



**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 **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

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 Debarment and Suspension Certification
 General Provisions and Assurances Lobbying Certification
 Application-Specific Provisions and Assurances 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 #

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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
Per 2019-20 TAPR reports, Benavides ISD Grades 7+ fall short in Math, especially in Algebra I (26% below the State). Brooks County ISD Grades 3-8 do not meet "At Approaches Grade Level" in Reading/Math, especially Grade 6 Math (47% compared to State's 68%).	After school program activities will be designed to target every grade's core academic area, with a particular focus on areas of weakness in Reading and Math. For example, participating students taking Algebra will be provided homework assistance along with enrichment activities aligned with State standards to help students increase their level of academic achievement.
Of all students, an average of 47.3% graduate "college ready." 50-60% of both districts' students are at-risk of not graduating, while TSI-examinees fall short an average of 13% compared to the State (2019-20 TAPR).	A significant college readiness need exists in these districts where one in two annual graduates is "at-risk" of not graduating by State standards. The plan is for every participating center to prioritize TSI preparation and tutoring on TSI subjects for Grades 9-12 and assistance with college/scholarship research and applications.
Both districts are considered Title I (99.9%), and each has an 84% economically disadvantaged student population. Compared to the State's median household income (\$62K), both communities' income ranges from \$25K-\$35K (NCES, 2019 US Census).	Given the districts' high poverty levels vs. low student academic outcomes, both family engagement and educational development will be essential components of the proposed program, giving parents the opportunity to (1) foster the academic success of their student(s) and (2) develop themselves through free program activities, such as workforce skills, parenting, and life skills classes.

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 program's goal is to improve annual Reading and Math core academic scores by 10%, offer both TSI enrichment and assistance with college scholarship research and applications, and offer educational services to families of participating children to integrate family engagement with student academic success. To achieve these goals, 7 community learning centers will be opened by July 2022. Academic performance will be measured by report cards, End-of-Course exams, and state assessments. Student enrichment and parent-related activities will be measured by the number of participants attending activities as shown on sign-in sheets and surveys.

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

- First Quarter Benchmarks:
- Market grant positions and hire all 21st CCLC program personnel.
 - Develop and utilize TEA-provided marketing materials and templates with the Texas ACE brand to recruit at least 550 students. Due to the 98.3% Hispanic population, marketing materials will be offered in both English and Spanish.
 - Create an advisory council that consists of key stakeholders, such as parents, teachers, community members, and students. This team will meet on bi-monthly basis to discuss grant progress and modifications needed.
 - Finalize the 21st CCLC budget and procure vendors to set up an account with the business office.

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8. Measurable Progress (Cont.)**Second-Quarter Benchmark**

Second-Quarter Benchmarks:

- Schedule professional development trainings that will occur throughout the program year.
- Ensure 75% of the targeted students enroll in the program.
- Administer surveys to identify enrichment activities that are of most interest to students and parents.
- Host a minimum of 3 parent development opportunities that focus on at least one of the following: GED, English language, workforce skills, parenting, and life skills classes.
- Host enrichment activities for students that focus on one or more of the following: dance, robotics and STEM, computer literacy, nutrition and health, etc.

Third-Quarter Benchmark

Third-Quarter Benchmarks:

- Review student data to assess improvement in student academics, truancy, and disciplinary placements.
- Meet with teachers to determine if they have seen an improvement in student behavior and homework completion.
- Make sure at least 50% of the target number of students are on track to reach the 45-day attendance goal at each of the 7 centers.
- Administer surveys to students and parents will be administered to ensure activities are engaging and meaningful. Based on feedback, the activities will be modified to increase student and parent engagement.
- Evaluate program effectiveness by contracting an external evaluator to conduct site visits and data collection.
- Conduct an internal evaluation among 21st CCLC staff through peer and self-evaluations.

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.

Each of the districts' advisory council will meet bi-monthly to review and determine if 21st CCLC modifications are needed. Items to be discussed during the meetings include attendance data, student academic data, social, emotional, and behavioral data, professional development sessions, parents who attended ESL or GED program, and family enrichment activities. The councils will base their modifications on the following: Suggestions provided by the external evaluator; negative data findings received after conducting an internal program and staff evaluation; suggestions and feedback provided by teachers on student classroom behavior; and surveys and testimonials received from students and parents. The program will be modified if it is determined that the grant is not progressing effectively. The following measures on "how to modify the program" will be taken so that quarterly benchmarks can be met: Evaluation data results will be used to improve and strengthen the program and to refine performance measures to assess effectiveness in meeting state goals and objectives accurately; STAAR test scores and benchmarks data will be used for assessing the student's start-point and guide the districts on how to best help the students achieve their goals; and continuous feedback will be collected through surveys and test scores from participants in the program. This procedure will ensure ACE staff identify student needs accurately and devise a plan to help them achieve their goals. If modifications from the original application are needed, an amendment will be submitted to TEA detailing the modifications. To ensure program sustainability, an external evaluator will be contracted to review the various resources that are currently being utilized to implement an effective program. These resources will be provided to the Project Director and Site Coordinators along with substitutions that are more cost-effective to ensure program activities can be sustained once grant funding has concluded. To further enhance the program's effectiveness, an external evaluator will assess and provide feedback to develop action plans that target areas of improvement. Based on these suggestions, the districts will decide how to: Reallocate Title I funds; Work with district-approved vendors to receive financial support and buy-in once the program funding has concluded; and Recruit community members to volunteer as student mentors.

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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 needs assessment on Brooks County ISD and Benavides ISD involving stakeholders and community and district leaders revealed their economic situation, state academic assessments, and college-readiness indicators.

ECONOMIC NEED: According to the National Center for Education Statistics (NCES), Brooks County has a median household income (2014-2019) of \$27,378. The US Census (2019) indicates that Brooks County's poverty level is 29.6%. Meanwhile, Benavides, in Duval County, has a median household income of \$33,352 (State: \$61,874) and a poverty level of 23.9% (State: 13.6%).

Based on the Texas Academic Performance Reports (TAPR) for 2019-20, 84.1% of Brooks County ISD and 84.3% of Benavides ISD's students are considered economically disadvantaged. Both districts are considered Title I, with Brooks at 99.8% and Benavides at 100%. The low-income levels found in Brooks and Duval counties' communities directly correlate with student poverty levels, which affect students' education due to a lack of resources at home and in the tax base on which the districts' funds rely.

ACADEMIC NEED: Both districts' 2019-20 STAAR scores (TAPR) evidence a need for academic improvement, especially at the middle school level. In Brooks County ISD, 6th-grade students performed at a low of 47% in the "approaches grade level or above" metric in math compared to the Texas average of 68%. Students in this same grade performed at 47% in reading compared to the state average of 81%. Brooks ISD 7th grade students performed at 39% in math compared to the statewide average of 75%; these same students performed at 61% in reading compared to the state average of 76%. Benavides ISD middle school students, on the other hand, underperformed in their math state assessments: 7th-grade students performed at 61% (statewide: 75%) while 8th-grade students performed at 64% (statewide: 88%). Fifth-grade students in Brooks ISD especially show a significant need for math improvement, performing at 78% in the state assessment compared to the 90% statewide average.

COLLEGE-READINESS: According to the 2019-20 TAPR, only 41.9% of Benavides ISD annual graduates are college-ready compared to 53% statewide. Both school districts underperform in their Texas Success Initiative (TSI) assessments in both reading and math, with only 29% of Benavides ISD students meeting the state standards of 44% passing metric and Brooks County ISD seeing only 33% meet state standards.

RECRUITMENT AND ASSESMENT: The 21st CCLC staff will meet with campus teachers at the start of the school year, two weeks before the after-school program's commencement, to gather a list of students the teachers believe would most benefit from the after-school program. These students would be selected based on their previous year's STAAR exam scores, benchmarks, and TAPR since the ACE after-school program begins two weeks into the fall semester, which does not allow enough time for teachers to gauge immediate students' needs. For further recruitment, both school districts plan to disseminate information about the program to students and parents via their social media accounts and through brochures, flyers, campus bulletin boards, and word-of-mouth from teachers to their students.

Because working families in Brooks County and Benavides ISD are statistically low-income, it is harder for these parents to gauge their children's educational needs due to their work schedules. Staff will communicate with parents of children deemed most in need of assistance and support, highlighting the program's benefits and free transportation made available to participating students. To combat low attendance rates, staff will be responsible for reviewing students' sign-in sheets. Staff will then contact parents/guardians to identify the reason behind students' lack of attendance and develop strategies to remedy low student attendance.

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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.

Brooks County ISD and Benavides ISD seek to create seven (7) 21st Century Community Learning Centers, two (2) in Benavides and five (5) in Brooks County. The program’s priority is to improve student academic performance for those students who attend high-poverty and low-performing schools. Therefore, the districts have determined that in order to affect a positive impact on students academically, center-level attention must be given to the areas which determine academics, namely addressing students’ economic needs with family involvement and extracurricular activities that will provide students a positive association with school and their peers, such as sports, games, and guitar lessons.

MEETING ACADEMIC STANDARDS: The tutorial services offered during the program are for at least one (1) hour each day after-school. These will serve to help students meet the state’s challenging academic standards, particularly those found in the STAAR exams. Regular school-day teachers and school paraprofessionals will conduct the tutoring lessons focused on core instruction, specifically reading and math. A statewide evaluation of the Texas ACE program exhibited how participants in grades 4-12 (compared to non-participants) had higher test scores in reading/English language arts and mathematics, fewer disciplinary incidents while in Grades 6-12, less school day absences while in Grades 4-12, and an increased likelihood of grade promotion overall (American Institutes for Research, August 2020). Consistent tutoring for students in need of further instruction can thus meet the program’s goal of growth in state assessment and improved GPA. Consistent academic instruction through after-school tutoring will also ensure increased student engagement in learning.

Another of the listed methods discussed in the Program Guidelines of the 21st CCLC is offering students a broad array of enrichment activities that can complement their regular academic programs. Both Brooks County and Benavides school districts propose various extracurricular activities and courses to engage students in the educational process. Specifically, Benavides is offering music and dance, karate, and Robotics, and STEM classes. Also, their 4-H partner is providing a shooting course. Benavides ISD is also hosting a BBQ Cook-off that will bring together the community, staff, and students.

Because of its larger student population, Brooks County ISD is proposing a wider variety of after-school activities. These include Drug Abuse Resistance Education (DARE) presentations, obesity classes, dance, karate, horticulture, basketball, baseball/softball, computer basics, tumbling and gymnastics, birding, tennis, volleyball, arts and crafts, robotics and STEM, and counseling (due to high rate of suicides in the community according to Brooks County ISD Superintendent).

Fun and engaging extracurricular activities after-school are likely to motivate students to attend school, increasing regular school day attendance. Presentations such as DARE and services like counseling aim to help students reflect on their choices and make better decisions, all methods which improve school day behavior. A 2009 study titled, “Making Every Day Count: Boys & Girls Clubs’ Role in Promoting Positive Outcomes for Teens” (Arbreton, Amy, et al. 2009) researched 322 7th and 8th-grade students at Boys & Girls Club for 30 months, finding that those attending after-school programs skipped school fewer times, increased school effort, and gained academic confidence.

ESTIMATED IMPACT OVER TIME: The district will meet its SMART goal of creating seven 21st CCLC centers that offer academic enrichment opportunities and meaningful parental involvement engagement opportunities. Program students are sure to benefit long-term from the 21st CCLC program as the study mentioned above (Hock, Pulvers, Deshler, Schumaker 2001) found that some students continued to be successful after tutoring ended, indicating that they were able to use the strategies they learned from after-school tutoring. Thus, the after-school program’s activities will be able to increase academic achievement and assist the districts in meeting their commitment to giving students the best education possible.

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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.

Working in conjunction, Brooks County and Benavides ISD aim to create seven (7) Texas ACE centers expected to improve student academic achievement and promote overall student success.

ACTIVITIES THAT IMPROVE STUDENT ACADEMIC ACHIEVEMENT: The 21st CCLC after-school program will provide tutoring for at least one (1) hour to students considered most at-risk of academic failure. As per the Texas ACE guidelines, these include students at-risk of dropping out of school, being involved in criminal or delinquent activities, or lack strong positive role models. Academic activities will align with the regular curriculum to support students' achievement during the school day and match state standards, including the Texas Essential Knowledge and Skills (TEKS), state-required assessments, and end of course exams. Specifically, the after-school tutoring will target the requirements of state assessments such as STAAR with an emphasis on reading and math. Utilizing grade-level teachers who students know will help students feel more comfortable during after-school tutoring, especially if they are already performing low on assessments. The after-school program will also help students meet academic standards through at least one (1) hour of after-school tutoring, emphasizing core instruction.

STUDENT SUCCESS: A NCES study reported that students who participated in extracurricular activities performed higher on math and reading assessments ("Extracurricular Participation and Student Engagement," June 1995). Both Brooks County and Benavides school districts propose various extracurricular activities and courses aimed at engaging students in the academic process. Specifically, Benavides is proposing music and dance, karate, and Robotics and STEM classes. Also, their 4-H partner is providing a shooting course. Benavides ISD is also hosting a BBQ Cook-off to bring together the community, staff, and students.

Brooks County ISD, because of its larger student population, is offering more activities and programs, including Drug Abuse Resistance Education (DARE) presentations, obesity classes, dance, karate, horticulture, basketball, baseball, computer basics, tumbling and gymnastics, birding, tennis, volleyball, arts and crafts, robotics and STEM, and counseling (due to high rate of suicides in the community, according to Brooks County ISD Superintendent). Students at elementary campus centers will be offered enrichment activities such as arts and crafts, sports, and physical activities such as dance and karate, and gardening. All activities serve to develop a child's social and emotional skills by fostering both collaboration and competition with other students. Additionally, health and fitness activities will be provided to offer outlets for student stressors and otherwise unused energy; the team building, and discipline skills developed during these activities will positively impact student behavior and engagement. For students over third (3rd) grade to eighth (8th) grade, the program will offer the activities listed above and basic computer skills, robotics, and e-sports, activities that will indirectly help students in their academic pursuits. These activities also offer work in teams, which develops students' emotional and social skills.

College and career readiness will also be offered. For elementary and middle school students, this will consist of Career Fairs, Career Day, meeting local professionals such as police and firefighters, and field trips to college/university campuses. High school students will have the opportunity to partake in SAT, TSI, and ACT preparation for post-secondary education, as well as field investigations to Institutions of Higher Education (IHEs). All students will have a choice on which extracurricular activities they would like to participate in. Depending on needs or student/parent surveys, other activities may also be offered.

ACTIVITY OVERSIGHT: Program staff will monitor attendance to gauge student interest and program effectiveness. During regular monthly or bi-weekly meetings with teachers, program staff will organize activities that correspond with teachers' lesson plans to strengthen students' academic needs. Routine student/parent surveys will help program staff determine which activities attract student interest and could be offered in the future.

INTEGRATING SCHOOL-DAY LESSONS: The Texas ACE program's achievement relies on aligning the after-school tutoring lesson plans with the students' regular school day lessons. Incorporating regular school-day teachers as program staff will positively connect regular school-day lessons with after-school tutoring. Teachers will also be included in the Texas ACE staff's planning to best benefit students who need improvement in core academic subjects.

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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

Brooks County ISD and Benavides ISD are partnering with two local non-profit organizations in order to supplement the program's objectives of improving student academic achievement and promoting overall student success.

Communities in Schools is a national non-profit organization that aims to help the most vulnerable students stay in school and succeed in building stronger, healthier, and more economically stable communities where every person can reach their greatest potential.

Community Action Corporation of South Texas (CACOST) is a private non-profit with 49 years of progressive and uninterrupted experience providing high-quality services to south Texans. As one of the largest and leading multi-service Community Action Agencies (CAA) in Texas, CACOST delivers services across a 16-county service area. Their mission is to continuously improve South Texans' lives by providing high-quality health care, education, housing, and economic opportunities to reduce poverty through services and partnerships.

SERVING PROGRAM OBJECTIVES: Communities in Schools (CIS) in Nueces County serves 15 school districts, including Brooks County ISD. This organization will supplement the 21st CCLC program through attendance monitoring, phone calls, home visits, and helping Site Coordinators with after-school monitoring. Furthermore, CIS will provide case managers who will work with select at-risk students to identify the root cause of their low academic achievement and disciplinary issues. Based off identified needs, they will then provide access to resources for participating students and families in need of different services and assistance.

CACOST provides its own programs to supplement the program's goals, most notably South Texas Teen Leadership & Development and Community Services Block Grant (CSBG). Their Teen Leadership & Development program is designed to reduce poverty, revitalize low-income communities, and empower low-income families to become self-sufficient. This program is already offered to middle and high school students in Brooks County ISD but can be expanded to Benavides ISD students during the after-school program. The Teen Leadership goal is to reduce the rate of teen pregnancy and the associated behavioral risks by providing positive youth development in Brooks and Duval counties. This would help the 21st CCLC objectives of improving student engagement, as learning about the challenges of teenage pregnancy could result in further engagement in academics and, in the long-term, help students overcome poverty.

CACOST will also provide a monthly workshop titled "How to identify mental health concerns in adolescents" to the districts' parents, who might otherwise be disengaged from their students' lives. By identifying these signs and offering support, parents will produce more engaged and academically successful students.

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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.

Both districts conducted an initial assessment of current student academic standards based off the 2019-20 TAPR report and identified areas of improvement in core subjects of reading and math, particularly for elementary and junior high students. District-wide, TAPR data shows that Brooks County ISD had 63% and Benavides ISD had 70% meet “approaches grade level” in reading compared to the State’s average of 75%. In addition, Brooks County ISD had 67% and Benavides ISD had 73% meet “approaches grade level” in Math compared to the State’s average of 82%. The districts also found that high school students still do not meet the State’s average in college readiness. For example, both districts averaged 47.3% in annual college ready graduates, demonstrating a need in college readiness since they do not meet the State’s 53%. Given these identified needs, the districts understand that educational and related activities geared towards reading, math, and higher education will need to be provided by the program to improve academic performance.

Both districts will also align their program services to the Texas ACE Blueprint by incorporating the research- or evidence-based practices illustrated in the Texas ACE Blueprint. Districts will also ensure that program staff familiarizes themselves with the Texas ACE Blueprint, as it will teach them about the components of program quality and help program leadership set goals that move each participating center toward optimal operations and improved student outcomes. The Texas ACE Blueprint will be prioritized in the development and implementation of the program at each participating center, and other training and support resources will be considered during the program to enhance program goals and objectives.

In order to ensure that program activities complement regular academic lessons and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development, the districts will prioritize scoring data and feedback provided by TEA during their annual Quality Assurance Process (QAP). TEA feedback provided during the fall, winter, and spring will ensure ongoing program monitoring and appropriate modification overtime to strengthen the program and increase its proposed outcomes.

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.

Per NCES’ description, Benavides ISD is defined as “Rural-Remote” and has an economically disadvantaged student population of 84.3%. On the other hand, Brooks County ISD (partnering school) is defined as “Town-Remote” with a slightly smaller economically disadvantaged student population of 84.1%. Both districts are Title I (100% per 2019-20 TAPR), and the average median household income for both districts is \$30,365 per the NCES Education Demographic and Geographic Estimates (EDGE). This data emphasizes a significant need for transportation services provided free of cost by the program since participating students of these high-poverty schools do not have the same access to transportation after school compared to middle- or high-income families. Providing school bus transportation after school will be crucial for (1) encouraging students to participate in the after-school program and (2) meeting proposed student targets at each participating center. School bus transportation also provides a safe and free means of transportation for K-12 students, which will encourage parents to enroll their student(s) in the after-school program. Both districts intend on hiring 7 bus drivers total (1 per participating campus) to provide transportation services for participating students by allocating grant funds to cover bus driver salaries and mileage expenses. Bus drivers must pass a background check conducted by the school district and will be briefed on program objectives and center schedules by their first day. For participating students to ride the bus, they must first submit an authorization form stating permission and acknowledgment by their parent/guardian. By the end of the first week of the program, an official list will be submitted to the Program Director and each Site Coordinator detailing which students will be traveling home by bus at the end of the day; program staff will then use this list daily (and update it accordingly) to manage bus transportation, ensuring that only those students with written consent use the bus. The same policy applies to students that are not traveling home by bus and are instead being picked up by an authorized guardian/family member. Staff will not allow dismissal of the student to unlisted persons, immediately informing the Program Director who will then contact the student’s parent/guardian.

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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.

According to NCES Education Demographic and Geographic Estimates (EDGE), Benavides ISD comprises a 98% Hispanic/Latino community population, where the median household income is \$33,352. Similarly, Brooks County ISD has a 94% Hispanic/Latino community population; however, the median household is less at \$27,378 despite the district's population being almost three times the size of Benavides ISD. While household type data was not available for Benavides ISD, data shows that a female householder leads 36% of Brooks County ISD households with no husband present. Plus, 46.2% of families within the district receive Food Stamp/SNAP benefits. It is highly likely that Benavides ISD's households are also made up of single mothers, where many families receive Food Stamp/SNAP benefits.

Given NCES' data, district TAPR data, and shared demographics, both districts will ensure that disseminating program information reaches all families – despite ethnicity, income, and household type. If awarded, the districts will place particular emphasis on (1) translating program materials to Spanish for easier understanding and accessibility, (2) marketing the diverse academic and family enrichment resources, activities, and opportunities offered by the program for meaningful community engagement, (3) promoting “word of mouth” marketing through social media initiatives (district/campus websites, Facebook, Instagram, etc.) and posting program flyers at well-known local establishments (restaurants, grocery stores, libraries, etc.), and (4) highlighting safe and free bus transportation after school for participating students. Additionally, the districts will include the Texas ACE branding in their local program materials and promotions, utilizing the free marketing materials and templates available to grantees. Overall, these program marketing initiatives will ensure participating families of these low-income, rural districts feel welcomed, prepared to lead their children, and – most importantly – valued.

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.

The districts will coordinate their federal, state, and local programs and maximize the use of resources found at each participating campus. For example, federal funds that will be utilized in conjunction with the 21st CCLC centers include ESSA funding and Title I funds, particularly funds whose purpose is to increase public school resources, technology, and regular academic instructional materials to support school-day learning and teacher lesson plans. At a local level, the districts will allocate existing district staff to supplement the program for necessary services, such as janitorial/maintenance personnel and teachers/paraprofessionals/administrative staff as part of the program on a voluntary basis. The districts have also been awarded various Job and Education for Texans (JET) and Dual Credit and Technical Education – Equipment Only Grants which provide funds to develop career pathways in a high-demand career field. Lastly, both districts are part of Perkins Reserve Co-ops, which partner colleges, local business, and school districts, therefore supplementing the 21st CCLC aspect of providing college and career readiness opportunities to support secondary students in career pathways (Program Priority 1 – 3 pts). In addition to using existing federal, state, and local program funds to help supplement the program centers, the districts will enhance partnership agreement with partnering agencies to expand their capacity and accomplish shared goals. This will also increase the scope and quality of services provided to participating families and students, simultaneously increasing the program's impact. Realistically, the small, rural districts currently do not have as many comprehensive services available to their students, especially compared to their higher-income district counterparts. Ultimately, implementing the proposed program at these schools will have significant benefits, not only by increasing Reading/Math assessment scores for elementary/junior high students and college readiness for high school students, but by also increasing financial and educational development for parents/families of participating students through rich opportunities.

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

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 districts gathered that the most critical aspects of creating a sustainable program involve: Building Partnerships, External Support, and Finding Alternate Funding Streams. In the preceding sections, you will see how the districts Propose to meet each of these aspects.

BUILDING PARTNERSHIPS: The districts will develop and strengthen the partnerships with Community Action Corporation of South Texas (CACOST) who will provide their Teen Leadership & Development program, which is designed to reduce poverty, revitalize low-income communities, and empower low-income families to become self-sufficient. Furthermore, Communities in Schools (CIS) will provide case managers who will work with select at-risk students to identify the root cause of their low academic achievement and disciplinary issues. These agencies will utilize their resources to contribute to the program's quality and sustainability after funding ends.

EXTERNAL SUPPORT: The district will also rally support from the Coastal Bend Food Bank, Duval County Sheriff's Office, City of Benavides and Falfurrias, Texas A&M Extension Center, The Ed Rachal Memorial Library, Los Mesteños Career Academy and other organization leaders to generate support for the program.

ALTERNATE FUNDING STREAMS: Although the program will not be able to run at 100% capacity post-grant funding, program needs will be determined to develop various financing strategies to provide a diverse and stable base of resources. Federal, state, local, private, and in-kind contributions (e.g., staff time, transportation, facility use, etc.) will be identified to provide additional funding and resources for the program to continue providing high-quality services to students. The program will also utilize volunteers, paraprofessionals, part-time staff, and guest speakers to provide services to the program for little to no cost.

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)

Brooks County ISD and Benavides ISD have reached out to numerous community-based organizations (CBO) to inform each organization of the districts' intent to establish community learning centers through the 21st CCLC Grant program. These CBOs were encouraged and have agreed to assist with the program by providing volunteers that will assist with program delivery. This includes volunteer tutors from the Sacred Heart Catholic Church and Santa Rosa De Lima Catholic Church, community outreach from the sheriff's and city departments, food and nutrition training from the Texas Department of Agriculture, golf lessons from winter Texans, and gardening from the Texas Agriculture Extension Agency. Each of these organizations and individuals will provide qualified volunteers who are experienced and knowledgeable in specific activities.

All volunteers will undergo program orientation and training in policies, procedures, classroom management, and safety. The districts will ensure program volunteers are utilized in the most beneficial way to the students they serve. All volunteers will be subject to the fingerprinting requirement and must submit information for a background check. Only those applicants who are approved will be permitted to interact with students in school-related activities. Once the background check is cleared, the volunteer's placement will be determined by their skills and language proficiency, interests, and preferences, as well as the volunteer service needs of individual campuses and site coordinators. Volunteers will be placed at participating campus centers where site coordinators have specifically requested assistance.

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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 districts will notify students, parents, and the communities of the centers' opening upon notice of award. An article will be published in local newspapers, and flyers will be sent home with students, which will detail the program benefits, activities offered and proposed hours of operation. In addition, lists will be generated to identify students most at-risk of dropping out and being retained. Students who have disciplinary, attendance, and truancy issues will also be identified utilizing PEIMS reports and discussions with counselors/teachers. Parents/guardians of the identified students will be individually contacted and encouraged to have their child(ren) attend the program.

Upon the program's onset, the site coordinators will implement strategies to ensure the continued recruitment and retention of participants. Enrolled students will complete online surveys to identify student interests. High-demand activities will be offered based on survey feedback from students. Students will be notified of the program activities to encourage attendance. Furthermore, site coordinators will contact the parents/guardians of students who have ceased to attend the program to obtain feedback on why the student stopped attending. This feedback will be used to modify program activities offered and/or address any issues to encourage student participation again.

Attendance SMART Goal: The districts will have a minimum of 80% of the targeted number of students (550) attend at least 2 hours per day of programming for 45 days within the Fall and Spring program periods. For the summer, the remaining 20% of targeted students will attend at least 4 hours per day of programming to meet the targeted dosage.

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.

Each of the districts' campuses are ESSA, Title I, Part A, Section 1114; therefore, a comprehensive campus-based needs assessment was conducted to identify students that would most benefit from assistance in meeting student standards in reading and math and participation in enrichment activities that complement the regular academic program. Based on the assessment and Texas ACE program requirements, the following proposed center operation schedule was developed. Programming will commence within 1 week of the first day of school and will run for 34 weeks. Starting 5 minutes after the end of the school day (varies by campus bell schedule), activities will be offered for 3 hours per day Monday through Friday. For the Summer program, the center will open at 8:00 a.m. and continue for 6 hours from Monday through Thursday for five weeks.

The districts will meet a 15:1 student-to-adult ratio and recruit teachers to participate by holding information meetings. Teachers will be recruited to provide homework assistance, tutoring, and to host activities. It will be the site coordinators' responsibility to develop schedules that will ensure sufficient staff is available to meet the students' programming needs.

Based on student-level and center-level costs, a planned budget was developed for each center to cover staff, supplies, and transportation costs. During the grant period, center budgets will be reviewed frequently between the Project Director and Site Coordinators to ensure all expenses are allowable and align with the program's goals. The budget is also designed to help meet the grant goals and objectives and provide high-quality student services. Funds have been allocated towards 21st CCLC staff to oversee and monitor the programs, supplies to offer quality activities, partners to offer professional development trainings, family engagement workshops, and other operating costs.

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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" value="Students"/>	Barrier	<input type="text" value="Cultural, Linguistic, or Economic Diversity"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>

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"/>

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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.	Project Director and Admin. Assistant will be hired to manage the 21st CCLC Program.	\$82,000
2.	Site Coordinators will be hired to manage each center and enter data daily. (\$60,000 each)	\$420,000
3.	A Family Engagement Specialist (FES) will oversee & conduct family activities at each site.	\$48,000
4.	Bus drives, teachers, and paraprofessionals will assist with implementing program activities.	\$306,075
5.	Employee benefits, to include Teacher Retirement, FICA, SSA, etc.	\$119,851

Professional and Contracted Services

6.	External Evaluator will conduct Fall/Spring on-site/Zoom visits, surveys, plus mid/final reports.	\$21,000
7.	CACOST will provide counseling services to at-risk students.	\$30,000
8.	Communities in Schools will provide case managers to help address student needs.	\$80,000
9.	Training Consultants will provide targeted training not provided by the assigned TAC.	\$103,533
10.		

Supplies and Materials

11.	Supplies, PBIS incentives, and materials to provide students' activities.	\$32,000
12.	Supplies and materials to provide Parental Involvement activities and workshops.	\$14,000
13.	Supplies needed by ACE staff to monitor and track student participation.	\$28,433
14.	PCS will provide tech equipment like web cams, desktops/laptops, etc. for virtual instruction	\$25,000

Other Operating Costs

15.	Travel for students attending the program and to attend activities offered through partners.	\$34,074
16.	Travel for staff to attend conferences and for the FES and Director to visit each center.	\$28,800
17.	Cost for nutritional snacks and drinks for participants who participate in activities.	\$35,767

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

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Appendix I: Negotiation and Amendments

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

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the Administering a Grant page of the TEA website and may be 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: 024-901

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	024-901-001	Falfurrias High School Center 100 West Jersey Drive, Falfurrias, Texas 78355 (361) 325-8000	0	9 th – 12 th	50	15
2	024-901-041	Falfurrias Junior High School Center 602 S. Center Street, Falfurrias, Texas 78355 (361) 325-8000	0	6 th – 8 th	75	20
3	024-901-101	Falfurrias Elementary Center 100 East Allen Street, Falfurrias, Texas 78355 (361) 325-8000	0	3 rd – 5 th	150	25
4	024-301-105	Falfurrias Innovative Academy Center 100 East Allen Street, Falfurrias, Texas 78355 (361) 325-8000	0	1 st – 2 nd	100	25
5	024-901-103	Lasater Elementary Center 200 West Bennett Street, Falfurrias, Texas 78355 (361) 325-8000	0	K	80	25
6	066-901-001	Benavides Secondary Center 1025 Eagle Drive, Benavides, Texas 783410 (361) 256-3040	0	7 th – 12 th	30	15
7	066-901-041	Benavides Elementary Center 106 West School Street, Benavides, Texas 78341 (361) 256-3030	0	K – 6 th	65	20
8						
9						
10						

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	024-901-001	Falfurrias High School Center 100 West Jersey Drive, Falfurrias, Texas 78355 (361) 325-8000					9 th -12 th	50	15			
Feeder	N/A	N/A					N/A					
Feeder	N/A	N/A					N/A					
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>		-			-			0				
Fall Term		8/23/21			12/16/21			14				
Spring Term		1/04/22			5/20/22			15				
Summer Term		5/23/22			6/30/22			5				
Total number of weeks:								34				
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			3:50	6:50			3:50	6:50	8:00	-	-	2:00
Tuesday			3:50	6:50			3:50	6:50	8:00	-	-	2:00
Wednesday			3:50	6:50			3:50	6:50	8:00	-	-	2:00
Thursday			3:50	6:50			3:50	6:50	8:00	-	-	2:00
Friday			3:50	6:50			3:50	6:50				
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			
Adjunct Sites, If applicable (site name and full address)		No adjunct sites will be utilized.										
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Due to constraints imposed upon the district by COVID-19, remote instruction has become a regular part of students' learning. Although vaccines are now available, there is no way to be sure how soon regular class instruction may become possible. Therefore, the centers are prepared to offer special schedules to accommodate restrictions that may be caused by the virus. In addition, trips to local museums may be conducted to increase students' knowledge of their culture and history, and trips to local colleges and businesses may be conducted to increase students' college and career readiness.										
Parent/Legal Guardian Activities		Various activities will be offered to parents and legal guardians of participants. These may include: literacy classes, computer basics, résumé building, QuickBooks classes; computer access for job searches, applying for benefits; and cooking, child nutrition, and homework assistance workshops.										

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	024-901-041	Falfurrias Junior High School Center 602 S. Center Street, Falfurrias, Texas 78355 (361) 325-8000					6 th -8 th	75	20			
Feeder	N/A	N/A					N/A					
Feeder	N/A	N/A					N/A					
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>		-			-			0				
Fall Term		8/23/21			12/16/21			14				
Spring Term		1/04/22			5/20/22			15				
Summer Term		5/23/22			6/30/22			5				
Total number of weeks:								34				
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			3:50	6:50			3:50	6:50	8:00	-	-	2:00
Tuesday			3:50	6:50			3:50	6:50	8:00	-	-	2:00
Wednesday			3:50	6:50			3:50	6:50	8:00	-	-	2:00
Thursday			3:50	6:50			3:50	6:50	8:00	-	-	2:00
Friday			3:50	6:50			3:50	6:50				
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			
Adjunct Sites, if applicable (site name and full address)	No adjunct sites will be utilized.											
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Due to constraints imposed upon the district by COVID-19, remote instruction has become a regular part of students' learning. Although vaccines are now available, there is no way to be sure how soon regular class instruction may become possible. Therefore, the centers are prepared to offer special schedules to accommodate restrictions that may be caused by the virus. In addition, trips to local museums may be conducted to increase students' knowledge of their culture and history, and trips to local colleges and businesses may be conducted to increase students' college and career readiness.											
Parent/Legal Guardian Activities	Various activities will be offered to parents and legal guardians of participants. These may include: literacy classes, computer basics, résumé building, QuickBooks classes; computer access for job searches, applying for benefits; and cooking, child nutrition, and homework assistance workshops.											

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	024-901-101	Falfurrias Elementary Center 100 East Allen Street, Falfurrias, Texas 78355 (361) 325-8000					3 rd -5 th	150	25			
Feeder	N/A	N/A					N/A					
Feeder	N/A	N/A					N/A					
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>		-			-			0				
Fall Term		8/23/21			12/16/21			14				
Spring Term		1/04/22			5/20/22			15				
Summer Term		5/23/22			6/30/22			5				
Total number of weeks:								34				
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			3:40	6:40			3:40	6:40	8:00	-	-	2:00
Tuesday			3:40	6:40			3:40	6:40	8:00	-	-	2:00
Wednesday			3:40	6:40			3:40	6:40	8:00	-	-	2:00
Thursday			3:40	6:40			3:40	6:40	8:00	-	-	2:00
Friday			3:40	6:40			3:40	6:40				
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			
Adjunct Sites, If applicable (site name and full address)	No adjunct sites will be utilized.											
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Due to constraints imposed upon the district by COVID-19, remote instruction has become a regular part of students' learning. Although vaccines are now available, there is no way to be sure how soon regular class instruction may become possible. Therefore, the centers are prepared to offer special schedules to accommodate restrictions that may be caused by the virus. In addition, trips to local museums may be conducted to increase students' knowledge of their culture and history.											
Parent/Legal Guardian Activities	Various activities will be offered to parents and legal guardians of participants. These may include: literacy classes, computer basics, résumé building, QuickBooks classes; computer access for job searches, applying for benefits; and cooking, child nutrition, and homework assistance workshops.											

Texas ACE							Program Year					
Center Operations Schedule (one per center)							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	024-301-105	Falfurrias Innovative Academy Center 100 East Allen Street, Falfurrias, Texas 78355 (361) 325-8000					1 st -2 nd	100	25			
Feeder	N/A	N/A					N/A					
Feeder	N/A	N/A					N/A					
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>		-			-			0				
Fall Term		8/23/21			12/16/21			14				
Spring Term		1/04/22			5/20/22			15				
Summer Term		5/23/22			6/30/22			5				
Total number of weeks:								34				
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			3:40	6:40			3:40	6:40	8:00	-	-	2:00
Tuesday			3:40	6:40			3:40	6:40	8:00	-	-	2:00
Wednesday			3:40	6:40			3:40	6:40	8:00	-	-	2:00
Thursday			3:40	6:40			3:40	6:40	8:00	-	-	2:00
Friday			3:40	6:40			3:40	6:40				
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			
Adjunct Sites, If applicable (site name and full address)	No adjunct sites will be utilized.											
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Due to constraints imposed upon the district by COVID-19, remote instruction has become a regular part of students' learning. Although vaccines are now available, there is no way to be sure how soon regular class instruction may become possible. Therefore, the centers are prepared to offer special schedules to accommodate restrictions that may be caused by the virus. In addition, trips to local museums may be conducted to increase students' knowledge of their culture and history.											
Parent/Legal Guardian Activities	Various activities will be offered to parents and legal guardians of participants. These may include: literacy classes, computer basics, résumé building, QuickBooks classes; computer access for job searches, applying for benefits; and cooking, child nutrition, and homework assistance workshops.											

Texas ACE							Program Year					
Center Operations Schedule (one per center)							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	024-901-103	Lasater Elementary Center 200 West Bennett Street, Falfurrias, Texas 78355 (361) 325-8000					K	80	25			
Feeder	N/A	N/A					N/A					
Feeder	N/A	N/A					N/A					
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>			-			-			0			
Fall Term			8/23/21			12/16/21			14			
Spring Term			1/04/22			5/20/22			15			
Summer Term			5/23/22			6/30/22			5			
Total number of weeks:									34			
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			3:35	6:35			3:35	6:35	8:00	-	-	2:00
Tuesday			3:35	6:35			3:35	6:35	8:00	-	-	2:00
Wednesday			3:35	6:35			3:35	6:35	8:00	-	-	2:00
Thursday			3:35	6:35			3:35	6:35	8:00	-	-	2:00
Friday			3:35	6:35			3:35	6:35				
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			
Adjunct Sites, If applicable (site name and full address)			No adjunct sites will be utilized.									
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)			Due to constraints imposed upon the district by COVID-19, remote instruction has become a regular part of students' learning. Although vaccines are now available, there is no way to be sure how soon regular class instruction may become possible. Therefore, the centers are prepared to offer special schedules to accommodate restrictions that may be caused by the virus. In addition, trips to local museums may be conducted to increase students' knowledge of their culture and history.									
Parent/Legal Guardian Activities			Various activities will be offered to parents and legal guardians of participants. These may include: literacy classes, computer basics, résumé building, QuickBooks classes; computer access for job searches, applying for benefits; and cooking, child nutrition, and homework assistance workshops.									

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	066-901-001	Benavides Secondary Center 1025 Eagle Drive, Benavides, Texas 783410 (361) 256-3040					7 th -12 th	30	15				
Feeder	N/A	N/A					N/A						
Feeder	N/A	N/A					N/A						
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>		-			-			0					
Fall Term		8/23/21			12/16/21			14					
Spring Term		1/04/22			5/20/21			15					
Summer Term		5/23/22			6/30/22			5					
Total number of weeks:								34					
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			3:40	6:40			3:40	6:40	8:00	-	-	2:00	
Tuesday			3:40	6:40			3:40	6:40	8:00	-	-	2:00	
Wednesday			3:40	6:40			3:40	6:40	8:00	-	-	2:00	
Thursday			3:40	6:40			3:40	6:40	8:00	-	-	2:00	
Friday			3:40	6:40			3:40	6:40					
Saturday													
Sunday													
Total Hours Per Week:	15				15				24				
Adjunct Sites, if applicable (site name and full address)	No adjunct sites will be utilized.												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Due to constraints imposed upon the district by COVID-19, remote instruction has become a regular part of students' learning. Although vaccines are now available, there is no way to be sure how soon regular class instruction may become possible. Therefore, the centers are prepared to offer special schedules to accommodate restrictions that may be caused by the virus. In addition, trips to local museums may be conducted to increase students' knowledge of their culture and history, and trips to local colleges and businesses may be conducted to increase students' college and career readiness.												
Parent/Legal Guardian Activities	Various activities will be offered to parents and legal guardians of participants. These may include: literacy classes, computer basics, résumé building, QuickBooks classes; computer access for job searches, applying for benefits; and cooking, child nutrition, and homework assistance workshops.												

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 7	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	066-901-041	Benavides Elementary Center 106 West School Street, Benavides, Texas 78341 (361) 256-3030					K-6 th	65	20			
Feeder	N/A	N/A					N/A					
Feeder	N/A	N/A					N/A					
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>			-			-			0			
Fall Term			8/23/21			12/16/21			14			
Spring Term			1/04/22			5/20/22			15			
Summer Term			5/23/22			6/30/22			5			
Total number of weeks:									34			
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			3:35	6:35			3:35	6:35	8:00	-	-	2:00
Tuesday			3:35	6:35			3:35	6:35	8:00	-	-	2:00
Wednesday			3:35	6:35			3:35	6:35	8:00	-	-	2:00
Thursday			3:35	6:35			3:35	6:35	8:00	-	-	2:00
Friday			3:35	6:35			3:35	6:35				
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			
Adjunct Sites, If applicable (site name and full address)	No adjunct sites will be utilized.											
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Due to constraints imposed upon the district by COVID-19, remote instruction has become a regular part of students' learning. Although vaccines are now available, there is no way to be sure how soon regular class instruction may become possible. Therefore, the centers are prepared to offer special schedules to accommodate restrictions that may be caused by the virus. In addition, trips to local museums may be conducted to increase students' knowledge of their culture and history.											
Parent/Legal Guardian Activities	Various activities will be offered to parents and legal guardians of participants. These may include: literacy classes, computer basics, résumé building, and QuickBooks classes; computer access for job searches, applying for benefits, and more; and cooking, child nutrition, and homework assistance workshops.											

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												
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												
Spring Term												
Summer Term												
Total number of 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												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												
Total Hours Per Week:												
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
Parent/Legal Guardian Activities												

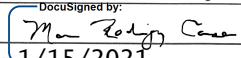
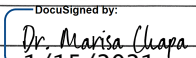
Texas ACE Center Operations Schedule (one per center)						Program Year 2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 9	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP				Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target				
Center												
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												
Spring Term												
Summer Term												
Total number of 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												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												
Total Hours Per Week:												
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
Parent/Legal Guardian Activities												

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												
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												
Spring Term												
Summer Term												
Total number of 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												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												
Total Hours Per Week:												
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
Parent/Legal Guardian Activities												

PARTNERSHIP AGREEMENT

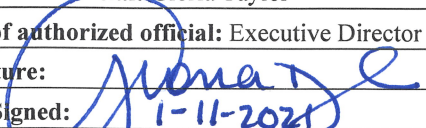
2021-2022 Nita M. Lowey 21st Century Community Learning Centers (CCLC) Cycle 11, Year 1

Communities In Schools (CIS) – The Coastal Bend will work with Brooks County Independent School District and Benavides Independent School District in a 21st CCLC Partner Co-op. These partners have joined in the planning and design of this after school program and agree to support and participate in the activities as outlined in the application and within this document.

Applicant School Districts Addresses		Brooks County ISD 200 E Allen St Falfurrias, TX 78355	Benavides ISD 106 W School St Benavides, TX 78341
Name/address of Partner Organization	Communities In Schools – The Coastal Bend 5241 Kentner St Corpus Christi, TX 78412		
Roles and Responsibilities of Partner Organization			
<p>Communities In Schools – The Coastal Bend and the Brooks County/Benavides ISD 21st CCLC Co-op will participate as partners by working together to provide high quality activities for all ages of program participants. The partners will aim to offer activities that are sustainable in the long term, specifically over the next (5) years of the grant cycle. Communities In Schools – The Coastal Bend will:</p> <ul style="list-style-type: none"> • Promote and facilitate delivery of community social services, health, educational services, enrichment and other support services to participating Brooks County/Benavides ISD students; • Provide necessary curriculum for these already developed programs and activities; and • Provide necessary materials/supplies for teachers and students to participate in these activities. <p>To fulfill this commitment, Communities In Schools – The Coastal Bend will assign staff to work alongside Brooks County/Benavides ISD school administrators and 21st CCLC program staff to develop site plans that identify, prioritize and address each participating school's challenges.</p>			
Costs for Services Provided by the Partner Organization			
The Brooks County/Benavides ISD 21 st CCLC program Co-op will provide funding to Communities In Schools – The Coastal Bend through grant monies for the cost of the curriculum materials/supplies needed for the activities that will be led by CIS staff at participating schools. Fees will be determined annually based on the requested scope of services needed from CIS.			
Long-Term Sustainability of Partnership and After School Programming			
For the past 31 years, Communities In Schools (CIS) has been a committed partner with school districts in its goal to both lower dropout rates and increase graduation rates. Through this partnership, there will be potential for future joint efforts that will positively impact participating students and their families in the short-term and long-term. Both organizations will work together to identify additional services and opportunities that can be sustained over time, including beyond the (5) year grant cycle.			
Fiscal Agent - Applicant – Brooks County ISD		Partnering District – Applicant – Benavides ISD	
Authorized official: Dr. Maria Casas		Authorized official: Dr. Marisa Chapa	
Title of authorized official: Superintendent		Title of authorized official: Superintendent	
Signature: 		Signature: 	
Date Signed: 1/15/2021		Date Signed: 1/15/2021	

PARTNERSHP AGREEMENT

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

Partner Organization – Communities In Schools – The Coastal Bend
Authorized official: Gloria Taylor
Title of authorized official: Executive Director
Signature: 
Date Signed: 1-11-2021