



**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 07, 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 to **Pre-award costs:**

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

Campus name CDN Vendor ID ESC DUNS

Address City ZIP Phone

Primary Contact Email Phone

Secondary Contact Email Phone

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 Title Email

Phone Signature Date

Grant Writer Name Signature Date

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

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RFA/SAS #

2021-2022 Nita M. Lowey 21st CCLC Cycle 11, Year 1

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
One of our primary quantifiable needs will be to promote and implement STEM related programs to prepare students in finding solutions to tomorrow's problems. Our target will be 25% of campus student enrollment.	The plan is to offer engaging STEM related activities that will provide students an opportunity to participate in classes that are designed to enhance problem solving and critical thinking through disguised learning. Examples of classes to be offered will include 3D modeling, coding, engineering design, cybersecurity, STEM in the Kitchen, and robotics.
Another need will be to implement a Fine Arts program to captivate students' imagination and creativity that will enhance their academic studies. Our target will be 25% of campus student enrollment.	The Fine Arts classes will give an opportunity for students to participate in activities that will allow them to express themselves through various means such as theatre, dance, art, music, and film production. Self-esteem, motivation, cultural exposure and emotional expression are a few of the benefits.
The improvement for student literacy is a great need in our schools. Literacy is the essential foundation of education; therefore learning to grasp important concepts in communicating clearly and effectively will assist in closing the achievement gap.	Integrating literacy libraries into the program will offer opportunities for struggling students to participate in smaller instructional setting. Providing additional reading assistance will enhance overall academic levels in everyday life.

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.

Students will be given the opportunity to thrive in intentional programming through disguised learning where they will be able to enhance their creativity, collaboration, communication, and critical thinking through project based learning. Project based learning will prepare students to connect applications with real world experiences. Students will have the opportunity to showcase and highlight selected semester projects at proposed campuses / district-wide events to demonstrate concepts learned. A design team will collaborate to establish expectations while the coordinators will implement the guidelines. Students will utilize voice & choice to select classes where they can participate in project based learning. Project activities will begin second week of fall/spring semester and continue through the last week of fall/spring semester.

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

Our first quarter benchmark would be to implement project-based activities in the fall/spring. Teachers will have the opportunity to showcase their student's intentional activities/programs to their peers, families and campus staff. Within the semester, students will develop and increase their foundational skills which will be instrumental for enhancing student education in STEM, Fine Arts and literacy. Along with the implementation of project-based activities, student progress measures will be based on academic grades, school attendance, disciplinary record, and teacher feedback.

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8. Measurable Progress (Cont.)

Second-Quarter Benchmark

Our second quarter benchmark program will be to continue to build on our project-based activities in the fall/spring semester by incorporating mid-semester projects. Within the semester students will practice soft skills by presenting to their peers in preparation for mid-year and end-of-year exhibition. Along with the implementation of project-based activities, student progress measures will be based on academic grades, school attendance, disciplinary record, and teacher feedback.

Third-Quarter Benchmark

Our third quarter benchmark will be utilized to continue enhancing student project-based learning by collaborating with community partners. Students will gain knowledge with real-world experiences by working cooperatively with community professionals. Students will continue to display their progress of their projects quarterly to their peers but will highlight their complete project at the end of each semester during a community exhibition. Along with the implementation of project-based activities, student progress measures will be based on academic grades, school attendance, disciplinary record, and teacher feedback.

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.

An online student / parent survey will be distributed to gather data for analyzing the current status and enhancing the program. Data collected from these surveys will be utilized to make informed decisions on driving our intentional program for student achievement.

Student participation reports from the Tx21st data system will be monitored daily to inform coordinators on gauging class status. If classes are struggling with participation, it will be crucial for the center coordinator to market those specific classes. If the struggle continues, center coordinator will close the class and new classes will be offered based on voice & choice.

Focusing on academic performance levels, the program may need to be modified to accommodate low-performing students to be successful during the regular school day by aligning our after-school programs to reflect their academic needs.

The three evaluations conducted will be utilized to continue with the sustainability of the program. It is crucial that we continue tracking student participation, parental involvement, and academic assistance to ensure students are given opportunity for growth.

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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.

With high population of Hispanics, 93.4% and 78.6% economically disadvantaged students, the goal is to expand the educational opportunities of traditionally underserved individuals by increasing their abilities in literacy, STEM, Fine Arts, health & wellness and other enrichment opportunities. By enhancing and expanding the community's access to these offerings, we are confident that establishing the Nita M. Lowey 21st Century Community Learning Center (CCLC) in Harlingen, Texas can accomplish this goal. A team was formed to conduct a community needs assessment in efforts to address the growing needs of students and their families.

The team worked together to gather geographical information, student demographics, social determinants, and economic information from data they collected internally. In addition to receiving data from the collaborative groups, data was also compiled from public sources (such as campus improvement plans, district-wide strategic plans), results of parent surveys, and informal feedback from community partners giving insight into the resources out in the community.

Priorities we're set based on key findings to assist the team with developing goals and objectives. The group participated in facilitated meetings to discuss and modify priorities, make informed decisions based on key data, and mutually agree on the goals, deliverables, and responsible parties for making sure those deliverables are carried out. After the top needs were identified, which included providing a strong focus on STEM, Fine Arts, and literacy.

After analyzing the data collected from all stakeholders, it became evident that the resources available to the community in regards to academic support or care for children after school was limited to the Boys and Girls Club or entities such as Sylvan Learning Center or daycare facilities that are tied to a financial burden. Parents and community members voiced the need for a safe and structured environment for their students after school. Our community is struggling with increases in violence as well as border violence spilling over from Mexico, just 20 miles away. Without this program, students are left in the care of older siblings or on their own, and parents are worried about the consequences of this.

This program will provide parents with the security in knowing that their children are not only safe, but that they are receiving intentional instruction. Some parents find it difficult to assist their children with homework due to a language barrier. With 53.4% of the student population being At Risk and 32% labeled as LEP/Bilingual, literacy has been identified as a need within the district. After school activities can provide students an opportunity to excel in their education. In addition, family literacy services and a college preparation program will be provided for students and families through our family engagement events.

Our proposed campus sites will be based on a target student enrollment of 20% and 7% for parent target based on total student enrollment.

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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.

Incorporating intentional activities after-school, the proposed program is designed to align with the regular school day curriculum. Our goal is to provide engaging and innovative programs for students to achieve growth in state assessments and overall student performance levels by participating in STEM, Fine Arts, and Literacy classes at each proposed center. A key component in student attendance will be to captivate their minds by offering intriguing project based activities. Through disguised learning, students will enhance their knowledge, be motivated and eager to participate daily.

As a program, our target is to have 25% of student enrollment involved in either STEM or Fine Arts related activities. Our intention is to develop and maintain interest in STEM fields by providing programs that enhance the students' knowledge in math, science, and literacy skills. Examples of classes to be offered will include 3D modeling, coding, engineering design, cybersecurity, STEM in the Kitchen, and robotics.

The Fine Arts classes will give students the opportunity to express themselves through various means such as theatre, dance, art, music, and film production. Self-esteem, motivation, cultural exposure and emotional expression are a few of the benefits students will gain from the program.

Literacy is the foundation for a student's education. Collaborating with the Boys & Girls Club of Harlingen and integrating the literacy libraries in proposed centers, this initiative will enhance the academic performance levels for struggling/economically disadvantaged students while partaking in a smaller class setting.

Each proposed center will strive to have ACE students in 3rd-5th grade improve their STARR scores by 2%.

As for students in Kinder-2nd grade, our goal is to have A.C.E students improve a TIER Level based on district assessments.

Students in Tier 1 will maintain/improve within the level.

Students in Tier 2 will show improvement in Tier 2 or improve to Tier 1.

Students in Tier 3 will show improvement among Tier 3 or improve to Tier 2.

In addition, our objective is to reduce discipline referrals by 1% based on previous data at proposed centers.

Proposed centers will continue to utilize the prior year's data to reduce the disciplinary referral rates among ACE students.

By assessing the program each year, it will be crucial that we continue monitoring student participation, provide intentional activities and academic assistance to implement a premier program.

Attendance SMART Goal: Students with excessive absences will receive a chart to track their daily attendance.

Students with 80% of their chart completed will earn the opportunity to attend a special event at the end of every semester. Coordinator will take daily attendance and collaborate with families to encourage their child at home.

Implementing a mentoring intervention program will encourage students to attend regularly. Initiative will begin the second week of fall/spring programming and end a week prior to closing out the fall/spring semester.

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9. Statutory/Program Requirements (Cont.)

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

Activities offered at each proposed campus will be determined through a detailed needs assessment. Activities will be aligned and developed utilizing the ACE Blueprint components: academic, enrichment, family engagement, and college/workforce readiness. The after-school program will implement a module-based system. We are a small city; therefore contractible services with outside agencies are limited so we rely on our campus staff, college tutors, and volunteers to assist with the program. The module system will allow flexibility in providing multiple intentional activities that correlate and reflect the regular school day. Currently each campus provides tutoring funded by other sources, the proposed program will provide additional academic intentional activities through disguised learning. In addition, the Boys and Girls Club of Harlingen will assist our campus tutorial program through TEXAS AIM. Students will also have time to work on homework and receive assistance from program staff. The enrichment activities will focus on providing students with opportunities that have otherwise been unavailable to them. Intentional activities will give an opportunity for students to be innovative, creative, and work with applications where they can apply critical thinking and problem solving skills to explore challenges that we face in a global competitive society through disguised academic learning.

Examples of these activities include:

TEXAS AIMS

Increase math, reading, and writing performance over time through Sylvan tutors funded through the program.

Extra-curricular Activities

Improve academic performance in all areas through intentional extra-curricular activities that will promote health/wellness as well as the 4C's (Creativity, Critical Thinking, Collaboration, and Communication)

Character Building

Increase character development and social/emotional skills to reduce the number of disciplinary issues and build a foundation of positive relationships which will impact overall student success.

Family Engagement

Increase parental support by offering classes to support families in learning skills such as social/emotional, financial, literacy, and continuing education. College and workforce readiness activities will be age appropriate and provide the opportunity for ALL students to be aware of post-secondary options. Parent events will be held at proposed campus sites, Harlingen CISD Administration building, and the Boys and Girls Club of Harlingen partner facility.

Literacy Libraries/Extended Library Hours

Increase reading and writing performance through a Scholastic research-based system to improve academic performance.

Students with Special Needs

Increase self-esteem, enhance positive behavior, and improve social competence for students with special needs through academic and extra-curricular activities they can participate in after-school classes. Through this program, students with special needs will be given opportunities to increase their skills while building on their potential. Beyond the benefits of providing intentional activities individuals with special needs will have the opportunity to collaborate with their peers in a way often not possible during the regular school day.

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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

Based on the community needs assessment plausible partners have been identified that would expand both organizations capacity to reach program goals. After meeting with potential partners, the team identified Boys and Girls Club of Harlingen as a partner in the endeavor to increase student academic performance, provide extracurricular activities for all students including those with special needs, and support for literacy and workforce readiness.

The Boys and Girls Club of Harlingen is an external non-profit organization that has a strong record of success in running and implementing after-school and summer programs. Harlingen CISD and the Boys and Girls Club of Harlingen have a historical relationship and collaboratively have worked on various projects to benefit the community. Currently the Boys and Girls Club of Harlingen have five sites, three of which are housed on elementary campuses. This long partnership is thriving and is ready to expand and enhance the quality of the after-school programs with both organizations.

The mutual partnership with the Boys and Girls Club of Harlingen will enhance the after-school program by implementing the following which will assist in achieving the stated objectives:

- Improve academic performance in math, reading, and writing
Providing the opportunity for students to participate in the TEXAS AIM program at the Boys and Girls Club of Harlingen which is a Sylvan based tutoring program in the areas of math and reading.
- Improve academic performance in all subjects through extracurricular activities
Recruit and support students to participate in sports leagues provided by the Boys and Girls Club of Harlingen through after-school activities.

Expand and provide transportation for students interested in participating in the Boys and Girls Club Experience Summer Program.

- Support family literacy and workforce readiness
Harlingen CISD will provide night classes at the Boys and Girls Club through our parental involvement department. These night classes will be geared towards parents of families participating in the grant and will include topics such as learning the English language, parenting skills, college and career readiness, and interview tips.

This partnership will assist in sustaining the grant once funds are diminished as it leverages each of our alternative resources to supplement our after-school programs.

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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.

A decade of research and evaluation studies, as well as large-scale, rigorously conducted syntheses looking across many research and evaluation studies, 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. (Little, Wimer, and Weiss, 2008, p. 2). This research supports the design of our program which intends to not only provide a safe and structured environment for students, but impact their academic performance as well as the holistic child including character development and wellness. To ensure we are providing an intentional after-school program the following research based practices will be integrated into our activities. The programs listed below attest to the success of each of these activities and partnerships.

- **TEXAS AIM** - This program is run through the Boys and Girls Club and is nationally known to improve academic performance. With certified teachers and through small group learning TX AIM students who start out behind are able to surpass the statewide testing average for students from similar backgrounds (Rockman, et al, 2017).
- **Project Based Learning**- Will be incorporated into after-school activities to improve academic performance as well as capitalize on student skills in collaboration, critical thinking, creativity, and communication. PBL is a strategy for closing the achievement gap by engaging lower achieving students (Boaler, 2002; Penuel & Means, 2000).
- **Literacy Libraries**- Literacy libraries are known for supporting literacy instruction, helping students learn about books, providing a central location for resources, providing opportunities for independent reading and curricular extensions as well as serving as a place to talk about and interact with books (Reutzel & Fawson, 2017). Keeping libraries open after hours provides equitable access for all students and improves academic performance (Hinton, 2016).

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.

Bus transportation will be offered daily to all students participating in the after school program at the selected proposed centers to ensure they have a safe means of arriving at home. Buses will also be available to accommodate students with disabilities. When students are required to travel to adjunct sites or on field trips, buses will be made available to transport students and will follow the same safety protocol guidelines used during the regular school day.

Bus safety protocols:

- Upon boarding the bus, students will scan designated bus id card that can be utilized as a tracking device for parents and transportation dept.
- Students must remain seated while bus is in motion.
- Students must keep hands and head inside the bus. Do not throw, hand, or dangle any items out the bus windows.
- Help keep the bus clean by not throwing things on the floor.
- Rowdiness, loud talking, pushing, shoving, bad language, destruction of property, and general discourtesies toward fellow students or the bus driver will not be tolerated and will result in disciplinary actions.
- A Bus Disciplinary Referral Transportation Form will be submitted by the driver to the principal to handle misconduct on the bus.
- Where the age span of the students covers several grades, the older children are asked to look after the safety of the younger children.
- The driver will not drop off students at places other than their own regular bus stops on the route or at the school unless proper authorization from the principals.
- In case of emergency, children are to remain in the bus unless otherwise directed by the driver.

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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.

Harlingen CISD will deploy four strategies to disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Each center will operate 15 hours a week (3 hours a day / 5 days a week) throughout the school year. A six week summer program will also be provided (4 hours per day / 4 days per week). All information will be disseminated in both English and Spanish. The table below provides a brief description of each of those strategies:

- 1. Student/Parent Enrollment-Personal Invitation: Priority enrollment will be given to at-risk students of academic failure in previous year's testing scores and academic grades. Parent conference, written communication, and/or phone call will be utilized as a form of invitation. Remaining student slots will be on a first come/first serve basis.
- 2. Student/Parent Enrollment-Open House: Coordinators will enroll students during fall/spring open house event.
- 3. Program Changes and Success-Media: The school district and partnering organization benefit from their positive relationships with media of all kinds. Information about the center including location, goals, objectives, activities etc. will be shared through media such as print, web-based, radio, television and social media avenues.
- 4. Verbal Communication/Social Media-Youth and Adults: With a growing trend in social media such as facebook, twitter, and instagram bridging the communication gap is vital along with verbal communication; therefore implementing both mediums will give us more outreach opportunities. We anticipate that programming will be engaging and student centered, which will motivate youth to join and attend regularly.

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

Funding from the Nita M. Lowey 21st CCLC grant will be used to supplement and not supplant the existing local, state and federally funded programs. Funds will be utilized to supplement the districts efforts to increase academic performance levels, increase attendance rates, improve behavior, increase promotion rates and ultimately improve graduation rates. Any program activities required by state law, SBOE rules or local board policies will not be paid with the requested grant funds; nor will state or local funds be decreased or diverted for any other uses because of the availability of these funds. The Fiscal agent, Harlingen CISD will maintain effective documentation which will demonstrate the supplementary nature of these funds. In addition, we will be pooling together resources and expertise with our Boys and Girls Club of Harlingen partner in order to maximize efficiency and reach as many high need students and their families as possible. These include funding from the TEXAS AIM program, shared facilities from both entities, and utilizing qualified staff that is already employed with one of the entities.

The program plans to supplement the after school tutoring program. Each campus currently provides basic STAAR tutoring to all students in need of assistance. These services are provided by OEYP funds or through local funding. This program will work to extend the services offered and provide year round activities that supplement the tutoring already in place. Site Coordinators will work with campus administration to create a smooth transition between programs and collect accurate data for documentation of students in the program. Our goal is to create a seamless flow of activities that align with the regular school day and prepare students for a brighter future.

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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.

HCISD School Board members have signed a letter of support for the application attached which commits to sustainability for the Nita M. Lowey 21st CCLC Cycle 11.

The key to ensuring that the Nita M. Lowey 21st CCLC will continue after funding is to build the skills, mindset, and capacity enabling organizations to collaborate and share resources such as the Boys and Girls Club of Harlingen partnership. Receiving Cycle 11 grant funds will lay the groundwork to spark collaboration, fund new ideas, and scale up best practices to achieve real impact providing a well-rounded intentional program for our students and community. The development of this grant has ignited a fire within leadership and has grown into an ecosystem that is working toward a shared mission. These partnerships will drive the need to understand, build, and sustain connections.

Finally, this grant program is designed to service as many students as possible, without excess administration or consultants that could hinder sustainability in the future.

A virtual learning environment is foundational to our after-school program in that we can expand our outreach to students and families by providing various opportunities for participation. While our after-school on-site campus program provides the opportunity for working parents to have a safe, learning environment for their children.

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)

Harlingen CISD plans to recruit volunteers to support activities carried out through the Nita M. Lowey 21st CCLC. Using volunteers is well known for assisting with providing human capital to sustain programming beyond a grants funding cycle. Our volunteer target population is on senior citizens and high school students needing community service hours.

Seniors citizens have a unique set of skills and knowledge along with a lifetime of experience to offer support in so many ways: from mentoring and tutoring younger generations, to providing career guidance, and offering companionship and care. To recruit senior citizens, the Project Director will work with the existing school district and Boys and Girls Club of Harlingen volunteer recruitment team. This team capitalizes on RGV's vast number of Winter Texan, nonprofit agencies, and faith-based organization volunteer resources. The RGV's Winter Texan population is a huge group of seniors that travel from all over the United States to enjoy the RGV's warmer climate. Volunteers will be vetted and trained using the school district's volunteer training process. This process includes: the criminal background check, staff development training, and/or mentoring training.

In addition to senior citizens, we will also encourage high school students to volunteer who need community service hours or are interested in going into the field of education. Assisting with the after school program will provide these students with an authentic experience in working with students both academically and socially. Students will go through a vetting process, which will consider their grades, discipline, ability to work with others, and teacher recommendations. Interviews will be conducted with each student who meets the criteria to determine the best fit for each center.

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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.

One of the strategies for recruiting and retaining students in the program over time will be through teacher recommendation, informational brochures, parent / guardian highlight the success of the program to their friends and acquaintances in the community. A retention strategy will be through conducting student surveys to promote new program activities based on student interest voice and choice. Through disguised academic learning and hands-on activities, students will have the opportunity to excel and accomplish skills for future endeavors.

SMART goals
Fall/Spring: Chronically absent students will receive daily acknowledgment of their attendance and receive a chart to track their attendance. Students with 80% of their chart completed will earn the opportunity to attend a special event at the end of every semester. Students will work with coordinator to set specific standards and review attendance for each semester. Coordinator will take daily attendance and collaborate with families to encourage their child at home. Implementing a mentoring intervention program will encourage students to attend regularly. Initiative will begin the second week of fall/spring programming and end a week prior to closing out the fall/spring semester.

Summer: Incorporating a health/wellness program to educate students on nutrition education and physical fitness will promote responsible decision making, social and self-awareness. Students will be given weekly expectations and a goal chart to track their participation rate and pedometer tracking. Coordinators will host a reflection session where students reflect on achieving their weekly goal. This goal will be on a weekly basis for the duration of the six-week summer program.

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

The plan is to offer engaging STEM related activities that will provide students an opportunity to participate in classes that are designed to enhance problem solving and critical thinking through disguised learning. Examples of classes to be offered will include 3D modeling, coding, engineering design, cybersecurity, STEM in the Kitchen, and robotics. The Fine Arts classes will give an opportunity for students to participate in activities that will allow them to express themselves through various means such as theatre, dance, art, music, and film production. Self-esteem, motivation, cultural exposure and emotional expression are a few of the benefits. Integrating literacy libraries into the program will offer opportunities for struggling students to participate in smaller instructional setting. Providing additional reading assistance will enhance overall academic levels in everyday life. Offering an after-school program that focuses on supplementing areas of academic need along with providing students an opportunity to engage in collaborative and hands-on activities will help them to be better prepared in finding solutions for tomorrow's problems and excel academically.

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

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"/>
Grantee's total required ESSA PNP equitable services reservation (line 7 times line 2)	<input type="text"/>

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

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.	Project Director	\$75,000
2.	Family Engagement Specialist	\$50,000
3.	10 Site Coordinators	\$450,000
4.	Secretary / Assistant	\$35,000
5.	Campus Variable Cost	\$751,000

Professional and Contracted Services

6.	Evaluator	\$20,000
7.		
8.		
9.		
10.		

Supplies and Materials

11.	Supplies	\$254,000
12.		
13.		
14.		

Other Operating Costs

15.	Out-of-State Travels	\$10,000
16.	Remaining 6400's - other operating costs	\$55,000
17.		

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

For TEA Use Only:

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

Appendix I: Negotiation and Amendments

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

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the Administering a Grant page of the TEA website and may be mailed OR faxed (not both). **To fax:** one copy of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to either (512) 463-9811 or (512) 463-9564. **To mail:** three copies of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to the address on page 1. More detailed amendment instructions can be found on the last page of the budget template.

You may duplicate this page.

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

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

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

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

Center Operations Schedule

County-district number or vendor ID: **031903**

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
C01	031903-102	Austin Elementary 700 E. Austin, Harlingen TX 78550 (956) 427-3060		PK – 5th	72	25
C02	031903-110	Ben Milam Elementary Dual Language Academy 1215 Rangerville Rd. Harlingen TX 78550 (956) 427-3150		PK – 5th	80	28
C03	031903-104	Bowie Elementary 309 W. Lincoln, Harlingen TX 78550 (956) 427-3080		PK – 5th	68	24
C04	031903-106	Dishman Elementary 309 Madeley Ave., Combes TX 78535 (956) 427-3100		PK – 5th	81	28
C05	031903-123	Lee Means Elementary Fine Arts Academy 1201 E. Loop 499, Harlingen TX 78550 (956) 427-3377		PK – 5th	152	53
C06	031903-107	Sam Houston Elementary Dual Language Academy 301 E. Taft, Harlingen TX 78550 (956) 427-3110		PK – 5th	94	33
C07	031903-111	Stuart Place Elementary 6701 W. Business 83, Harlingen TX 78552 (956) 427-3080		PK – 5th	137	48
C08	031903-112	Travis Elementary 600 E. Polk Street, Harlingen TX 78550 (956) 427-3170		PK – 5th	69	24
C09	031903-117	Treasure Hills Elementary 2525 Haine Dr., Harlingen TX 78550 (956) 427-3180		PK – 5th	176	62
C10	031903-116	Wilson Elementary Dual Language Academy 16495 Primera Rd., Harlingen TX 78552 (956) 427-3190		PK – 5th	92	32

Texas ACE Center Operations Schedule (one per center)					Program Year 2021-2022							
<i>(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.</i>												
Center 1	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP			Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target					
Center	031903-102	Austin Elementary 700 E. Austin, Harlingen TX. 78550 (956) 427-3060			PK – 5th	72	25					
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		Aug. 30, 2021		Dec. 16, 2021		15 weeks						
Spring Term		Jan 4, 2022		May 26, 2022		20 weeks						
Summer Term		June 6, 2022		July 14, 2022		6 weeks						
Total number of weeks:						41 weeks						
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday			3:15	6:15			3:15	6:15	7:30			12:30
Tuesday			3:15	6:15			3:15	6:15	7:30			12:30
Wednesday			3:15	6:15			3:15	6:15	7:30			12:30
Thursday			3:15	6:15			3:15	6:15	7:30			12:30
Friday			3:15	6:15			3:15	6:15				
Saturday												
Sunday												
Total Hours Per Week:	15 hrs.				15 hrs.				20 hrs.			
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Winter Showcase / Expo, STEM nights, Kid Fish Event, Kids Korner Event, End of Year Showcase / Expo, Saturday Academies (CSI, Animation, etc.)											
Parent/Legal Guardian Activities	Healthy Cooking Class, Fitness, Financial Literacy, ESL, etc.											

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022					
<i>(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.</i>												
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	031903-110	Ben Milam Elementary Dual Language Academy 1215 Rangerville Rd. Harlingen TX 78550 (956) 427-3150					PK – 5th	80	28			
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				Aug. 30, 2021		Dec. 16, 2021		15 weeks				
Spring Term				Jan 4, 2022		May 26, 2022		20 weeks				
Summer Term				June 6, 2022		July 14, 2022		6 weeks				
Total number of weeks:								41 weeks				
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday			3:15	6:15			3:15	6:15	7:30			12:30
Tuesday			3:15	6:15			3:15	6:15	7:30			12:30
Wednesday			3:15	6:15			3:15	6:15	7:30			12:30
Thursday			3:15	6:15			3:15	6:15	7:30			12:30
Friday			3:15	6:15			3:15	6:15				
Saturday												
Sunday												
Total Hours Per Week:	15 hrs.				15 hrs.				20 hrs.			
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Winter Showcase / Expo, STEM nights, Kid Fish Event, Kids Korner Event, End of Year Showcase / Expo, Saturday Academies (CSI, Animation, etc.)											
Parent/Legal Guardian Activities	Healthy Cooking Class, Fitness, Financial Literacy, ESL, etc.											

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022					
<i>(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.</i>												
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	031903-104	Bowie Elementary 309 W. Lincoln, Harlingen TX 78550 (956) 427-3080					PK – 5th	68	24			
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			Aug. 30, 2021			Dec. 16, 2021			15 weeks			
Spring Term			Jan 4, 2022			May 26, 2022			20 weeks			
Summer Term			June 6, 2022			July 14, 2022			6 weeks			
Total number of weeks:									41 weeks			
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday			3:15	6:15			3:15	6:15	7:30			12:30
Tuesday			3:15	6:15			3:15	6:15	7:30			12:30
Wednesday			3:15	6:15			3:15	6:15	7:30			12:30
Thursday			3:15	6:15			3:15	6:15	7:30			12:30
Friday			3:15	6:15			3:15	6:15				
Saturday												
Sunday												
Total Hours Per Week:	15 hrs.				15 hrs.				20 hrs.			
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Winter Showcase / Expo, STEM nights, Kid Fish Event, Kids Korner Event, End of Year Showcase / Expo, Saturday Academies (CSI, Animation, etc.)											
Parent/Legal Guardian Activities	Healthy Cooking Class, Fitness, Financial Literacy, ESL, etc.											

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022					
<i>(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.</i>												
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	031903-106	Dishman Elementary 309 Madcley Ave , Combes TX 78535 (956) 427-3100					PK – 5th	81	28			
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		Aug. 30, 2021			Dec. 16, 2021			15 weeks				
Spring Term		Jan 4, 2022			May 26, 2022			20 weeks				
Summer Term		June 6, 2022			July 14, 2022			6 weeks				
Total number of weeks:								41 weeks				
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday			3:15	6:15			3:15	6:15	7:30			12:30
Tuesday			3:15	6:15			3:15	6:15	7:30			12:30
Wednesday			3:15	6:15			3:15	6:15	7:30			12:30
Thursday			3:15	6:15			3:15	6:15	7:30			12:30
Friday			3:15	6:15			3:15	6:15				
Saturday												
Sunday												
Total Hours Per Week:	15 hrs.				15 hrs.				20 hrs.			
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Winter Showcase / Expo, STEM nights, Kid Fish Event, Kids Korner Event, End of Year Showcase / Expo, Saturday Academies (CSI, Animation, etc.)											
Parent/Legal Guardian Activities	Healthy Cooking Class, Fitness, Financial Literacy, ESL, etc.											

Texas ACE Center Operations Schedule (one per center)						Program Year 2021-2022						
<i>(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.</i>												
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	031903-123	Lee Means Elementary Fine Arts Academy 1201 E. Loop 499, Harlingen TX 78550 (956) 427-3377				PK – 5th	152	53				
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			Aug. 30, 2021		Dec. 16, 2021		15 weeks					
Spring Term			Jan 4, 2022		May 26, 2022		20 weeks					
Summer Term			June 6, 2022		July 14, 2022		6 weeks					
Total number of weeks:							41 weeks					
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday			3:15	6:15			3:15	6:15	7:30			12:30
Tuesday			3:15	6:15			3:15	6:15	7:30			12:30
Wednesday			3:15	6:15			3:15	6:15	7:30			12:30
Thursday			3:15	6:15			3:15	6:15	7:30			12:30
Friday			3:15	6:15			3:15	6:15				
Saturday												
Sunday												
Total Hours Per Week:	15 hrs.				15 hrs.				20 hrs.			
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Winter Showcase / Expo, STEM nights, Kid Fish Event, Kids Korner Event, End of Year Showcase / Expo, Saturday Academies (CSI, Animation, etc.)											
Parent/Legal Guardian Activities	Healthy Cooking Class, Fitness, Financial Literacy, ESL, etc.											

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022					
<i>(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.</i>												
Center 6	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	031903-107	Sam Houston Elementary Dual Language Academy 301 E. Taft, Harlingen TX 78550 (956) 427-3110					PK – 5th	94	33			
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			Aug. 30, 2021			Dec. 16, 2021			15 weeks			
Spring Term			Jan 4, 2022			May 26, 2022			20 weeks			
Summer Term			June 6, 2022			July 14, 2022			6 weeks			
Total number of weeks:									41 weeks			
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday			3:15	6:15			3:15	6:15	7:30			12:30
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Thursday			3:15	6:15			3:15	6:15	7:30			12:30
Friday			3:15	6:15			3:15	6:15				
Saturday												
Sunday												
Total Hours Per Week:	15 hrs.				15 hrs.				20 hrs.			
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Winter Showcase / Expo, STEM nights, Kid Fish Event, Kids Korner Event, End of Year Showcase / Expo, Saturday Academies (CSI, Animation, etc.)											
Parent/Legal Guardian Activities	Healthy Cooking Class, Fitness, Financial Literacy, ESL, etc.											

Texas ACE Center Operations Schedule (one per center)						Program Year 2021-2022						
<i>(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.</i>												
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	031903-111	Stuart Place Elementary 6701 W. Business 83, Harlingen TX 78552 (956) 427-3080				PK – 5th	137	48				
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		Aug. 30, 2021		Dec. 16, 2021		15 weeks						
Spring Term		Jan 4, 2022		May 26, 2022		20 weeks						
Summer Term		June 6, 2022		July 14, 2022		6 weeks						
Total number of weeks:						41 weeks						
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday			3:15	6:15			3:15	6:15	7:30			12:30
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Wednesday			3:15	6:15			3:15	6:15	7:30			12:30
Thursday			3:15	6:15			3:15	6:15	7:30			12:30
Friday			3:15	6:15			3:15	6:15				
Saturday												
Sunday												
Total Hours Per Week:	15 hrs.				15 hrs.				20 hrs.			
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Winter Showcase / Expo, STEM nights, Kid Fish Event, Kids Korner Event, End of Year Showcase / Expo, Saturday Academies (CSI, Animation, etc.)											
Parent/Legal Guardian Activities	Healthy Cooking Class, Fitness, Financial Literacy, ESL, etc.											

Texas ACE Center Operations Schedule (one per center)					Program Year 2021-2022							
<i>(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.</i>												
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	031903-112	Travis Elementary 600 E. Polk Street, Harlingen TX 78550 (956) 427-3170				PK – 5th	69	24				
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		Aug. 30, 2021		Dec. 16, 2021		15 weeks						
Spring Term		Jan 4, 2022		May 26, 2022		20 weeks						
Summer Term		June 6, 2022		July 14, 2022		6 weeks						
Total number of weeks:						41 weeks						
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday			3:15	6:15			3:15	6:15	7:30			12:30
Tuesday			3:15	6:15			3:15	6:15	7:30			12:30
Wednesday			3:15	6:15			3:15	6:15	7:30			12:30
Thursday			3:15	6:15			3:15	6:15	7:30			12:30
Friday			3:15	6:15			3:15	6:15				
Saturday												
Sunday												
Total Hours Per Week:	15 hrs.				15 hrs.				20 hrs.			
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Winter Showcase / Expo, STEM nights, Kid Fish Event, Kids Korner Event, End of Year Showcase / Expo, Saturday Academies (CSI, Animation, etc.)										
Parent/Legal Guardian Activities		Healthy Cooking Class, Fitness, Financial Literacy, ESL, etc.										

Texas ACE Center Operations Schedule (one per center)			Program Year 2021-2022		
<i>(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.</i>					
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	031903-117	Treasure Hills Elementary 2525 Haine Dr., Harlingen TX 78550 (956) 427-3180	PK – 5th	176	62
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	Aug. 30, 2021	Dec. 16, 2021	15 weeks
Spring Term	Jan 4, 2022	May 26, 2022	20 weeks
Summer Term	June 6, 2022	July 14, 2022	6 weeks
Total number of weeks:			41 weeks

Center Schedule

Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday			3:15	6:15			3:15	6:15	7:30			12:30
Tuesday			3:15	6:15			3:15	6:15	7:30			12:30
Wednesday			3:15	6:15			3:15	6:15	7:30			12:30
Thursday			3:15	6:15			3:15	6:15	7:30			12:30
Friday			3:15	6:15			3:15	6:15				
Saturday												
Sunday												
Total Hours Per Week:	15 hrs.				15 hrs.				20 hrs.			

Adjunct Sites, If applicable (site name and full address)	
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Winter Showcase / Expo, STEM nights, Kid Fish Event, Kids Korner Event, End of Year Showcase / Expo, Saturday Academies (CSI, Animation, etc.)
Parent/Legal Guardian Activities	Healthy Cooking Class, Fitness, Financial Literacy, ESL, etc.

Texas ACE Center Operations Schedule (one per center)			Program Year 2021-2022		
<i>(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.</i>					
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	031903-116	Wilson Elementary Dual Language Academy 16495 Primera Rd., Harlingen TX 78552 (956) 427-3190	PK – 5th	92	32
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	Aug. 30, 2021	Dec. 16, 2021	15 weeks
Spring Term	Jan 4, 2022	May 26, 2022	20 weeks
Summer Term	June 6, 2022	July 14, 2022	6 weeks
Total number of weeks:			41 weeks

Center Schedule												
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Parent/Legal Guardian Activities	Healthy Cooking Class, Fitness, Financial Literacy, ESL, etc.

HARLINGEN

Consolidated Independent School District

Partnership Agreement

February 5, 2021

Harlingen Boys and Girls Club
Harry Nigro Unit
1209 West Washington
Harlingen, Texas 78550

Dear 21st Century Grant Reviewer:

Harlingen Boys and Girls Club is pleased to partner with the Harlingen Consolidated Independent School District in the 2021-2022 Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 11, Year 1. Our long lived relationship has been vital in accomplishing many goals and objectives for both organizations and we are excited to continue our partnership to impact the children of Harlingen. The Boys and Girls Club has a record of success in running afterschool programs and is excited to increase the scope of quality afterschool programs available in our community. In working closely with HCISD and the 21st Century Team, the Boys and Girls Club is committed to engage in a mutual partnership with HCISD which includes some of the following activities below:

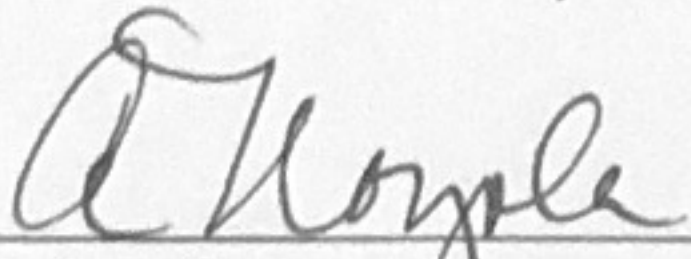
- Provide the opportunity for students to participate in the TEXAS AIM program at the Boys and Girls Club which is a Sylvan based tutoring program in the areas of math and reading.
- Recruit and support students to participate in sports leagues provided by the Boys and Girls Club of Harlingen through after-school activities.
- Expand and provide transportation for students interested in participating in the Boys and Girls Club Experience Summer Program.
- Provide night classes at the Boys and Girls Club through our parental involvement department. These night classes will be geared towards parents of families participating in the grant and will include topics such as learning the English language, parenting skills, college and career readiness, and interview tips.

The Harlingen Boys and Girls Club is committed to the success of the objectives of the grant which include improving academic performance, supporting family literacy and workforce readiness, as well as increasing attendance while decreasing discipline referrals. The Boys and Girls Club is pleased to help facilitate the work of HCISD in providing a safe and educational afterschool experience for our entire community.



Gerald Gathright
Executive Director of the Boys and Girls Club of Harlingen

2-5-2021
Date



Dr. Alicia Noyola
Harlingen CISD Superintendent of Schools

2/5/2021
Date

Office of the Superintendent of Schools

407 N. 77 Sunshine Strip Harlingen, Texas 78550 Telephone: (956) 430-9500 Fax (956) 430-9514