schedule information. ACE staff will design their own ACE program announcements with the support of school district administration so that the students, parents, and community members can easily contact the program and learn more about the services provided by the program. Other opportunities will come from family engagement activities and events. This includes but is not limited to booths and tables at registration nights, open houses, and end-of-semester showcase events. Announcements will be provided in the local newspaper, TV news, and radio stations. The program will be mindful of its audience. It will be done in both English and Spanish for a better understanding of community members. It will include the program subject, location(s), times, contacts, and other information pertaining to the project.

5. If the program plans to use volunteers in activities carried out through the community learning center(s), describe how the program will encourage and use appropriately qualified persons to serve as the volunteers. Explain the policy for screening and placing volunteers. If the entity does not plan to use volunteers, please indicate that in the space provided. (Choosing not to use volunteers will not lower review scores)

The Rio Hondo ACE STEAM Program plans to recruit volunteers for activities carried out through the community learning centers. GSF and the STEMS Alumni Association are both community-based nonprofit organizations that are spin-offs of The University of Texas at Brownsville and Texas Southmost College. They have a well-established, long list of individuals and organizations to choose from for this after school program. This includes individuals from The University of Texas Rio Grande Valley (UTRGV), Gladly Porter Zoo, NASA, Texas Parks and Wildlife Department, Greenpower USA Foundation, East Foundation, and Brownsville Historical Association. Most of these organizations have provided MOU's, MOA's, or letters of support to support the program. The individuals from these organizations will provide one-day presentations or activities. Other volunteers entering schools and offering multiple days of support will be properly screened as per RHISD policies and procedures. Upon receiving the grant, GSF will approach more departments at UTRGV to solicit graduate and undergraduate students as volunteers.

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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.

GSF and RHISD will establish strategies and strong program operations to ensure a safe, supportive, and educationally enriching environment for all students, staff, and families. It will align activities with the school-day curriculum with guidance from school staff. GSF staff will attend professional development sessions and use TEA-supported programs and organizations.

GSF and Rio Hondo I.S.D. will abide by federal, state, and local program guidelines and procedures to make the most effective use of public resources. Some of the organizations we will collaborate with include The University of Texas Rio Grande Valley (UTRGV), STEMS Alumni Association, Gladys Porter Zoo, Greenpower USA, Texas Parks and Wildlife Department, and other community-based organizations. These organizations will help gain additional resources and leverage funds for the future sustainability of the program. UTRGV Coastal Studies Lab will offer its hands-on educational resources and facilities at South Padre Island for STEM-related activities. UTRGV has partnered with Rio Hondo ISD in the past by bringing family service that can improve the mental health of your child. These family-focused Texas Child Health Access Through Telemedicine services provide quick access to brief, short-term mental health counseling, resources, and referrals. The STEMS Alumni Association continues to have ties with UTRGV through their Coastal Marine Lab at South Padre Island and the Annual Regional Science and Engineering Fair. Other UTRGV departments will be approached upon grant award.

RHISD will supplement the program by providing after school food services, security, and other administrative services to offer a safe environment to program-targeted students.

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 Rio Hondo ACE STEAM Program will continue to thrive due to 5-years of funding under this grant. Resources allocated and partnerships established through this 21st Century Community Learning Center grant will provide a foundation for a high-quality program model. This allows for after school program sustainability beyond grant funding. The program will incorporate an advisory council composed of stakeholders such as GFS staff, RHISD representatives, parents, and community-based organizations. They will meet once a month. Topics of discussion will be the program needs, program activities, and a sustainability plan beyond the grant. GSF project director (PD) will meet with the school district superintendent on a regular basis. The PD will present at RHISD school board meetings as needed to emphasis sustainability. Needs assessments will be produced by the GSF staff, RHISD, and the advisory council will be developed, analyzed, and shared with stakeholders. The council will be instrumental in securing additional resources and funds for items that are not covered by the grant. RHISD will work on securing opportunities that grant-funded staff to stay employed beyond grant funding. A network of supporting organizations will be established and efforts to expand these resources will last even after the grant duration. The results of program needs and evaluations will be shared with the school administration to ensure sustainability needs for the program after 2028.

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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 collaboration between GSF and RHISD will establish more resources by partnering with institutions of higher education, community-based organizations, and volunteers. The program and activities, as of the date of submission of this proposal, are not offered at RHISD. The proposed project, South Texas ACE STEAM Program, will offer high-quality services by experienced ACE staff, and establish an after school program model that will prove sustainable beyond the grant duration. Lawrence V. Lof, president of Gorgas Science Foundation, earned much-valued respect at The University of Texas Rio Grande Valley (UTRGV) with emeritus status. GSF was established in 1983 as a non-profit organization. GSF provides the highest quality educational opportunities, to foster greater awareness and understanding of ecological issues, encourage the conservation of critical natural resources, and support K-16 educational program. The STEMS Alumni Association, a spinoff of Gorgas Science Foundation, maintains similar values. It fosters opportunities for students and citizens to learn about higher education and its benefits. The organization supports university-related goals and teaches students concepts in a variety of educational disciplines. Members are engaged in community service, volunteer projects, fundraising, and field experiences to support higher education and civic programs. GSF and STEMS Alumni Association maintain networks of professionals at local school districts, UTRGV, NASA, Texas Parks and Wildlife Department, Gladys Porter Zoo, Greenpower USA, and many local community-based organizations focused on STEAM. The collaboration of these organizations will use all the resources available to establish high-quality educational experiences for all stakeholders and support the sustainability of the program beyond the grant duration.

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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.

The Rio Hondo ACE STEAM Program will align after school activities with school day curriculum by working closely with school administration and teachers. Lesson plans will be designed by the site coordinator and the instructors. They will be using a Texas ACE template and aligning it with school district day activities.

Under Priority 1, the project director, program specialist, and site coordinator will be working with the school district administrator to supplement TEA initiatives at RHISD. Each site will have different initiatives as seen on the strategic plan attached to this proposal. These include P-Tech, Work Base Learning, and others. The schedule for activities will be as follows: 7:00 a.m. - Cyber Café in the library; 3:15 p.m. - Academics activities supporting HB 4545, tutoring, and/or homework help; 4:15 p.m. - Academic for students in need, Enrichment activities as requested from Student Voice Student Choice surveys; 5:15 p.m. - Enrichment activities for all students supported by Student Voice Student Choice.

Under Priority 2, the ACE staff will provide accelerated learning which will incorporate HQIM programs such as STMath, MATHia, mCLASS, and/or Amplify. The ACE staff will work with RHISD administrators to select the best program for their sites. The project director and program specialist will work on providing appropriate training for instructors on these TEA-supported HQIMs. The ACE staff will work with the Region One Education Service Center for additional training.

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

10. PNP Equitable Services

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

- Yes No

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

Are any private nonprofit schools participating in the grant?

- Yes No

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

Assurances

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

Equitable Services Calculation

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

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11. Request for Grant Funds

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

Payroll Costs

1.	Project Director, Program Specialist, Site Coordinators, Sec./Clerk	\$306,000
2.		
3.		
4.		
5.	Benefits	\$61,200

Professional and Contracted Services

6.	Academic and Enrichment Instructors	\$192,000
7.	Enrichment Vendors	\$10,000
8.		
9.		
10.		

Supplies and Materials

11.	Instructional Materials	\$15,000
12.	Office Supplies	\$1,556
13.	Computers and Equipment	\$6,000
14.		

Other Operating Costs

15.	Transportation for district	\$48,000
16.	Director Meeting include food, travel, hotel, rental, ect.	\$6,800
17.	Travel for ACE staff and experts include food, travel, hotel, rental, etc.	\$9,000

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs: \$52,445
TOTAL GRANT AWARD REQUESTED: 708,000

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Appendix I: Negotiation and Amendments

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

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the Administering a Grant page of the TEA website and may be 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"/>	
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