



2021-2022 Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 11, Year 1

Competitive Grant Application: Due 11:59 p.m. CT, January 21, 2021

NOGA ID [ ]

Application stamp-in date and time

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

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

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

Grant period: From 07/01/2021 to 07/31/2022 Pre-award costs: ARE NOT permitted for this grant

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

Amendment Number

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

1. Applicant Information

Name of organization Texas Southmost College (TSC)

Campus name [ ] CDN [ ] Vendor ID 74-6002593 ESC [ ] DUNS 076927524

Address 80 Fort Brown City Brownsville ZIP 78520 Phone 956-295-3600

Primary Contact Dr. Jesus R. Rodriguez Email jroberto.rodriguez@tsc.edu Phone 956-295-3600

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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 Jesus R. Rodriguez Title President Email jroberto.rodriguez@tsc.edu

Phone 956-295-3600 Signature [Signature] Date 01/21/2021

Grant Writer Name Monica Pearce Signature Monica Pearce Digitally signed by Monica Pearce Date: 2021.01.15 13:08:24 -06'00' Date 01/15/2021

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

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**3. Shared Services Arrangements**

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

**Check the box below if applying as fiscal agent.**

- The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing the fiscal agent and SSA member responsibilities. All participants understand that the “Shared Services Arrangement Attachment” must be completed and signed by all SSA members, and submitted to TEA before the 80% reserve on the NOGA is lifted.

**4. Identify/Address Needs**

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

Quantifiable Need	Plan for Addressing Need
Brownsville student demographics ranked poorest in state and 5th in nation. Racial/ethnic minority - 99%; eligible for free/reduced lunch - 88%; qualified for special education - 14%; immigrants/refugees - 3%; English language learners - 36%; homeless - 1%.	Provide program activities for 2,500 students including academic assistance in core subject areas (reading, math, science and social studies); enrichment activities on service learning, nutrition, health education, wellness, drug- and violence-prevention, counseling, arts, and music; and college and workforce readiness centered on technology, financial literacy, college, and careers.
Only 1% of colonia students receive a BA/BS or higher. Brownsville's per capita income is \$16,551 as opposed to state (\$31,277) and US (\$34,103) while 65% have HS Diploma compared to state (84%) and US (88%).	Provide 10 ACE Sites for academic enrichment, tutorial services to help students, particularly students who attend low-performing schools, to meet the challenging state academic standards. Provide families served active and meaningful family engagement to include literacy, College Ready, ESL and GED.
A third (28%) of BISD students met AP/IB criterion in all subjects as compared to the state's 49.5% with 67% At Risk population compared to state's 50%. State AA Degrees awarded is at 1.4%, region 4.6% and BISD 0%. Only 3% of grads achieve BA/BS 6 years from HS grad.	Provide a high-quality ACE design at the center level using Texas ACE Blueprint along with a suite of training and support resources. Develop a creative college-bound program with high set goals that move each center toward optimal operations and improved student outcomes. Improve college completion and workforce success for all ACE BISD families.

**5. SMART Goal**

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

The summative SMART goal for this program is as follows: TSC will launch ten ACE sites, each of which will include an appropriate, safe, and equipped physical facility; defined hours of operations; consistent schedule of activities; creative programming for enriching extracurricular activities; a well-defined eligible student group; an aligned family plan towards college/career readiness; and program-dedicated staff. The success of this goal will be measured by the following student outcomes: higher test/GPA scores in reading and math, a reduction in disciplinary incidents, a reduction in school day absences, and an increase in grade promotion overall with higher grades and engaged learning. Time-bound goals will start ACE on 1st week of September 2021 and end on last week on July 2026. ACE will fulfill the QAP Process and meet the quality indicators (1-47) as per the Texas ACE Blueprint.

**6. Measurable Progress**

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

**First-Quarter Benchmark**

- \*Market program, set up budget, hire all staff, introduce ACE, develop forms, set up offices, recruit. (\*QAP 24-29)
- 1. Align student achievement goals with ACE logic model with required components and 8 ACE measures.
- 2. Collaborate between Texas ACE and school day staff to include partners Brownsville Independent School District (BISD) and Communities in Schools (CIS).
- 3. Prioritize high needs students with selection criteria to serve at-risk, economically disadvantaged, and ELL.
- 4. Use data-driven decision making for recruiting with evidence of data from TAPR and PEIMS reports.
- 5. Serve targeted number of students/dosage (min. 45 days) with attendance report for daily attendance by activity.

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**6. Measurable Progress (Cont.)**

**Second-Quarter Benchmark**

6. Create academic lesson plans aligned to TEKS and required components using certified teachers.
7. Develop lesson plans on social and emotional learning with required components.
8. Provide oversight of lesson planning with evidence of feedback on a particular lesson with school day staff.
9. Provide oversight of instructional delivery with completed ACE observation tool reviewed by school day staff.
10. Coordinate academic support services for students most in need of academic assistance.
11. Provide academic support services with service plan to include labs, tutoring and homework assistance.
12. Develop a logic model with inputs, needs, goals, outputs (four activity component model), and outcomes/evaluation.
13. Strive for impact on academic gains with logic model with required components including EOY academic data.

**Third-Quarter Benchmark**

14. Create a Texas ACE Advisory Group.
15. Engage Advisory Group with programming.
16. Develop a family engagement logic model with inputs, needs, goals, outputs, and outcomes/evaluation.
17. Create family engagement activities with required components and resources.
18. Increase family participation outcomes with logic model with required components to include TSC/CIS service.
19. Create high-quality family engagement activities with data used to establish family need.
20. Report activity attendance with ACE attendance reports for each family engagement activity.
21. Engage partners in yearly sustainability planning with aligned resources for non duplicated efforts.
22. Continue partner involvement with signed formal partnership agreements approved by the TSC, BISD and CIS.

**7. Project Evaluation and Modification**

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

The independent evaluator will have a Ph.D in Education (preferred) and Masters in Education (required), 3 years experience in grants (or related), and 3 years experience in evaluation and/or assessment (or related). The evaluation plan will follow the Quality Assurance Continuum process (Fall, Spring, Summer) and the required ACE measures with focus groups, surveys, data analysis and on-site visits. TSC agrees to comply with any evaluation and monitoring requirements established by TEA and agrees to submit the required data, evidence, and reports in the format and time requested. TSC evaluation data will be used for local- and state-level planning with local action plans per campus, capacity development support for ongoing staff and teacher training for sustaining grant. SMART goals that do not show progress will quickly be addressed and corrected as goals correlate with fiscal or compliance risk and are essential drivers of positive student outcomes. SMART yearly goals with benchmarks include:

- Benchmark 1-August 2021: Launch resources and submission timeline by training staff and calibrate monitoring tools. Ongoing attendance monitoring. Meet recruitment numbers through campus and teacher engagement with high-quality service and staffing. Adjustments made as necessary.
- Benchmark 2-October 2021: Fall data collection with fall results and feedback shared with stakeholders. Modifications on programming, staffing, student recruitment and budgets made to improve programming. Ongoing attendance monitoring.
- Benchmark 3-February 2022: Winter data collection. Ongoing attendance monitoring. Winter results and feedback shared with stakeholders. Modifications on programming, staffing, student recruitment and budgets made to improve programming.
- Benchmark 4-April 2022: Spring data collection. Ongoing attendance monitoring. Modifications on programming, staffing, student recruitment and budgets made to improve programming.
- Benchmark 5-June 2022: Annual results and feedback shared. Ongoing attendance monitoring. Modifications on programming, staffing, student recruitment and budgets for sustainability.

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**8. Statutory/Program Assurances**

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances.

Check each of the following boxes to indicate your compliance.

- 1. The program will take place in a safe facility that is properly equipped and easily accessible.
- 2. The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.
- 3. The program will target students who primarily attend schools eligible for schoolwide programs under ESEA as amended, Section 1114 and the families of such students.
- 4. Applicants that receive priority points for serving: 1) students in schools implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA as amended, Section 1111(d) and other schools determined by the local education agency to be in need of intervention and support and 2) students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities or who lack strong positive role models assure that they will target these students.
- 5. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy. Funds will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case, supplant federal, state, local, or non-federal funds.
- 6. The community has been given notice of an intent to apply and the application and any waiver request will be available for public review after submission of the application.
- 7. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- 8. The applicant provides assurance to adhere to all Statutory Requirements, TEA Program Requirements, and Performance Measures, as noted in the 2021-2022 Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 11, Year 1 Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the grant program.
- 9. The applicant agrees to all applicable program-specific assurances as described in the 2021-2022 Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 11, Year 1 Program Guidelines.

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**9. Statutory/Program Requirements**

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

- a. Describe the needs assessment process, center-level needs assessment process, multiple sources of data used, and stakeholder feedback that occurred for this grant application.
- b. Describe the results including the student population deemed “most in need” for each campus proposed to be served and provide the estimated number of students that meet the need-based criteria, including the percent of eligible students at the campus that the program plans to serve.
- c. Describe the plan for how the center will continually assess and recruit the students most in need and how the plan addresses the needs of working families.

A. TSC conducted a comprehensive local needs assessment in 2020. A critical part of this needs assessment was the feedback received from the numerous stakeholder surveys and meetings with students and families, staff and administration, and community and industry partners. Feedback from the stakeholder meetings and surveys, along with student performance data were compiled and analyzed. Findings reinforced the community needs that were previously identified in 2018. Specifically before seeking Cycle 10, TSC and BISD held stakeholder meetings with 155 community partners to evaluate community needs. The campus needs assessment surveys were taken by TSC community stakeholders, which included Education Service Center Region #1, TSC, University of Texas Rio Grande Valley (UTRGV), Communities in Schools (CIS), and campus principals. The multiple sources of data used included the Texas Academic Performance Report (TAPR) 2018-19, Campus Improvement Plans, District Improvement Plans and current TSC Strategic Plan (Vision 2023). The stakeholder feedback included the top 10 ACE student strategies, prioritized family needs and strategic campus activities proposed to be carried out in the centers that could best address the identified needs of students and their families.

TSC selected BISD as a partner to support campuses that are most in need. The magnitude and severity of the disparities to be addressed by the proposed program is strong and clearly articulated as BISD is ranked #1 ISD in Texas (pop.>44K) and 5th in the nation in poverty indicators. The racial/ethnic minority is at 99% with 100% eligible for free/reduced lunch (PII); economically disadvantaged 39,260 (88.5%; TX 60.6%); Section 504 students 3,848 (8.7%; TX 6.5%); English language learners (ELL) 15,352 (34.6%; TX 19.5%); students w/ disciplinary placements 476 (1.0%); students w/ dyslexia 2,376 (5.4%; TX 3.6%); immigrants/refugees- 3%; SPED 5,364 students, and homeless (1%). ACE focus is College and Career Readiness to help families with workforce needs. BISD is an A rated School District with 4 Blue Ribbons Awards. BISD was selected for TEA's Systems of Great Schools, as a finalist for the 2019 Holdsworth Award, and has won 20 NCUST awards.

B. The student population deemed “most in need” and program eligible for each campus includes: Brownsville Early College High School (86%) 340/394; Veterans Memorial Early College High School (60%) 1199/1988; Oliveira Middle School (86%) 858/996; Manzano Middle School (82%) 742/906; Stillman Middle School (59%) 653/1098; Stell Middle School (93%) 917/982; Vela Middle School (80%) 602/752; Egly Elementary (92%) 669/729; Keller Elementary (85%) 501/591; Vermillion Elementary (93%) 723/778. Total percentage of eligible students is 78% (7,204/9,214). The TSC ACE design of serving 250 students per campus appropriately addresses the needs of the target population.

C. The ACE Recruitment Plan will continually assess each center's enrollments by days, dosage, and need-based criteria to recruit students most in need. The program will work with 40% of targeted population to include 2,500 of 7,204 eligible economically disadvantaged students. The family engagement activities will serve 125 parents per campus or 1,250 with high quality family services to include: parenting skills classes; outreach to solicit family and community involvement; partnerships with Communities in Schools; family communication outlets including phone, internet and website; coordination with local social and health service providers; adult parent education classes (including GED, adult literacy, and ESL programs); meet the teacher/staff events; college STEM events; cybersafe parent workshops; ACE Open House; and college admissions and financial aid workshops. Services will be provided in both Spanish and English when needed. Program Director and Site Coordinators will review all data daily, weekly and monthly to ensure ACE compliance and goals.

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**9. Statutory/Program Requirements (Cont.)**

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

The TSC ACE program supports the creation of community learning centers that provide academic and enrichment opportunities during non-school hours for BISD students who attend high-poverty and low-performing schools. The program helps students meet state and local standards in core academic subjects, such as reading, math, science, and social studies; offers students a broad array of enrichment activities that can complement their regular academic programs; and offers literacy and other educational services to the families of participating students. ACE will help BISD students meet academic standards as defined by the measures of effectiveness with growth in state assessment, improved GPA, increased school day attendance, improved school day behavior, and increased student engagement in learning. As outlined in the Texas ACE Blueprint 2020-21, TSC will establish and expand activities in community learning centers that will positively impact student outcomes. Proposed activities and services include:

- TSC ACE will provide opportunities for academic assistance to students, including providing tutorial services, to meet the challenging state academic standards. This will impact the percentage of BISD students participating in ACE during the school year and summer who demonstrate growth in reading, math, science, and social studies.
- Designed to complement the regular academic program of participating students, TSC ACE will offer students a broad array of enrichment services, programs, and activities, such as youth development activities, service learning, wellness education, drug- and violence-prevention programs, counseling programs, arts and music programs, technology education programs, financial literacy programs, and environmental literacy programs. Balancing academic support with a variety of structured, engaging, and enjoyable extracurricular activities improves academic performance, and the broad array of services will increase the percentage of BISD students attending ACE during the school year and summer with demonstrate improved grades or GPA.
- TSC ACE will offer families of students served by community learning centers opportunities for active and meaningful engagement in their children’s education, including opportunities for literacy and related educational development as well as services such as high school equivalency courses, English language support, workforce skills, parenting resources, and life skills classes. ACE will refer families to services that address barriers to students’ academic success. Family services will increase percentage of BISD students participating in ACE during the school year and summer who had a school-day attendance rate at or below 90% in prior year and demonstrate an improved attendance rate in the current school year.
- Building off the strong, established partnerships in Cycle 10, TSC ACE will provide opportunities for parents to foster the overall academic success of their students and will establish cooperative agreements with other programs and community resources such as other non-profit organizations, parent teacher organizations, health and mental health services, foster care resources, local colleges, financial aid offices, adult education programs, law enforcement, and local workforce development. Family services will increase the percentage of BISD students participating in ACE in the school year and summer who demonstrate an improvement in teacher-reported engagement in learning and experienced a decrease in disciplinary referrals compared to the previous year.

ACE will increase the percent of Quality Indicators in which targeted sites who serve students for a minimum of 45 days will score a value of “Implementing” or higher as all 10 sites will offer programs that help students meet academic standards as defined by the measures of effectiveness. The goals will be measured by the following student outcomes: higher test/GPA scores in reading and math, a reduction in disciplinary incidents, a reduction in school day absences, and an increase in grade promotion overall with higher grades and engaged learning. Data will collected on an annual basis through PEIMS. In addition, students will be tracked through high school graduation as they progress through the ACE program.

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**9. Statutory/Program Requirements (Cont.)**

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

TSC ACE schedule plan for program activities will improve student academic achievement and overall student success by coordinating with the regular school day to address student needs and integrate program activities with the curricular program of the campus. Activity oversight will be provided by site coordinators, the family engagement specialist and campus deans/assistant principals. The program will ensure that activities are engaging for students by developing an ACE tool kit that monitors attendance, activities, teachers, parent feedback, and student surveys. The program is designed to help students meet state and local standards in core academic subjects as aligned with the Campus Improvement Plans (CIP) and offers enrichment activities that complement the regular academic program. The plan coordinates with the regular school day for realistic strategies for aligning the student activities with the core school day curriculum, state academic standards, Texas Essential Knowledge and Skills (TEKS) and STAAR, and other student needs so students are ready to learn. The ACE schedule plan includes engaging programming designed to encourage students to regularly attend and participate in the program with planned high quality student activities clearly aligned with the curriculum of the school day. The ACE site coordinators will oversee the program operations and activity planning to ensure engaging student activities to meet the goals and objectives at each center. In addition, they will meet weekly with campus principals. The plan specifically addresses student choice in activities and describes opportunities that will be provided for students to choose topics and activities and addresses student social and emotional skills development. Proposed services include:

- Personal responsibility: Students will develop personal responsibility to avoid victim mentality.
- Parent connection: Ongoing communication with parents/guardians to discuss learning issues.
- Clear rules: Posted clear and consistent rules with consequences and rewards will set culture.
- Leadership: Visibility of school leaders and college mentors will enforce safe positive ACE climate.
- PBIS: Positive Behavioral Intervention Strategies such as peer mediation and ropes challenges will be utilized.
- Goal Setting: GRIT/ZEST concepts will help students make better decisions and assist with life adversities.
- Positive influences: Speakers and workers will instill a positive mindset to help increase self esteem.
- Hero program: Men will serve as campus guardians.
- American Dream School: Parents will be given resources and training on how to improve their financial status.
- Mentoring teachers: Certified teachers will personally mentor 5-10 at-risk students.
- Accelerated instruction: ACE labs will provide grade, credit and homework recovery.
- Bilingual staff: Staff with English/Spanish speaking abilities will help facilitate communication with native Spanish speakers.
- Home visits: Home visits will be conducted to meet with absentee participants in their homes.
- Summer learning: Summer remedial learning will increase promotion rates and state test scores.
- Higher expectations: College-bound tours and culture will raise post-secondary expectations.
- No Dropout Zone: GRIT/ZEST (strategies to develop critical learners) training will be provided for all educators and participants in all ACE campuses.
- Parent workshops: Customized academic bilingual workshops will train parents on promotion, graduation, college and effective teen strategies to avoid common pitfalls for potential low-income first generation college students.
- Grad Coach: Software to help build systems and processes for graduating students to gain lifelong learning skills.
- Secondary focus: Teachers will individualize learning to ensure post-secondary success.
- Role models: Successful professionals in the community will build both motivation and inspiration.
- College networks: Post-secondary training, preparation and workshops will be given by partners.
- IEP Incentives: Individualized rewards will encourage performance on grades and state exams.
- SMART labs: Creative learning labs, including ones dedicated to STEM, will be available to support for TSI/SAT/ACT/PSAT and STAAR/EOC exams.
- Project-based Learning (PBL): Project-based activities will be utilized for group learning and showcasing work.

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**9. Statutory/Program Requirements (Cont.)**

4. Describe the planned partnership between the applicant and the proposed eligible partner organization. Include how the partnership will contribute to achieving stated objectives and sustaining the program over time. Check the box if applying for priority points for such a partnership. To receive priority points, the applicant must provide information that demonstrates the activities proposed in the application are, as of the date of the submission of the application, not accessible to students who would be served; or that it would expand access to high-quality services available in the community.

TEA will provide the same priority to an application submitted by a local education agency (LEA) if the LEA demonstrates that it is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements of this grant. Check the box if applying for priority points under this special rule. If this box is checked, provide clear relevant evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements.

- This applicant is part of a planned partnership  The applicant is unable to partner

Statutory Priority 2 – Joint Partnerships (3 points). TSC proposes a partnership with Brownsville Independent School District (BISD) and Communities in Schools (CIS). These partnerships will contribute to achieving stated objectives and sustaining the program over time, and build off the established partnerships in place for Cycle 10. The students served through this grant are eligible BISD students. BISD has managed prior 21st CCLC grants, and they are a current partner with TSC for Cycle 10. BISD hires certified teachers to provide academic enrichment, college and workforce readiness, and family engagement activities. In addition, BISD provides the following in-kind services: meals; required TEA data for reporting purposes; coordination and execution of transportation; office space for ACE staff; and classroom, cafeteria and gym space for after school and Saturday activities. Communities in Schools (CIS) is the nation’s leading dropout prevention organization in over 26 states. CIS positions a CIS coordinator inside schools to assess needs and deliver necessary family resources to remove barriers to success. In addition, CIS has managed a prior successful 21st CCLC grant, and they are a current partner with TSC in Cycle 10. For Cycle 11, CIS has agreed to continue the collaboration to carry out high quality family engagement activities. MOUs with TSC/BISD and TSC/CIS are included in the attachments to outline both partnerships. ACE partnerships provide a reasonable and specific plan for expanding the capacity of the organizations to achieve shared goals and increase the scope or quality of services that could not otherwise be provided to the grantee alone. Proposed services include:

- ESC #1 Life skills services with family engagement to help enrich understanding out of poverty.
- TSC Community Service Learning involvement in community to indicate social responsibilities.
- Summer camps including but not limited to virtual reality, coding, robotics, drones and astronomy.
- TSC adult continuation education courses will be offered for ESL, GED, and on computer and wellness topics.
- College partnerships with early PK-21 College-bound planning, parent trainings and student tours.
- Smart Labs with trained college mentors to reduce attrition and remediation of incoming college students.
- Dynamic Enrichment that promotes Sports, Music, Dance, and Art with motivational performances and recitals.
- CTE/PTECH Workforce Certifications for parents and students for high quality incomes and careers.
- STEM courses to offer stronger appeal and relatability for student engagement.
- Summer camps that provide positive social, cultural, recreational and interpersonal skills.
- Partner with Gladys Porter Zoo for after school programming.
- BISD Cummings CTE Center will provide PTECH awareness and recruitment allowing BISD students access to early AA degrees in high demand industries.
- CIS will provide services with academic assistance, basic needs, behavioral interventions, college and career prep community and service learning, enrichment, family engagement, life skills, mental health and physical health.

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**9. Statutory/Program Requirements (Cont.)**

5. Explain how the program will apply best practices, including research- or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students.

The TSC ACE program will complement and enhance academic performance, achievement, post-secondary and workforce preparation, and positive youth development of the students. In fact, these are the same strategic goals for TSC as an institution of higher education.

Research on best practices confirms that children and youth who participate in after school programs can reap a host of positive benefits in a number of interrelated outcome areas — academic, social-emotional, prevention, and health and wellness, as well as decreased behavioral problems, improved social and communication skills, and improved feelings and attitudes towards school. The ACE program must ensure that students will develop the rapidly evolving essential knowledge and skills they need to be successful in college, in a career, in their communities, and in life. Through ACE with TSC, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning. As a community college, these are the goals we have for all of our college students. The students who participate in the TSC ACE program will benefit from these shared goals, giving students college-related and college-supported experiences. This is what stands TSC ACE programs out from all other programs.

The analysis of state observation data (TEA ACE Evaluation Reports) showed the three instructional approaches used to distinguish high quality ACE activities: 1) Activities are clearly designed to achieve explicit objectives; 2) intentional use of time is anchored in planning and pacing, found to be essential for keeping students busy and engaged throughout the observed sessions; and 3) an active and interactive instructor will continually engage with students, even when students are working in small groups or on their own.

6. Describe the transportation needs of participating students and how those needs will be addressed. Specifically describe how students participating in the program will travel safely to and from each center and home.

TSC will work with BISD on customized busing transportation needs of participating students, building off the existing partnership for Cycle 10. BISD will provide travel safely to and from the center(s) and/or adjunct sites and home during the spring and fall term. With grant funds, TSC will cover transportation costs for the summer term.

Safe student travel will be ensured by strictly adhering to the forms, schedules, and rules clearly defined and outlined in BISD policies. Certified bus drivers will manage the buses and student dismissal protocols will be adhered to daily. Parents will sign an ACE agreement for transportation privileges, and procedures will be in place for students to report to the bus pickup station or parent station. Parents must have at least one adult present at the bus stop to supervise. Policy identical to the regular school process will be set for 'walkers' who are age appropriate and eligible to walk home. Students who are too young to walk and do not ride the bus will need to be signed out by parents or authorized family members identified in the student's application form. K-2 participants will wear an ID badge with their student identifying information. The child's address and emergency contact information will be kept on file, and drop off schedule for the bus drivers; similar copies will be maintained in the site coordinator's office.

Buses used will meet all local and state inspection requirements manned with trained state certified bus drivers with emergency training procedures and first aid kits. Certified bus drivers will maintain communication with site coordinators to report any behavioral issues. Program attendance and bus privileges can be revoked if a participant is disorderly during the bus ride home. The transportation department will be kept abreast of discipline problems and can recommend the student be expelled from the after school program. In the event a delay or mechanical issue hindering transportation occurs, bus drivers will be required to communicate the situation with the program coordinator.

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**9. Statutory/Program Requirements (Cont.)**

7. If awarded, applicants must disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Please describe the applicant's plan to inform the community about the center and participating in the program.

The TSC Marketing & Communications team will disseminate information about the center, including its location, to the community in a manner that is both understandable and accessible through diverse media. TSC will provide expertise in key areas to the success of the ACE program such as marketing, social media, public and media relations, advertising, and design. Program information shared through monthly/quarterly flyers, made available at TSC's public information office, shared with Learning Centers' site-based decision making committees, placed on bulletin boards at the Learning Centers, and made available at community events. Additionally, the dissemination methods through BISD will include: district, campus and project brochures; district, campus and project newsletters; KSBD TV/Radio PSA announcements; district, campus and project newspaper articles; district marketing materials; new parent handbooks; radio and TV ads; campus bulletin boards posting project work; and Herald and ACE pictures in the front of the school. Every site school's website will also promote the ACE program. A daily menu of services will be encouraged for each site to direct parents and community to appropriate classrooms for ACE signage and information. School announcements will be made concerning the ACE program, cafeteria recruitment will occur with an ACE table for event recruitment, monthly staff presentations will be made and a competition rewarding the top classrooms with ACE students in the program. Teaching staff will assist disseminating information to parents and have a recruitment enrollment goal for keeping their class active. The most important component will be word of mouth by students who will love the dynamic age-appropriate activities, caring staff and safe and bully-free learning environment.

8. Demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources at each campus served. If applying for Program Priority 1- Program Integration, include a description of how the grant program will integrate with other TEA or local initiatives designed to increase specific academic student outcomes. Use data to explain how the program will realistically impact short- and long-term goals for student academic achievement.

TSC ACE Program Priority 1 (3pts): 21st CCLC integration plan includes BISD alignment and integration of the grant program with other TEA or local initiatives designed to increase specific academic student outcomes and will coordinate federal, state, and local programs to make the most effective use of public resources at each campus. The TSC ACE integration plan will align with the needs assessment results and present realistic short- and long-term goals for student academic achievement that includes, but is not limited to, the Additional Days School Year (ADSY) program, National School Lunch Program (NSLP), Sprint Million Project (Wifi Hot spots Grant), and programs that support secondary students in career pathways such as Pathways for Technical Early College High Schools (PTECH Success and Planning Grants) and Texas Workforce Commission (JET Grants), ED Innovative Approaches to Literacy Program (Project LIBRO), Project RISE, GEAR UP, and TEA teacher incentive grants to align extra duty pay and services. ACE will have access to all BISD software programs for collaboration, creativity, grading, presentations, reading, reflection, teaching, to include programs for parent communication, behavior management, classroom management, design, journaling, interactive board, lesson development, reading, classroom management systems, and video reflection. These programs include but not limited to: Summit K12, Seesaw, Google Classroom, Flipgrid, Padlet, Quizizz, Vocabulary Spelling C, ClassDoJo, Epic, Kahoot!, Nearpod, Showbie, Buncee, Canvas LMS, GoBoard, Remind, GoNoodle, Matific, Thinglink, Book Creator, Wakelet, Quizlet, Edpuzzle, Canva, Kami, Pear Deck, Quizalize, ABCya, Flubaroo, Formative, Prodigy Math, Learn Around the World, Playposit, Newsela, and Khan Academy. ACE long-term goals for student academic achievement will help increase completion rates for Bachelor's Degrees as Brownsville (18.9%) is significantly lower than the State (29.9%); and National (32.1%).

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**9. Statutory/Program Requirements (Cont.)**

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

The following are some of the sustainable elements that will be targeted for future development beyond the grant cycle currently in discussion with BISD and CIS: new 1:1 technology; professional development, homework and credit recovery labs to improve student achievement in core subject areas; and family engagement activities. Professional development may include quality ACE professional learning opportunities plus online support; data disaggregation and item analysis training; self-assessment of progress; yearly STAAR data plan; high quality data disaggregation to recruit and select students most in need of academic assistance; and greater teacher and student attendance. Homework and credit recovery labs may entail tutorials for at risk/ low performing students (LP), I-tutoring as a requirement for students who are at risk of failing, and end of course STARR test training. Family engagement activities may include career exploration; college matriculation; parent and community evening events to engage academic support; technology support with ACE PD tech labs for teachers; Saturday events for PD, parents and students; parenting skills classes covering topics such as wellness; and partnerships with community.

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

The Texas Education Code, 22.053, (b) defines a school district volunteer as “a person providing services for or on behalf of a school district, on the premises of the district or at a school-sponsored or school-related activity on or off school property, who does not receive compensation in excess of reimbursement for expenses.” Volunteers, chaperones on all school sponsored trips, booster club members, and PTA/PTO members need to fill out a volunteer application if they will have contact with students or will volunteer during school hours. Anyone interested in serving as a TSC school volunteer must do the following: submit a completed, online volunteer application, and complete and sign the following forms: Legal Liability of Volunteers form, Criminal Background Check Authorization (filed/processed through Department of HR and must be clear before any duties may begin), Volunteer Waiver, and Volunteer Agreement. A Social Security Number may be requested in order to verify criminal history records. BISD district policy (Legal) requires a criminal history record of all school volunteers. Provide evidence of identity after submitting the application with a copy of a valid (unexpired) Texas Driver’s License, state issued ID, United States Passport, U.S. military card or draft record, or Alien Registration Card (with picture) to the campus parent liaison. Once volunteers meet these requirements, the campus administrator or parent liaison will receive an “Authority to Report to Volunteer” which allows the volunteer to begin service. Volunteers from the last school year must renew their applications for the new school year. All participants in the ACE program will be required to sign-in and sign-out daily at each center as per ACE procedures and only authorized parents or guardians will be allowed to pick up the student. The primary understanding for ACE safety is to follow the set ACE policy and procedures in alignment with standard TSC protocol for all students, parents and teachers. This includes: reducing the number of open doors that are accessible to outsiders once the normal school day has ended; providing highly visible coordinators and security personnel with well lit areas for daylight savings time; concentrating after school and weekend activities in limited areas of the building and avoiding activities that spread out all over the school; and keeping written records of scheduled use, contracts and agreements, facility use and emergency policies and procedures.

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**9. Statutory/Program Requirements (Cont.)**

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

The SMART goal regarding student attendance targets for fall and spring semesters is as follows: Within the academic school year, TSC will recruit and serve at least 250 students per campus M-F (17 hours per week) for a total of at least 45 days. The SMART goal regarding student attendance targets for summer is as follows: TSC will continue serving the students M-F (20 hrs a week) recruited in the fall and spring semesters with the goal of completing the 45 day target. With Cycle 10, TSC has surpassed these dosage targets and has a strong history of recruitment and successful retention strategies for after school programs.

Proposed strategies for recruiting and retaining students include:

- Selecting and recruiting high quality certified teachers and college professors in core subject areas.
- Offering embedded learning (EL) courses in reading, math, science, and social studies with lesson plans directly connected to subject/content areas aligned with four activity components (academic assistance, enrichment, college and workforce readiness, and family and parental support services).
- Hiring and training encouraging tutors as i-tutors, college mentors and certified teachers in chosen fields.
- Developing project-based learning (PBL) for real project-based activities for group learning and showcasing work.
- Targeting STEM courses for Science, Tech, Engineering and Math with instructional hands-on activities.
- Offer SMART labs (1:1/Apps) for creative learning labs with support for TSI/SAT/ACT/PSAT and STAAR exams.
- Develop adult classes for creating ESL, GED and computer classes for adults to inspire students into an IHE.
- Introduce latest mixed virtual reality with Ai learning environments, coding, robotics and blended learning.
- Provide college tours for inspiring college completion for those meeting 45 day, ACE attendance or measure.
- Strategic summer camps that offer real camp experience with field trips and extended weekly hands on projects.
- Coordinate with popular chess program with college chess mentors to expand chess opportunities.

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

ACE will help meet the measures of effectiveness and student service targets while maintaining center-level quality. The FTE Project Director (PD) will use a continuous evaluation model to ensure continuous feedback and improvement of the program aligning center-level needs assessments, informed proposed center operations and schedule, corresponding staffing and budget plans. Teacher observations will be conducted on a daily basis by site coordinators. TSC will be aligning the regular school day instructional program to include center-level needs assessments to after school instruction. Student progress will be measured on a continuous basis at weekly meetings with campus center administration to review program goals, objectives, milestones, and progress on student data. Timely and frequent PD will ensure that quality staff is uploading timely and accurate entry into the TX 21st tracking system. Program assistants will help input dally reports of required information entered by each site. The site coordinators will submit the required import during the fall and spring terms to measure student academic progress. The ACE staff will hold meetings each term and as needed to review the status of program goals and objectives, program planning, design, and improvement. The 21st CCLC will communicate (English/Spanish) with all community stakeholders on a regular basis on grant progress. The budget plan will meet the program objectives and student service targets by meeting all required personnel, meeting all performance measures and remaining at approximately \$600 per student at all sites for the 40 week period. Campus doors at BISD opens at 6:40 a.m. ES, 8:05 a.m. MS and 8:50 a.m. HS when the school day begins. ACE proposes a 40 weeks per year program with 5 days per week for Fall and Spring (34 wks); 5 days per week (6 wks) for summer with weekends reserved for community events, community service or college tours.

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**10. Equitable Access and Participation**

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

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

Group	<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"/>

**11. PNP Equitable Services**

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

- Yes  No

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

Are any private nonprofit schools participating in the grant?

- Yes  No

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

**Assurances**

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

**Equitable Services Calculation**

1. Total 21st CCLC program enrollment for all centers	<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"/>
<b>Grantee's total required ESSA PNP equitable services reservation (line 7 times line 2)</b>	<input type="text"/>

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**12. Request for Grant Funds**

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

**Payroll Costs**

1.	(1) Full-Time Project Director (required) @ (\$64,450/yr) plus (30%) employee benefits	\$83,785
2.	(10) Full-Time Site Coordinators (required) @ (\$44,501/yr) plus (30%) employee benefits	\$578,513
3.	(1) Part-Time Administrative Accounting Clerk @ (\$11,430/yr) plus (10%) employee benefits	\$12,572
4.	(1) Full-Time Reporting Compliance Specialist @ (\$35,568/yr) plus (30%) employee benefits	\$46,238
5.	(15) Academic Enrichment Professors @ (\$25/hr) plus (30%) employee benefits	\$65,000

**Professional and Contracted Services**

6.	Professional staff extra-duty pay: Certified Teachers (\$30/hr) including employee benefits	\$550,000
7.	Professional staff extra-duty pay: Paraprof (\$15/hr)/College Tutors-Mentors (\$10/hr)	\$25,000
8.	(1) Family Engagement Specialist (required) with CIS includes travel and employee benefits	\$58,891
9.	Outreach services, family workshops and summer camps transportation @ (\$3,000/per site)	\$30,000
10.	External Evaluator @ (\$2,000/per site)	\$20,000

**Supplies and Materials**

11.	Supplies, equipment, and resources for the required 4-activity components @ (\$11,100/site)	\$110,000
12.	Printing and resources for the required 4-activity components @ (\$1,500/site)	\$15,000
13.	Computer hardware and software required for program and TEAL data entry @ (\$1,500/site)	\$15,000
14.	Supplies-Career Pathway Information Sessions/Parent Roundtable Discussions (\$2,000/site)	\$20,000

**Other Operating Costs**

15.	Travel to required Texas ACE state and regional trainings and conferences @ (\$2,000/site)	\$20,000
16.	Educational Field Trips to zoos, museums, colleges, and universities @ (\$3,000/sites)	\$30,000
17.	Nutritional snacks for students and parents during program offerings @ (\$2,000/site)	\$20,000

**Capital Outlay**

18.	0	0
19.	0	0
20.	0	0

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

***You may duplicate this page.***

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

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

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

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## Center Operations Schedule

County-district number or vendor ID: 031-901

### Part 2: Center Overview Table

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

Center #	9 Digit campus ID #	Name of Center/Host Site, Physical Address, City, ZIP, Program Contact Phone	# of Feeder Schools	Grade Levels Served (PK to 12)	Proposed "Regular" Student target to be served 30 or 45 days or more annually	Proposed Parent/Legal Guardian Target
1	031901008	Brownsville Early College High School, 343 Ringgold Road, Brownsville, Texas 78520, (956) 698-1476	0	9 to 12	250	125
2	031901009	Veterans Memorial Early College High School, 4550 U.S. Military Hwy 281, Brownsville, Texas 78520, (956) 574-5600	0	9 to 12	250	125
3	031901045	Oliveira Middle School, 444 Land O' Lakes, Brownsville, Texas 78520, Brownsville, Texas 78520, (956) 548-8530	0	6 to 8	250	125
4	031901055	Manzano Middle School, 2580 West Alton Gloor Boulevard, Brownsville, Texas 78520, (956) 548-9800	0	6 to 8	250	125
5	031901054	Stillman Middle School, 2977 West Tandy Road, Brownsville, Texas 78521, (956) 698-1000	0	6 to 8	250	125
6	031901044	Stell Middle School, 1105 Los Ebanos Boulevard, Brownsville, Texas 78521, (956) 548-8560	0	6 to 8	250	125
7	031901047	Vela Middle School, 4905 Paredes Road, Brownsville, Texas 78521, (956) 548-7770	0	6 to 8	250	125
8	031901123	Egly Elementary, 445 Land O'Lakes, Brownsville, Texas 78521, (956) 548-8850	0	PK to 5	250	125
9	031901143	Keller Elementary, 2540 West Alton Gloor Boulevard, Brownsville, Texas 78521, (956) 547-4400	0	PK to 5	250	125
10	031901126	Vermillion Elementary, 6895 FM 802, Brownsville, Texas 78521, (956) 831-6060	0	PK to 5	250	125



<b>Texas ACE Center Operations Schedule (one per center)</b>	<b>Program Year 2021-2022</b>
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*(Part 3) Applicant will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.*

Center 1	9 Digit campus ID #		Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target
Center	031901008	Brownsville Early College High School, 343 Ringgold Road, Brownsville, Texas 78520	9 to 12	250	125
Feeder					
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start <i>(Must be approved in NOGA)</i>			
Fall Term	09/13/21	12/10/21	12
Spring Term	01/10/22	05/20/22	18
Summer Term	06/06/22	07/15/22	6
Total number of weeks:			36

**Center Schedule**

Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	7:30	8:30	4:15	7:15	7:30	8:30	4:15	7:15	8:00	12:00		
Tuesday	7:30	8:30	4:15	7:15	7:30	8:30	4:15	7:15	8:00	12:00		
Wednesday	7:30	8:30	4:15	7:15	7:30	8:30	4:15	7:15	8:00	12:00		
Thursday	7:30	8:30	4:15	7:15	7:30	8:30	4:15	7:15	8:00	12:00		
Friday	7:30	8:30			7:30	8:30			8:00	12:00		
Saturday												
Sunday												
<b>Total Hours Per Week:</b>	17				17				20			

<b>Adjunct Sites, If applicable (site name and full address)</b>	
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Field trips, Saturday events, college tours
<b>Parent/Legal Guardian Activities</b>	Career sessions, ESL/GED classes, college preparation, school engagement sessions

Texas ACE Center Operations Schedule (one per center)			Program Year 2021-2022		
Center 2	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP	Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target
Center	031901009	Veterans Memorial Early College High School, 4550 U.S. Military Hwy 281, Brownsville, Texas 78520	9 to 12	250	125
Feeder					
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start <i>(Must be approved in NOGA)</i>			
Fall Term	09/13/21	12/10/21	12
Spring Term	01/10/22	05/20/22	18
Summer Term	06/06/22	07/15/22	6
Total number of weeks:			36

**Center Schedule**

Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	7:30	8:30	4:15	7:15	7:30	8:30	4:15	7:15	8:00	12:00		
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Wednesday	7:30	8:30	4:15	7:15	7:30	8:30	4:15	7:15	8:00	12:00		
Thursday	7:30	8:30	4:15	7:15	7:30	8:30	4:15	7:15	8:00	12:00		
Friday	7:30	8:30			7:30	8:30			8:00	12:00		
Saturday												
Sunday												
<b>Total Hours Per Week:</b>	17				17				20			

<b>Adjunct Sites, If applicable (site name and full address)</b>	
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Field trips, Saturday events, college tours
<b>Parent/Legal Guardian Activities</b>	Career sessions, ESL/GED classes, college preparation, school engagement sessions

Texas ACE Center Operations Schedule (one per center)			Program Year 2021-2022		
Center 3	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP	Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target
Center	031901045	Oliveira Middle School, 444 Land O' Lakes, Brownsville, Texas 78520, Brownsville, Texas 78520	6 to 8	250	125
Feeder					
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start <i>(Must be approved in NOGA)</i>			
Fall Term	09/13/21	12/10/21	12
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**Center Schedule**

Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	6:30	7:30	3:00	6:00	6:30	7:30	3:00	6:00	8:00	12:00		
Tuesday	6:30	7:30	3:00	6:00	6:30	7:30	3:00	6:00	8:00	12:00		
Wednesday	6:30	7:30	3:00	6:00	6:30	7:30	3:00	6:00	8:00	12:00		
Thursday	6:30	7:30	3:00	6:00	6:30	7:30	3:00	6:00	8:00	12:00		
Friday	6:30	7:30			6:30	7:30			8:00	12:00		
Saturday												
Sunday												
<b>Total Hours Per Week:</b>	17				17				20			

<b>Adjunct Sites, If applicable (site name and full address)</b>	
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Field trips, Saturday events, college tours
<b>Parent/Legal Guardian Activities</b>	Career sessions, ESL/GED classes, college preparation, school engagement sessions

Texas ACE Center Operations Schedule (one per center)			Program Year 2021-2022		
Center 4	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP	Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target
Center	031901055	Manzano Middle School, 2580 West Alton Gloor Boulevard, Brownsville, Texas 78520	6 to 8	250	125
Feeder					
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start <i>(Must be approved in NOGA)</i>			
Fall Term	09/13/21	12/10/21	12
Spring Term	01/10/22	05/20/22	18
Summer Term	06/06/22	07/15/22	6
Total number of weeks:			36

**Center Schedule**

Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	6:30	7:30	3:00	6:00	6:30	7:30	3:00	6:00	8:00	12:00		
Tuesday	6:30	7:30	3:00	6:00	6:30	7:30	3:00	6:00	8:00	12:00		
Wednesday	6:30	7:30	3:00	6:00	6:30	7:30	3:00	6:00	8:00	12:00		
Thursday	6:30	7:30	3:00	6:00	6:30	7:30	3:00	6:00	8:00	12:00		
Friday	6:30	7:30			6:30	7:30			8:00	12:00		
Saturday												
Sunday												
<b>Total Hours Per Week:</b>	17				17				20			

<b>Adjunct Sites, If applicable (site name and full address)</b>	
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Field trips, Saturday events, college tours
<b>Parent/Legal Guardian Activities</b>	Career sessions, ESL/GED classes, college preparation, school engagement sessions

Texas ACE Center Operations Schedule (one per center)			Program Year 2021-2022		
Center 5	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP	Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target
Center	031901054	Stillman Middle School, 2977 West Tandy Road, Brownsville, Texas 78521	6 to 8	250	125
Feeder					
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start <i>(Must be approved in NOGA)</i>			
Fall Term	09/13/21	12/10/21	12
Spring Term	01/10/22	05/20/22	18
Summer Term	06/06/22	07/15/22	6
Total number of weeks:			36

**Center Schedule**

Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	6:30	7:30	3:00	6:00	6:30	7:30	3:00	6:00	8:00	12:00		
Tuesday	6:30	7:30	3:00	6:00	6:30	7:30	3:00	6:00	8:00	12:00		
Wednesday	6:30	7:30	3:00	6:00	6:30	7:30	3:00	6:00	8:00	12:00		
Thursday	6:30	7:30	3:00	6:00	6:30	7:30	3:00	6:00	8:00	12:00		
Friday	6:30	7:30			6:30	7:30			8:00	12:00		
Saturday												
Sunday												
<b>Total Hours Per Week:</b>	17				17				20			

<b>Adjunct Sites, If applicable (site name and full address)</b>	
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Field trips, Saturday events, college tours
<b>Parent/Legal Guardian Activities</b>	Career sessions, ESL/GED classes, college preparation, school engagement sessions

Texas ACE Center Operations Schedule (one per center)			Program Year 2021-2022		
Center #	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP	Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target
Center	031901044	Stell Middle School, 1105 Los Ebanos Boulevard, Brownsville, Texas 78521	6 to 8	250	125
Feeder					
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start <i>(Must be approved in NOGA)</i>			
Fall Term	09/13/21	12/10/21	12
Spring Term	01/10/22	05/20/22	18
Summer Term	06/06/22	07/15/22	6
Total number of weeks:			36

**Center Schedule**

Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	6:30	7:30	3:00	6:00	6:30	7:30	3:00	6:00	8:00	12:00		
Tuesday	6:30	7:30	3:00	6:00	6:30	7:30	3:00	6:00	8:00	12:00		
Wednesday	6:30	7:30	3:00	6:00	6:30	7:30	3:00	6:00	8:00	12:00		
Thursday	6:30	7:30	3:00	6:00	6:30	7:30	3:00	6:00	8:00	12:00		
Friday	6:30	7:30			6:30	7:30			8:00	12:00		
Saturday												
Sunday												
<b>Total Hours Per Week:</b>	17				17				20			

<b>Adjunct Sites, If applicable (site name and full address)</b>	
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Field trips, Saturday events, college tours
<b>Parent/Legal Guardian Activities</b>	Career sessions, ESL/GED classes, college preparation, school engagement sessions

Texas ACE Center Operations Schedule (one per center)			Program Year 2021-2022		
Center #	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP	Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target
Center	031901047	Vela Middle School, 4905 Paredes Road, Brownsville, Texas 78521	6 to 8	250	125
Feeder					
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start <i>(Must be approved in NOGA)</i>			
Fall Term	09/13/21	12/10/21	12
Spring Term	01/10/22	05/20/22	18
Summer Term	06/06/22	07/15/22	6
Total number of weeks:			36

**Center Schedule**

Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	6:30	7:30	3:00	6:00	6:30	7:30	3:00	6:00	8:00	12:00		
Tuesday	6:30	7:30	3:00	6:00	6:30	7:30	3:00	6:00	8:00	12:00		
Wednesday	6:30	7:30	3:00	6:00	6:30	7:30	3:00	6:00	8:00	12:00		
Thursday	6:30	7:30	3:00	6:00	6:30	7:30	3:00	6:00	8:00	12:00		
Friday	6:30	7:30			6:30	7:30			8:00	12:00		
Saturday												
Sunday												
<b>Total Hours Per Week:</b>	17				17				20			

<b>Adjunct Sites, If applicable (site name and full address)</b>	
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Field trips, Saturday events, college tours
<b>Parent/Legal Guardian Activities</b>	Career sessions, ESL/GED classes, college preparation, school engagement sessions

2021-2022 Nita M. Lowey 21<sup>st</sup> Century Community Learning Centers, Cycle 11 Year 1  
**Attachment 1: Center Operations Schedule**

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

Center #	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP	Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target
Center	031901123	Egly Elementary, 445 Land O'Lakes, Brownsville, Texas 78521	PK to 5	250	125
Feeder					
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start <i>(Must be approved in NOGA)</i>			
Fall Term	09/13/21	12/10/21	12
Spring Term	01/10/22	05/20/22	18
Summer Term	06/06/22	07/15/22	6
Total number of weeks:			36

**Center Schedule**

Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	6:30	8:00	3:30	6:00	6:30	8:00	3:30	6:00	8:00	12:00		
Tuesday	6:30	8:00	3:30	6:00	6:30	8:00	3:30	6:00	8:00	12:00		
Wednesday	6:30	8:00	3:30	6:00	6:30	8:00	3:30	6:00	8:00	12:00		
Thursday	6:30	8:00	3:30	6:00	6:30	8:00	3:30	6:00	8:00	12:00		
Friday	6:30	8:00			6:30	8:00			8:00	12:00		
Saturday												
Sunday												
<b>Total Hours Per Week:</b>	17				17				20			

<b>Adjunct Sites, If applicable (site name and full address)</b>	
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Field trips, Saturday events, college tours
<b>Parent/Legal Guardian Activities</b>	Career sessions, ESL/GED classes, college preparation, school engagement sessions



<b>Texas ACE</b>	<b>Program Year</b>
<b>Center Operations Schedule (one per center)</b>	<b>2021-2022</b>

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

Center 9	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP	Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target
Center	031901143	Keller Elementary, 2540 West Alton Gloor Boulevard, Brownsville, Texas 78521	PK to 5	250	125
Feeder					
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start <i>(Must be approved in NOGA)</i>			
Fall Term	09/13/21	12/10/21	12
Spring Term	01/10/22	05/20/22	18
Summer Term	06/06/22	07/15/22	6
Total number of weeks:			36

**Center Schedule**

Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	6:30	8:00	3:30	6:00	6:30	8:00	3:30	6:00	8:00	12:00		
Tuesday	6:30	8:00	3:30	6:00	6:30	8:00	3:30	6:00	8:00	12:00		
Wednesday	6:30	8:00	3:30	6:00	6:30	8:00	3:30	6:00	8:00	12:00		
Thursday	6:30	8:00	3:30	6:00	6:30	8:00	3:30	6:00	8:00	12:00		
Friday	6:30	8:00			6:30	8:00			8:00	12:00		
Saturday												
Sunday												
<b>Total Hours Per Week:</b>	17				17				20			

<b>Adjunct Sites, If applicable (site name and full address)</b>	
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Field trips, Saturday events, college tours
<b>Parent/Legal Guardian Activities</b>	Career sessions, ESL/GED classes, college preparation, school engagement sessions

<b>Texas ACE</b>	<b>Program Year</b>
<b>Center Operations Schedule (one per center)</b>	<b>2021-2022</b>

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

Center 10	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP	Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target
Center	031901126	Vermillion Elementary, 6895 FM 802, Brownsville, Texas 78521	PK to 5	250	125
Feeder					
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start <i>(Must be approved in NOGA)</i>			
Fall Term	09/13/21	12/10/21	12
Spring Term	01/10/22	05/20/22	18
Summer Term	06/06/22	07/15/22	6
Total number of weeks:			36

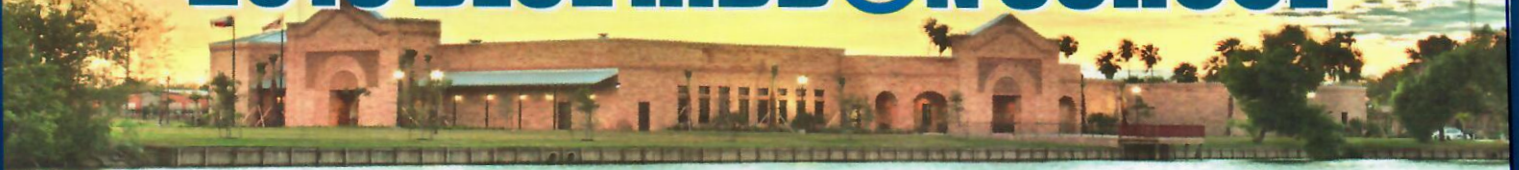
**Center Schedule**

Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	6:30	8:00	3:30	6:00	6:30	8:00	3:30	6:00	8:00	12:00		
Tuesday	6:30	8:00	3:30	6:00	6:30	8:00	3:30	6:00	8:00	12:00		
Wednesday	6:30	8:00	3:30	6:00	6:30	8:00	3:30	6:00	8:00	12:00		
Thursday	6:30	8:00	3:30	6:00	6:30	8:00	3:30	6:00	8:00	12:00		
Friday	6:30	8:00			6:30	8:00			8:00	12:00		
Saturday												
Sunday												
<b>Total Hours Per Week:</b>	17				17				20			

<b>Adjunct Sites, If applicable (site name and full address)</b>	
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Field trips, Saturday events, college tours
<b>Parent/Legal Guardian Activities</b>	Career sessions, ESL/GED classes, college preparation, school engagement sessions



# 2016 BLUE RIBBON SCHOOL



## BROWNSVILLE EARLY COLLEGE HIGH SCHOOL

343 RINGGOLD ROAD • BROWNSVILLE, TEXAS 78520

### *A College Preparatory Academy*

**Aimee Garza-Limon**  
*Principal*

**Diana L. Guerrero**  
*Assistant Principal*

**Deborah Ross**  
*Counselor*

**Lorraine Alvarez**  
*Counselor*

January 6, 2021

Dr. Jesus Roberto Rodriguez:

It is a pleasure to provide you a detailed list of the In-kind items and services that Brownsville Early College High School will assist Texas Southmost College with to make the proposed 2021-2022 Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 11 grant program a success. We are committed to working with Texas Southmost College (TSC), and our community partners to provide a broad range of educational opportunities, college and career awareness, and co-curricular programs through the life of the 21<sup>st</sup> Century Community Learning Centers grant.

Brownsville Early College High School will provide the following to assist with and assure the success of the 21<sup>st</sup> Century Community Learning Centers grant at our site:

- Identify and recruit students for participation based on need;
- Ensure that the afterschool program is included in the Campus Improvement Plan (CIP), is aligned with district and school initiatives, and is integrated into the school culture;
- Assign campus contact person to work with grant writer on Needs Statement, Program Design, Center Project Plan and serve as academic liaison/advisor to the program;
- Attend planning, review meetings, and special events;
- Communicate with teachers and families to gain support;
- Assist with teacher recruitment and support for the program
- Ensure that rooms and adequate space (gym, cafeteria, classrooms, computer labs, auditorium, office, and storage) are available for program implementation;
- Assist in interviews and make recommendations for Site Coordinator;
- Have Data Clerk or PEIMS Clerk partner with Site Coordinator for appropriate data collection to meet necessary reporting, compliance, and evaluation needs;
- Welcome the Site Coordinator as part of our leadership team; and
- Budget annually to ensure that transportation is safe and free to families.

We hope you view this commitment of services to the 21<sup>st</sup> Century Community Learning Centers grant application favorably. Please feel free to contact me if you have any questions.

Sincerely,

  
Aimee Garza-Limon

Brownsville Early College High School



*BISD does not discriminate on the basis of race, color, national origin, sex, religion, age, disability Or genetic information in employment or provision of services, programs or activities.*



*Dr. Rene Gutierrez*  
*Superintendent*

## **Veterans Memorial Early College High School**

4550 U.S. Military Hwy. 281 Brownsville, Texas 78520 956.574.5600



*Dr. Norma Linda Gallegos*  
*Principal*

January 6, 2021

Dr. Jesus Roberto Rodriguez:

It is a pleasure to provide you a detailed list of the In-kind items and services that Veterans Memorial Early College High School will assist Texas Southmost College with to make the proposed 2021-2022 Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 11 grant program a success. We are committed to working with Texas Southmost College (TSC), and our community partners to provide a broad range of educational opportunities, college and career awareness, and co-curricular programs through the life of the 21<sup>st</sup> Century Community Learning Centers grant.

Veterans Memorial Early College High School will provide the following to assist with and assure the success of the 21<sup>st</sup> Century Community Learning Centers grant at our site:

- Identify and recruit students for participation based on need;
- Ensure that the afterschool program is included in the Campus Improvement Plan(CIP), is aligned with district and school initiatives, and is integrated into the school culture;
- Assign campus contact person to work with grant writer on Needs Statement, Program Design, Center Project Plan and serve as academic liaison/advisor to the program;
- Attend planning, review meetings, and special events;
- Communicate with teachers and families to gain support;
- Assist with teacher recruitment and support for the program
- Ensure that rooms and adequate space (gym, cafeteria, classrooms, computer labs, auditorium, office, and storage) are available for program implementation;
- Assist in interviews and make recommendations for Site Coordinator;
- Have Data Clerk or PEIMS Clerk partner with Site Coordinator for appropriate data collection to meet necessary reporting, compliance, and evaluation needs;
- Welcome the Site Coordinator as part of our leadership team; and
- Budget annually to ensure that transportation is safe and free to families.

We hope you view this commitment of services to the 21<sup>st</sup> Century Community Learning Centers grant application favorably. Please feel free to contact me if you have any questions.

Sincerely,

Dr. Linda Gallegos  
Principal  
Veterans Memorial Early College High School

**BISD does not discriminate on the basis of race, color, national origin, sex, religion, age, disability or genetic information in employment or provision of services, programs or activities.**

**BISD no discrimina a base de raza, color, origen nacional, sexo, religión, edad, discapacidad o información genética en el empleo o en la provisión de servicios, programas o actividades.**



# Oliveira Middle School

444 Land O Lakes Dr. | Brownsville, Texas 78521 | 956.548.8530



**Dr. Rene Gutierrez**  
Superintendent  
Brownsville ISD

*Martha Medina*  
Principal

January 6, 2021

Dr. Jesus Roberto Rodriguez:

It is a pleasure to provide you a detailed list of the In-kind items and services that Oliveira Middle School will assist Texas Southmost College with to make the proposed 2021-2022 Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 11 grant program a success. We are committed to working with Texas Southmost College (TSC), and our community partners to provide a broad range of educational opportunities, college and career awareness, and co-curricular programs through the life of the 21<sup>st</sup> Century Community Learning Centers grant.

Oliveira Middle School will provide the following to assist with and assure the success of the 21<sup>st</sup> Century Community Learning Centers grant at our site:

- Identify and recruit students for participation based on need;
- Ensure that the afterschool program is included in the Campus Improvement Plan(CIP), is aligned with district and school initiatives, and is integrated into the school culture;
- Assign campus contact person to work with grant writer on Needs Statement, Program Design, Center Project Plan and serve as academic liaison/advisor to the program;
- Attend planning, review meetings, and special events;
- Communicate with teachers and families to gain support;
- Assist with teacher recruitment and support for the program
- Ensure that rooms and adequate space (gym, cafeteria, classrooms, computer labs, auditorium, office, and storage) are available for program implementation;
- Assist in interviews and make recommendations for Site Coordinator;
- Have Data Clerk or PEIMS Clerk partner with Site Coordinator for appropriate data collection to meet necessary reporting, compliance, and evaluation needs;
- Welcome the Site Coordinator as part of our leadership team; and
- Budget annually to ensure that transportation is safe and free to families.

We hope you view this commitment of services to the 21<sup>st</sup> Century Community Learning Centers grant application favorably. Please feel free to contact me if you have any questions.

Sincerely

Martha I. Medina  
Oliveira Middle School

*William Gutierrez - Dean of Instruction*

*Carlos Longoria - Assistant Principal*

*Manuel Marroquin III - Assistant Principal*



Dr. René Gutierrez  
Superintendent

# Edward Manzano Jr. Middle School

2580 W. Alton Gloor, Brownsville, Texas 78520 / Phone (956) 548-9800 - Fax (956) 548-6772

Marisol Ayala Trevino  
Principal

Esmeralda Salazar  
Dean of Instruction

Norma Frausto  
Assistant Principal

Melody Middleton  
Assistant Principal



Alma Cardenas-Rubio  
Area Assist. Superintendent

January 6, 2021

Dr. Jesus Roberto Rodriguez:

It is a pleasure to provide you a detailed list of the In-kind items and services that Manzano Middle School will assist Texas Southmost College with to make the proposed 2021-2022 Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 11 grant program a success. We are committed to working with Texas Southmost College (TSC), and our community partners to provide a broad range of educational opportunities, college and career awareness, and co-curricular programs through the life of the 21<sup>st</sup> Century Community Learning Centers grant.

Manzano Middle School will provide the following to assist with and assure the success of the 21<sup>st</sup> Century Community Learning Centers grant at our site:

- Identify and recruit students for participation based on need;
- Ensure that the afterschool program is included in the Campus Improvement Plan(CIP), is aligned with district and school initiatives, and is integrated into the school culture;
- Assign campus contact person to work with grant writer on Needs Statement, Program Design, Center Project Plan and serve as academic liaison/advisor to the program;
- Attend planning, review meetings, and special events;
- Communicate with teachers and families to gain support;
- Assist with teacher recruitment and support for the program
- Ensure that rooms and adequate space (gym, cafeteria, classrooms, computer labs, auditorium, office, and storage) are available for program implementation;
- Assist in interviews and make recommendations for Site Coordinator;
- Have Data Clerk or PEIMS Clerk partner with Site Coordinator for appropriate data collection to meet necessary reporting, compliance, and evaluation needs;
- Welcome the Site Coordinator as part of our leadership team; and
- Budget annually to ensure that transportation is safe and free to families.

We hope you view this commitment of services to the 21<sup>st</sup> Century Community Learning Centers grant application favorably. Please feel free to contact me if you have any questions.

Sincerely,

Marisol Ayala-Trevino  
Manzano Middle School

BISD does not discriminate on the basis of race, color, national origin, sex, religion, age, disability or genetic information in employment or provision of services, programs or activities.

BISD no discrimina a base de raza, color, origen nacional, sexo, religión, edad, discapacidad o información genética en el empleo o en la provisión de servicios, programas o actividades.



# CHARLES STILLMAN MIDDLE SCHOOL

2977 W. Tandy Rd. Brownsville, TX 78520 Tel. (956) 698-1000 Fax (956) 350-3235



**Eduardo Martinez Jr.**  
Principal

**Irving Martinez**  
Dean of Instruction

**Norma Cisneros**  
Assistant Principal

**Elizabeth Garcia**  
Assistant Principal

**Dr. Rene Gutierrez**  
Superintendent

*"If you believe it, you can achieve it!"*

**Rose Longoria**  
Area Asst. Superintendent

January 6, 2021

Dr. Jesus Roberto Rodriguez:

It is a pleasure to provide you a detailed list of the In-kind items and services that Stillman Middle School will assist Texas Southmost College with to make the proposed 2021-2022 Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 11 grant program a success. We are committed to working with Texas Southmost College (TSC), and our community partners to provide a broad range of educational opportunities, college and career awareness, and co-curricular programs through the life of the 21<sup>st</sup> Century Community Learning Centers grant.

Stillman Middle School will provide the following to assist with and assure the success of the 21<sup>st</sup> Century Community Learning Centers grant at our site:

- Identify and recruit students for participation based on need;
- Ensure that the afterschool program is included in the Campus Improvement Plan(CIP), is aligned with district and school initiatives, and is integrated into the school culture;
- Assign campus contact person to work with grant writer on Needs Statement, Program Design, Center Project Plan and serve as academic liaison/advisor to the program;
- Attend planning, review meetings, and special events;
- Communicate with teachers and families to gain support;
- Assist with teacher recruitment and support for the program
- Ensure that rooms and adequate space (gym, cafeteria, classrooms, computer labs, auditorium, office, and storage) are available for program implementation;
- Assist in interviews and make recommendations for Site Coordinator;
- Have Data Clerk or PEIMS Clerk partner with Site Coordinator for appropriate data collection to meet necessary reporting, compliance, and evaluation needs;
- Welcome the Site Coordinator as part of our leadership team; and
- Budget annually to ensure that transportation is safe and free to families.

We hope you view this commitment of services to the 21<sup>st</sup> Century Community Learning Centers grant application favorably. Please feel free to contact me if you have any questions.

Sincerely

Eduardo Martinez  
Stillman Middle School

BISD does not discriminate on the basis of race, color, national origin, sex, religion, age, disability or genetic information in employment or provision of services, programs or activities

BISD no discrimina a base de raza, color, origen nacional, sexo, religión, edad, discapacidad o información genética en el empleo o en la provisión de servicios, programas o actividades.

Dr. René Gutiérrez  
Superintendent  
1900 Price Rd.,  
Brownsville, TX 78521  
(956) 548-8011



## Stell Middle School

1105 E. Los Ebanos  
Brownsville, Texas 78520  
Office: (956) 698-0363 · Fax: (956) 548-8666  
#TOGETHERSTRONG



Alma Cardenas-Rubio  
Area Assistant Superintendent  
1900 E. Price Rd.,  
Brownsville, TX. 78521  
(956) 554-4263

Obed Leal  
Principal

Laura L. Trevino  
Dean of Instruction

Brenda Krummel  
Assistant Principal

Jose L. Martinez  
Assistant Principal

January 6, 2021

Dr. Jesus Roberto Rodriguez:

It is a pleasure to provide you a detailed list of the In-kind items and services that Stell Middle School will assist Texas Southmost College with to make the proposed 2021-2022 Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 11 grant program a success. We are committed to working with Texas Southmost College (TSC), and our community partners to provide a broad range of educational opportunities, college and career awareness, and co-curricular programs through the life of the 21<sup>st</sup> Century Community Learning Centers grant.

Stell Middle School will provide the following to assist with and assure the success of the 21<sup>st</sup> Century Community Learning Centers grant at our site:

- Identify and recruit students for participation based on need;
- Ensure that the afterschool program is included in the Campus Improvement Plan(CIP), is aligned with district and school initiatives, and is integrated into the school culture;
- Assign campus contact person to work with grant writer on Needs Statement, Program Design, Center Project Plan and serve as academic liaison/advisor to the program;
- Attend planning, review meetings, and special events;
- Communicate with teachers and families to gain support;
- Assist with teacher recruitment and support for the program
- Ensure that rooms and adequate space (gym, cafeteria, classrooms, computer labs, auditorium, office, and storage) are available for program implementation;
- Assist in interviews and make recommendations for Site Coordinator;
- Have Data Clerk or PEIMS Clerk partner with Site Coordinator for appropriate data collection to meet necessary reporting, compliance, and evaluation needs;
- Welcome the Site Coordinator as part of our leadership team; and
- Budget annually to ensure that transportation is safe and free to families.

We hope you view this commitment of services to the 21<sup>st</sup> Century Community Learning Centers grant application favorably. Please feel free to contact me if you have any questions.

Sincerely

A handwritten signature in blue ink, appearing to read "Obed Leal".

Obed Leal  
Stell Middle School





# Filemón B. Vela Middle School

4905 Paredes Line Road  
Brownsville, Texas 78526  
(956)-548-7770 Fax (956)-548-7780



Ricardo Rodriguez  
Assistant Principal

Mandy Delgado  
Principal

Brenda Lugo Jasso  
Assistant Principal

Dr. René Gutiérrez  
Superintendent of Schools

Crystal M. Chio  
Dean of Instruction

January 6, 2021

Dr. Jesus Roberto Rodriguez:

It is a pleasure to provide you a detailed list of the In-kind items and services that Vela Middle School will assist Texas Southmost College with to make the proposed 2021-2022 Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 11 grant program a success. We are committed to working with Texas Southmost College (TSC), and our community partners to provide a broad range of educational opportunities, college and career awareness, and co-curricular programs through the life of the 21st Century Community Learning Centers grant.

Vela Middle School will provide the following to assist with and assure the success of the 21st Century Community Learning Centers grant at our site:

- Identify and recruit students for participation based on need;
- Ensure that the afterschool program is included in the Campus Improvement Plan (CIP), is aligned with district and school initiatives, and is integrated into the school culture;
- Assign campus contact person to work with grant writer on Needs Statement, Program Design, Center Project Plan and serve as academic liaison/advisor to the program;
- Attend planning, review meetings, and special events;
- Communicate with teachers and families to gain support;
- Assist with teacher recruitment and support for the program
- Ensure that rooms and adequate space (gym, cafeteria, classrooms, computer labs, auditorium, office, and storage) are available for program implementation;

BISD does not discriminate on the basis of race, color, national origin, sex, religion, age, disability or genetic information in employment or provision of services, programs or activities.

BISD no discrimina a base de raza, color, origen nacional, sexo, religión, edad, discapacidad o información genética en el empleo o en la provisión de servicios, programas o actividades

- Assist in interviews and make recommendations for Site Coordinator;
- Have Data Clerk or PEIMS Clerk partner with Site Coordinator for appropriate data collection to meet necessary reporting, compliance, and evaluation needs;
- Welcome the Site Coordinator as part of our leadership team; and
- Budget annually to ensure that transportation is safe and free to families.

We hope you view this commitment of services to the 21st Century Community Learning Centers grant application favorably. Please feel free to contact me if you have any questions.

Sincerely,



Mandy Delgado  
Vela Middle School

BISD does not discriminate on the basis of race, color, national origin, sex, religion, age, disability or genetic information in employment or provision of services, programs or activities.

BISD no discrimina a base de raza, color, origen nacional, sexo, religión, edad, discapacidad o información genética en el empleo o en la provisión de servicios, programas o actividades



**Dr. Rene Gutierrez**  
Superintendent of Schools

**Egly Elementary School**  
445 Land O'Lakes  
Brownsville, Texas 78521  
*Pedro Vidal, Principal*



*Dr. Susana Zapata, Assistant Principal*  
*Lucy Perez, Instructional Facilitator*  
*Ph: (956) 548-8850*

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January 6, 2021

Dr. Jesus Roberto Rodriguez:

It is a pleasure to provide you a detailed list of the In-kind items and services that Egly Elementary will assist Texas Southmost College with to make the proposed 2021-2022 Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 11 grant program a success. We are committed to working with Texas Southmost College (TSC), and our community partners to provide a broad range of educational opportunities, college and career awareness, and co-curricular programs through the life of the 21<sup>st</sup> Century Community Learning Centers grant.

Egly Elementary will provide the following to assist with and assure the success of the 21<sup>st</sup> Century Community Learning Centers grant at our site:

- Identify and recruit students for participation based on need;
- Ensure that the afterschool program is included in the Campus Improvement Plan(CIP), is aligned with district and school initiatives, and is integrated into the school culture;
- Assign campus contact person to work with grant writer on Needs Statement, Program Design, Center Project Plan and serve as academic liaison/advisor to the program;
- Attend planning, review meetings, and special events;
- Communicate with teachers and families to gain support;
- Assist with teacher recruitment and support for the program
- Ensure that rooms and adequate space (gym, cafeteria, classrooms, computer labs, auditorium, office, and storage) are available for program implementation;
- Assist in interviews and make recommendations for Site Coordinator;
- Have Data Clerk or PEIMS Clerk partner with Site Coordinator for appropriate data collection to meet necessary reporting, compliance, and evaluation needs;
- Welcome the Site Coordinator as part of our leadership team; and
- Budget annually to ensure that transportation is safe and free to families.

We hope you view this commitment of services to the 21<sup>st</sup> Century Community Learning Centers grant application favorably. Please feel free to contact me if you have any questions.

Sincerely

A handwritten signature in black ink, appearing to read "Pedro Vidal".

Pedro Vidal  
Egly Elementary



**A RATED CAMPUS**

Thomas W. Keller Elementary  
**2016 2017 2018 2019**  
**NATIONAL HONOR ROLL CAMPUS**



***EXCELLENCE: The Keller Instinct!***

The mission of Thomas W. Keller Elementary is to teach the content students **MUST** learn in order to **SUCCEED** academically and in life while establishing a caring, loving, and respectful learning environment in which students are expected to **ACHIEVE** at high levels.

January 6, 2021

Dr. Jesus Roberto Rodriguez:

It is a pleasure to provide you a detailed list of the In-kind items and services that Keller Elementary will assist Texas Southmost College with to make the proposed 2021-2022 Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 11 grant program a success. We are committed to working with Texas Southmost College (TSC), and our community partners to provide a broad range of educational opportunities, college and career awareness, and co-curricular programs through the life of the 21<sup>st</sup> Century Community Learning Centers grant.

Keller Elementary will provide the following to assist with and assure the success of the 21<sup>st</sup> Century Community Learning Centers grant at our site:

- Identify and recruit students for participation based on need;
- Ensure that the afterschool program is included in the Campus Improvement Plan (CIP), is aligned with district and school initiatives, and is integrated into the school culture;
- Assign campus contact person to work with grant writer on Needs Statement, Program Design, Center Project Plan and serve as academic liaison/advisor to the program;
- Attend planning, review meetings, and special events;
- Communicate with teachers and families to gain support;
- Assist with teacher recruitment and support for the program
- Ensure that rooms and adequate space (gym, cafeteria, classrooms, computer labs, auditorium, office, and storage) are available for program implementation;
- Assist in interviews and make recommendations for Site Coordinator;
- Have Data Clerk or PEIMS Clerk partner with Site Coordinator for appropriate data collection to meet necessary reporting, compliance, and evaluation needs;
- Welcome the Site Coordinator as part of our leadership team; and
- Budget annually to ensure that transportation is safe and free to families.

We hope you view this commitment of services to the 21<sup>st</sup> Century Community Learning Centers grant application favorably. Please feel free to contact me if you have any questions.

Sincerely

  
Javier J. Garza  
Keller Elementary



# Vermillion Elementary School

6895 FM 802 Brownsville, TX 78521 (956) 831-6060 Fax: (956) 831-1093



**Socorro Houghtaling, Principal**

Sandra L. Garcia, Asst. Principal

Ada Fernandez, Dean of Instruction

January 6, 2021

Dr. Jesus Roberto Rodriguez:

It is a pleasure to provide you a detailed list of the In-kind items and services that Vermillion Elementary will assist Texas Southmost College with to make the proposed 2021-2022 Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 11 grant program a success. We are committed to working with Texas Southmost College (TSC), and our community partners to provide a broad range of educational opportunities, college and career awareness, and co-curricular programs through the life of the 21<sup>st</sup> Century Community Learning Centers grant.

Vermillion Elementary will provide the following to assist with and assure the success of the 21<sup>st</sup> Century Community Learning Centers grant at our site:

- Identify and recruit students for participation based on need;
- Ensure that the afterschool program is included in the Campus Improvement Plan (CIP), is aligned with district and school initiatives, and is integrated into the school culture;
- Assign campus contact person to work with grant writer on Needs Statement, Program Design, Center Project Plan and serve as academic liaison/advisor to the program;
- Attend planning, review meetings, and special events;
- Communicate with teachers and families to gain support;
- Assist with teacher recruitment and support for the program
- Ensure that rooms and adequate space (gym, cafeteria, classrooms, computer labs, auditorium, office, and storage) are available for program implementation;
- Assist in interviews and make recommendations for Site Coordinator;
- Have Data Clerk or PEIMS Clerk partner with Site Coordinator for appropriate data collection to meet necessary reporting, compliance, and evaluation needs;
- Welcome the Site Coordinator as part of our leadership team; and
- Budget annually to ensure that transportation is safe and free to families.

We hope you view this commitment of services to the 21<sup>st</sup> Century Community Learning Centers grant application favorably. Please feel free to contact me if you have any questions.

Sincerely

Socorro Houghtaling  
Vermillion Elementary

**TEXAS SOUTHMOST COLLEGE**  
**and**  
**COMMUNITIES IN SCHOOLS OF CAMERON COUNTY**  
**MEMORANDUM OF UNDERSTANDING**

This Memorandum of Understanding set forth the terms between Communities in Schools of Cameron County (**hereinafter referred to as “CIS”**), a non-profit corporation located in the City of Brownsville, Cameron County, Texas and Texas Southmost College, (**hereinafter referred to as TSC**) a political subdivision of the State of Texas, located at 80 Fort Brown, Brownsville, Texas 78520.

PURPOSE OF AGREEMENT

TSC and CIS agree to collaborate in the delivery of after-school activities for at-risk PK-12<sup>th</sup> grade students and their families participating in the Nita M. Lowey 21<sup>st</sup> Century Community Learning Centers (CCLC) Grant Program, Cycle 11, administered by the Texas Education Agency. The parties understand and acknowledge this memorandum of understanding (MOU) is contingent upon approval of TSC receiving the Nita M. Lowey 21<sup>st</sup> CCLC Grant Program, Cycle 11 NOGA and subsequent approval from TSC’s Board of Trustees. The MOU automatically terminates if TSC does not receive funding through the Nita M. Lowey 21<sup>st</sup> CCLC Grant Program, Cycle 11. The MOU can be terminated by either Party upon a ninety-day (90) day written notice.

DURATION OF AGREEMENT

- The term of this MOU shall be made effective July 1, 2021 through July 31, 2026 until the completion of the Grant, in the situation where a Texas Education Agency approved program extension is warranted.
- This MOU may be amended or modified only in writing and executed by the both parties. This MOU will be applicable for five (5) years but is subject to TSC receiving the Nita M. Lowey 21<sup>st</sup> CCLC Grant Program, Cycle 11 NOGA. This MOU may be terminated by either party upon written notice of thirty-day (30) days.

TERMS AND CONDITIONS

The terms and conditions set forth in the following document shall constitute the entire agreement between TSC and CIS and may not be amended except by a written document signed by TSC and CIS. This MOU will be in effect for five (5) years, but is subject to TSC receiving the Nita M. Lowey 21<sup>st</sup> CCLC Grant NOGA.

Communities in Schools will:

- Designate one (1) CIS Family Engagement Specialist to collaborate with the TSC 21<sup>st</sup> CCLC Project Director and ten (10) TSC 21<sup>st</sup> CCLC Site Coordinator/s in the delivery of family engagement activities required in the Nita M. Lowey 21<sup>st</sup> CCLC Grant Program, Cycle 11.

- Require all non-contractual staff and/or volunteers working with students and their families to comply with the TSC and Brownsville Independent School District (BISD) Human Resource’s guidelines prior to initiation of services.
- Provide the TSC 21<sup>st</sup> CCLC Project Director and/or Program Evaluators with the district reports necessary to complete the annual program evaluation.
- Maintain the confidentiality and privacy of any student or family participant’s personal information (“Personal Data”) that it obtains and use such information for the limited purpose of administering the Nita M. Lowey 21<sup>st</sup> CCLC Grant Program, Cycle 11 Training Program and to satisfy any legal or reporting requirements imposed by the State of Texas or the applicable state funding agency. Specifically, CIS agrees to:
  - Implement appropriate technical and organizational measures to protect Personal Data against accidental or unlawful destruction or accidental loss, alteration, unauthorized disclosure or access in particular where the processing involves the transmission of data over a network, and against all other unlawful forms of processing;
  - Not permit the transmission of Personal Data outside the United States or access of such data by its employees outside the United States.
  - Promptly notify TSC of any facts known to CIS concerning any accidental or unauthorized disclosure or use, or accidental or unauthorized loss, damage, or destruction of Personal Data by any current or former employee, contractor, or agent of CIS or by any other persona or third party;
  - Cooperate fully with TSC in the event of any accidental or unauthorized disclosure or use, or accidental or unauthorized loss, damage, or destruction of Personal Data by any current or former employee, contractor, or agent of CIS or by any other person or third party, to limit the unauthorized disclosure or use, seek the return of any Personal Data, and assist in providing notice if requested by TSC.

Texas Southmost College will:

- Designate the Project Director for the Nita M. Lowey 21<sup>st</sup> CCLC Grant Program, Cycle 11 as the point of contact to collaborate with CIS to successfully execute after-school activities for families participating in the Nita M. Lowey 21<sup>st</sup> CCLC Grant Program, Cycle 11.
- Support CIS in their efforts to deliver family engagement activities required in the Nita M. Lowey 21<sup>st</sup> CCLC Grant Program, Cycle 11.
- Provide available and reasonable facilities adequate to implement the services agreed upon on this MOU.
- Provide an annual contractual services budget to CIS for the purposes of hiring staff to provide family engagement activities required in the Nita M. Lowey CCLC Grant Program, Cycle 11, payable on a monthly reimbursement basis.
- Provide costs associated to educational enrichment games, office equipment, recreational supplies for staff to be able to plan, coordinate, and implement program design as specified in the 21<sup>st</sup> CCLC Grant Program, Cycle 11. Any items/equipment obtained associated to the implementation of the grant will remain with TSC.

TSC and CIS will:

- Designate the Project Director for the Nita M. Lowey 21<sup>st</sup> CCLC Program, Cycle 11 as the point of contact to collaborate with CIS to successfully execute after-school activities for at risk

PK-12<sup>th</sup> grade students and their families participating in the Nita M. Lowey 21<sup>st</sup> CCLC Grant Program, Cycle 11;

- Facilitate the development and continuance of effective working relationships between the parties through the coordination of scheduled meetings to share information of the activities which directly affect the outcome of the program.
- Participate in joint planning for grant program activities.
- Share information and coordinate grant programs.
- Share resources, to the extent permissible, that will further the mutual objectives of the parties while reducing cost and expenses that would have been incurred otherwise.
- Nothing in this Agreement shall be interpreted to mean that any employee or agent of either party an employee or agent of the other party.
- Both parties agree that the other party may reference a party's name to the extent reasonably necessary in the promotion of the grant program activities; however, any written materials referencing either party's name must be approved by that party prior to dissemination.
- Nothing in this Agreement shall be interpreted to constitute a waiver of immunity by TSC, or as an agreement by the parties to indemnify or hold each other harmless.
- TSC as an institution of higher education and recipient of federal and state funds, is subject to federal and state civil rights laws and regulations governing equal educational and employment opportunity. This Agreement and any grant activities offered pursuant to this Agreement are subject to those laws and regulations, and other laws and regulations governing a public educational institution and shall be provided in compliance with the laws applicable to TSC.
- The parties mutually agree that, during performance of this Agreement, no person shall be denied benefits under this program on the basis or religion, color, race, national origin, sex, age, physical or mentally disability, sexual orientation, or gender identity. The parties shall ensure that the evaluation and treatment of employees and student participants under this program is free of such discrimination.
- The parties will conduct appropriate criminal background checks on all individuals involved in the program.

INSURANCE

- Liability Insurance. At all times during the term of this agreement, each party will provide and keep in force liability insurance covering their respective entities for liability for property damage and personal injury. This insurance is to be carried by one or more insurance companies duly authorized or admitted to transact business in Texas with a Best's Insurance Rating of A or better, selected and paid by each party, respectively. The insurance provided under this section must be as follow and as applicable:

<b>Type of coverage</b>	<b>Limits</b>
A. Worker's Compensation	Statutory
B. Comprehensive General Liability	\$1,000,000 Ea. occurrence \$2,000,000 aggregate
C. Automobile Liability (1) Bodily Injury	(owned/leased, non-owned and hired) \$1,000,000 Ea. Person



(2) Property Damage

\$1,000,000 Ea. Occurrence

\$1,000,000 Ea. Occurrence

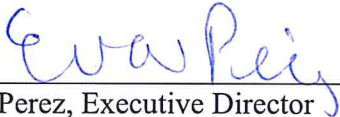
This insurance will protect TSC and CIS against liability to its respective employees or servants and to any other person or persons whose property damage or personal injury arises out of or in connection with this Agreement.

MISCELLANEOUS TERMS

- It is understood and agreed that CIS is an independent contractor and that neither CIS and nor any employees or agents contracted by CIS shall be deemed for any purpose to be employees or agents of Texas Southmost College.
- This agreement does not create a joint venture or business partnership under Texas law. CIS assumes full responsibility for their personnel while performing any services incident to this MOU and shall remain solely responsible for their supervision, daily direction and control, requirements, and obligations.

APPROVED

The undersigned parties bind themselves to the faithful performance of this Agreement. It is mutually understood that this Agreement shall not become effective until approved by all parties involved.



\_\_\_\_\_  
Eva Perez, Executive Director  
Communities in Schools of Cameron County



\_\_\_\_\_  
Date



\_\_\_\_\_  
Dr. Jesús Roberto Rodríguez, President  
Texas Southmost College

01/21/2021

\_\_\_\_\_  
Date

**TEXAS SOUTHMOST COLLEGE**  
**and**  
**THE BROWNSVILLE INDEPENDENT SCHOOL DISTRICT**  
**MEMORANDUM OF UNDERSTANDING**

This Memorandum of Understanding set forth the terms between Brownsville Independent School District (**hereinafter referred to as “BISD”**) and Texas Southmost College, (**hereinafter referred to as TSC**) a political subdivision of the State of Texas, located at 80 Fort Brown, Brownsville, Texas 78520.

**PURPOSE OF AGREEMENT**

TSC and BISD agree to collaborate in the delivery of after-school activities for at-risk PK-12<sup>th</sup> grade students and their families participating in the Nita M. Lowey 21<sup>st</sup> Century Community Learning Centers (CCLC) Grant Program, Cycle 11, administered by the Texas Education Agency. The parties understand and acknowledge this memorandum of understanding (MOU) is contingent upon TSC receiving the Nita M. Lowey 21<sup>st</sup> CCLC Grant Program, Cycle 11 NOGA and subsequent approval from TSC’s and BISD’s Board of Trustees. The MOU automatically terminates if TSC does not receive funding through the Nita M. Lowey 21<sup>st</sup> CCLC Grant Program, Cycle 11. The MOU can be terminated by either Party upon a ninety-day (90) day written notice.

**DURATION OF AGREEMENT**

- The term of this MOU shall be made effective July 1, 2021 through July 31, 2026 until the completion of the Grant, in the situation where a Texas Education Agency approved program extension is warranted.
- This MOU may be amended or modified only in writing and executed by the both parties. This MOU will be applicable for five (5) years but is subject to TSC receiving the Nita M. Lowey 21<sup>st</sup> CCLC Grant Program, Cycle 11 NOGA. This MOU may be terminated by either party upon written notice of ninety (90) days.

**TERMS AND CONDITIONS**

The terms and conditions set forth in the following document shall constitute the entire agreement between TSC and BISD and may not be amended except by a written document signed by TSC and BISD. This MOU will be in effect for five (5) years, but is subject to TSC receiving the Nita M. Lowey 21<sup>st</sup> CCLC Grant Program, Cycle 11 NOGA.

**Brownsville Independent School District will:**

- Designate a BISD Department Administrator to collaborate with the TSC 21<sup>st</sup> CCLC Project Director to successfully execute the program requirements of the Nita M. Lowey 21<sup>st</sup> CCLC Grant Program, Cycle 11.
- Designate one campus staff member per campus to assist the TSC 21<sup>st</sup> CCLC Project Director and TSC Site Coordinator/s in the delivery of after-school activities for at-risk PK-12<sup>th</sup> grade students and their families participating in the Nita M. Lowey 21<sup>st</sup> CCLC Grant Program, Cycle 11.

- Require all non-contractual staff and/or volunteers working with students and their families to comply with the TSC Human Resource’s guidelines prior to initiation of services.
- Provide the TSC
- 21<sup>st</sup> CCLC Project Director and/or Program Evaluators with the district reports necessary to complete the annual program evaluation.
- Provide additional monies for student incentives and family engagement incentives according to student participation rates that meet and/or exceed milestones.
- Provide the following in-kind services:
  - Super Supper Program will provide a warm meal to all 21st CCLC participants afterschool at all ten TSC/BISD sites throughout the school year.
  - Office and office setup (phone, computer, printer, etc.) for each 21st CCLC Site Coordinator.
  - Campus administration will help 21st CCLC Site Coordinators with obtaining the classroom/cafeteria/gym space and teachers/teacher aides needed for afterschool and Saturday academic and enrichment activities. Administration will also secure AC in the appropriate rooms for evening and Saturday events.
  - Provide access to the school's administration (Principals and Deans of Instruction) at each of the ten TSC/BISD sites to fulfill TEA reporting requirements and end-of-year evaluation, as well as alignment of academic and enrichment activities that will take place after school and on Saturdays.
  - Coordinate and provide transportation to bus students home from after school and Saturday activities at the ten TSC/BISD sites (fall and spring term only).
  - BISD Grants Department will assist Program Director, Reporting and Compliance Specialist, and 21<sup>st</sup> CCLC Site Coordinators with implementation of the grant activities by securing meeting sites at a central location for monthly and/or on call meetings.

Texas Southmost College will:

- Designate the Project Director for the Nita M. Lowey 21st CCLC Grant Program, Cycle 11 as the point of contact to collaborate with BISD to successfully execute after-school activities for at risk PK-12<sup>th</sup> grade students and their families participating in the Nita M. Lowey 21st CCLC Grant Program, Cycle 11;
- Support BISD in their efforts to deliver academic, enrichment, college career readiness, and family engagement activities required in the Nita M. Lowey 21st CCLC Grant Program, Cycle 11.
- Collaborate with BISD Grants staff to host at least two (2) training per semester.
- Provide an annual contractual service to BISD for the purposes of hiring staff to provide academic, enrichment, college career readiness, and family engagement activities required in the Nita M. Lowey 21st CCLC Grant Program, Cycle 11.
- Maintain the confidentiality and privacy of any student or family participant’s personal information (“Personal Data”) that it obtains and use such information for the limited purpose of administering the Nita M. Lowey 21st CCLC Grant Program, Cycle 11 Training Program and to satisfy any legal or reporting requirements imposed by the State of Texas or the applicable state funding agency. Specifically, TSC agrees to:

- Implement appropriate technical and organizational measures to protect Personal Data against accidental or unlawful destruction or accidental loss, alteration, unauthorized disclosure or access in particular where the processing involves the transmission of data over a network, and against all other unlawful forms of processing;
- Not permit the transmission of Personal Data outside the United States or access of such data by its employees outside the United States.
- Promptly notify BISD of any facts known to TSC concerning any accidental or unauthorized disclosure or use, or accidental or unauthorized loss, damage, or destruction of Personal Data by any current or former employee, contractor, or agent of TSC or by any other persona or third party;
- Cooperate fully with BISD in the event of any accidental or unauthorized disclosure or use, or accidental or unauthorized loss, damage, or destruction of Personal Data by any current or former employee, contractor, or agent of TSC or by any other person or third party, to limit the unauthorized disclosure or use, seek the return of any Personal Data, and assist in providing notice if requested by BISD.

BISD and TSC will:

- Work with Community in Schools in sharing student and parent information and plan and coordinate family enrichment activities.
- Facilitate the development and continuance of effective working relationships between the parties through the coordination of scheduled meetings to share information of the activities which directly affect the outcome of the program.
- Participate in joint planning for grant program activities.
- Share information and coordinate grant programs.
- Share resources, to the extent permissible, that will further the mutual objectives of the parties while reducing cost and expenses that would have been incurred otherwise.
- Nothing in this Agreement shall be interpreted to mean that any employee or agent of either party an employee or agent of the other party.
- Both parties agree that the other party may reference a party's name to the extent reasonably necessary in the promotion of the grant program activities; however, any written materials referencing either party's name must be approved by that party prior to dissemination.
- Nothing in this Agreement shall be interpreted to constitute a waiver of immunity by TSC, or as an agreement by the parties to indemnify or hold each other harmless.
- TSC as an institution of higher education and recipient of federal and state funds, is subject to federal and state civil rights laws and regulations governing equal educational and employment opportunity. This Agreement and any grant activities offered pursuant to this Agreement are subject to those laws and regulations, and other laws and regulations governing a public educational institution and shall be provided in compliance with the laws applicable to TSC.
- The parties mutually agree that, during performance of this Agreement, no person shall be denied benefits under this program on the basis or religion, color, race, national origin, sex, age, physical or mentally disability, sexual orientation, or gender identity. The parties shall ensure that the evaluation and treatment of employees and student participants under this program is free of such discrimination.

INSURANCE

- **Liability Insurance.** At all times during the term of this agreement, each party will provide and keep in force liability insurance covering their respective entities for liability for property damage and personal injury. This insurance is to be carried by one or more insurance companies duly authorized or admitted to transact business in Texas with a Best's Insurance Rating of A or better, selected and paid by each party, respectively. The insurance provided under this section must be as follow and as applicable:

<b>Type of coverage</b>	<b>Limits</b>
A. Worker's Compensation	Statutory
B. Comprehensive General Liability	\$1,000,000 Ea. occurrence \$2,000,000 aggregate
C. Automobile Liability	(owned/leased, non-owned and hired)
(1) Bodily Injury	\$1,000,000 Ea. Person \$1,000,000 Ea. Occurrence
(2) Property Damage	\$1,000,000 Ea. Occurrence


This insurance will protect TSC and BISD against liability to its respective employees or servants and to any other person or persons whose property damage or personal injury arises out of or in connection with this Agreement.

**MISCELLANEOUS TERMS**

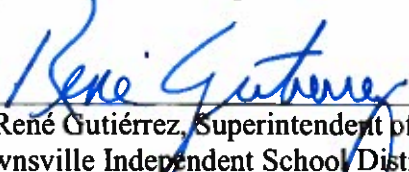
- It is understood and agreed that BISD is an independent contractor and that neither BISD and nor any employees or agents contracted by BISD shall be deemed for any purpose to be employees or agents of Texas Southmost College.
- This agreement does not create a joint venture or business partnership under Texas law. BISD assumes full responsibility for their personnel while performing any services incident to this MOU and shall remain solely responsible for their supervision, daily direction and control, requirements, and obligations.

**APPROVED**

The undersigned parties bind themselves to the faithful performance of this Agreement. It is mutually understood that this Agreement shall not become effective until approved by all parties involved.

  
 \_\_\_\_\_  
 Dr. Jesús Roberto Rodríguez, President  
 Texas Southmost College

01/21/2021  
 \_\_\_\_\_  
 Date

  
 \_\_\_\_\_  
 Dr. René Gutiérrez, Superintendent of Schools  
 Brownsville Independent School District

1-19-2021  
 \_\_\_\_\_  
 Date