



**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](mailto: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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**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
Based on STAAR assessment, there is a need to improve mastery in several subjects. The data on the table below shows that students performed at the meet levels as follows:	The center level needs assessments allow us to identify gaps in services, staffing, and resources. They provided the guided principles in developing the budget, curriculum, schedules for each campus and transportation cost. All required positions were evaluated and determined that it would be necessary t
The 2019 STAAR results show that 26% of all combined English Language Learner (ELL) students scored at the meets level which we hope to achieve them to the mastery level.	Coding Club in Technology STEM/Steam Enrichments BRYSS Broadcasting News Club Young Einsteins Club focusing on Reading, Math and Science
100% of all At-Risk students will have access to activities to support their emotional growth. The social emotional needs of students have increased significantly due to at risk factors in addition to challenges associated with COVID-19.	MEND-UT Health Program(BRYSS) Computer Science Club Sport Teams ( Soccer, Cheer, Basketball and Dance) Robotic Club

**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.

By June 2021, students will increase STAAR mastery in Reading at the meets level from 38% to 45% in 3rd; from 45% to 50% in 4th; and from 45% to 50% in 5th grade. In Math students will increase STAAR mastery at the meets level from 59% to 64%; 46% to 51%; and in 5th grade from 70% to 75%.  
By the end of June 2021, 70% of students will be Reading on grade level or above.  
By June 2021, 80% of all students will improve at least one level on TELPAS.

**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**

Renaissance (REN) Math/Reading - BOY and Renaissance Math/Reading  
December Benchmark Assessments  
2nd six weeks Attendance and Discipline referral reports  
2nd Six Weeks Report Cards Grades  
Second Quarter Benchmark  
BOY Running Records  
BOY Imagine Learning (IL) and Imagine Math (IM)

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**8. Measurable Progress (Cont.)**

**Second-Quarter Benchmark**

Report Card averages  
 Benchmarks Assessments  
 TELPAS Benchmark  
 MOY Reading Running Records  
 MOY Imagine Learning and Imagine Math Usage Reports  
 Attendance and Discipline data

**Third-Quarter Benchmark**

STARR Benchmarks Scores  
 Imagine Learning and Imagine Math usage and lessons mastered results  
 Report Cards  
 TELPAS Scores  
 EOY Running Records  
 TX-KEA  
 BOY, MOY

**7. Project Evaluation and Modification**

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

The team will analyze data and review daily observations to determine the effectiveness of the plan. Lead4Ward data forms will document progress towards TEKS. a Google Excel spreadsheet will document social emotional observations to ensure services are provided to those students that will need the additional support. The data analysis cycle will be followed to ensure academic plans are monitored and adapted to the needs of students. Next steps will be included in the tracker and consistent monitoring will maintain track of the best practices that are positively impacting students.

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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 review of demographic data from the Census.gov and campus documents such as the Public Education Information Management System PEIMS show that TCCC serves low income ethnically diverse families. Most family's primary language is Spanish and there is a large percentage of single parents raising children that are in public schools. Often these students are unsupervised due to parents having to work long hours to meet the economic needs of their household. This situation places children at risk of engaging in behaviors that poses a challenge for their personal safety. Low academic success results in part, because many times parents express that they unable to support academic needs due to language barriers or availability of time and resources. The current online model for teaching has provided an opportunity to interact with parent online while they attempt to support instruction, and many have communicated their personal struggles with learning in another language.

To assess the needs of participating campuses, members of the Afterschool Planning Committee comprised of district and campus level staff, TCCC staff reviewed the campus data. The review included attendance, academic progress, formative and summative data, home language surveys. Grades, and other reports. Multiple students were identified as potential candidates to participate in the 21st Century After School Program. In addition, the committee assessed the availability of after school program in the community and it confirmed that there is an urgent need to provide after school services that meet the academic and social emotional need of students ranging from 5-14 years old.

The analysis of academic data revealed that there is a need to improve mastery in Reading, Math and Science. The Renaissance assessment administered in September 2020 revealed that 68% of students are below grade level in literacy skills and 52% below level in Math. Specifically, it was determined that 92.1% were identified as economically disadvantaged; 100% qualified for free and reduced meals; 37.4% live in single parent homes; and 57% are English Language Learners (ELL). It is important to acknowledge that due to the challenges associated to COVID-19, it is expected for students to be negatively impacted (COVID Slide) therefore increasing the need to provide support by extending the school day and engaging in high quality instructional activities. These characteristics coupled with achievement data will serve as the criteria to prioritize participation.

The committee also found that family involvement activities were necessary to support literacy. During the implementation of the grant parents will be trained on how to support their child's literacy skills. These training will be in the form of workshops and real-life demonstrations using videos, demonstrations and in person observations. Extending the hours in school will provide students an opportunity to participate in engaging activities that will ultimately improve academic achievement and provide a haven for participants.

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

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

The Brownsville (RYSS) will have targeted student achievement goals aligned with District Improvement Plans and campus level identified academic and social learning needs.

Raul Yzaguirre School for Success in collaboration with (CBO) Tejano Center for Community Concerns has established goals under the Texas Education Agency's Purpose of Program: TCCC Board of Managers routinely tracks and monitors student progress with the goals. Brownsville RYSS will work in collaboration with TCCC's Program Director, Site Coordinator to track the progress of cohort students and ensure that they are meeting or exceeding district goals. Ongoing monitoring of student progress will assist in impacting student performance by providing ongoing monitoring of student success.

By the end of June 2021, students will exceed performance at the meets level in Reading from 40% to 44%; in Math from 54% to 57%; in Writing from 35% to 39%; and in Science from 47% to 50%.

**BRYSS**

By the end of June 2021, students will exceed performance at the meets level in Reading from 51% to 61%; in Math from 78% to 88%; in Writing from 49% to 59%; and in Science from 62% to 72%. District Improvement Plan

The Brownsville will reach or maintain a 97% student attendance goals by the end of the school year 2020-2021

**School Improvement Plan Goals**

By the end of July 2021, the attendance rate at Elite will increase from to 95.83 % to 97%.

By the end of June 2021, the attendance at BRYSS will increase from 96.49 to 97%.

All reporting and compliance requirements will be maintained and submitted in the format and manner requested by TEA. Qualitative data will be collected through on-site observations by the Project Director case studies of student success prepared by the Site Coordinator, Likert scale assessments by the student's regular teacher and parents of the student's behavior, homework completion, and social skills performance.

**The following quantitative data will be collected:**

pre and post-test assessment of tutorials in the core subjects, STAAR scores by the student by campus, classroom grades in core subjects, PEIMS data, promotion rates, decreased behavior incidents, rate of attendance during the regular school day will increase and parent participation in family literacy activities. The Site Coordinator will work with the campus PEIMS clerk and the Project Director will work with the District's PEIMS Department to collect the quantitative data and report the results to TEA and the TCCC Board of Directors. The formative evaluation will examine the implementation and effectiveness of the project. Data will be collected through electronic instruments developed and adapted to measure the quality, type, and degree of specific program features. The evaluation plan will incorporate both the quantitative and qualitative data collected to provide a comprehensive record of the degree of program implementation and the extent to which the Texas 21st CCLC Project achieves the desired results and the impact it has had on both participating students and their family members. The results of the evaluation will be used to refine, improve, and strengthen the program and to refine the performance measures listed in the grant.

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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.

Our Project Director brings a remarkably diverse background of 12 plus years of experience with the 21st Century grants. He has worked with Elementary, Middle, and High School in several school districts. He has worked as a Family Engagement Specialist and District Level Interventionist for challenging 21st Century schools and trained staff. In addition, he will work in collaboration with staff, administrators, community leaders, parents, and students. During his work with 21st Century programs he has established an effective model that yields high outcomes. The TCCC program plan is comprehensive and designed to address all required components and objectives including improved academic performance, attendance, behavior, promotion rates, and graduation rates. Each campus' individual activities may vary based on needs identified in their comprehensive needs' assessment; however, the overarching model will include three components - homework help, academic enrichment Tutorials, and college and career readiness.

Mondays through Fridays, students will receive 45 - 60 minutes of homework help followed by 45 - 60 minutes of academic enrichment tutorials and concluding with 45-60 minutes of engaging enrichment activities. All programs will include interventions and small-group accelerated instruction, homework assistance, youth development activities, prevention programs, enrichment activities, technology-based instruction, and services for families of participating students.

A six-week summer program will be offered to participating students and students who struggled with promotion standards. Grant funds will expand and/or enhance the summer school day for identified students on each campus and will allow campuses to offer enrichment and character education activities after the regular academic summer school program. Center-level activities will be a minimum of 45 consecutive minutes in length and planned for each hour that a center is operating.

During the summer activities will be Intentionally designed to address student needs and while honoring student's interest. These activities are aligned with state standards and developed using a planning tool such as the Texas ACE Activity/Unit and Lesson Plan Worksheet. Activities will reflect each of the following three components during each term: academic assistance, academic enrichment, and family and parental support. Academic enrichment, accelerated learning, and tutoring activities will align with the regular school day program and state standards. Enrichment activities will enhance the academic-related activities of the regular day and/or be aligned with a documented student or campus need. Family engagement sessions offered in solitude alone are not sufficient in meeting the overall goal of family engagement which is improving student academic success. Therefore, opportunities for families to obtain skills that allow families to be their children's first teacher, building a bridge that connects school to home is critical. The US Department of Education's Dual Capacity Model illustrates the strong need for staff and families to learn together, along with providing family engagement activities that are linked to learning. While students will gain a substantial number of resources and skills, research shows that students spend 55% of their time at home, as opposed to 12% of time at school. Therefore, to ensure academic success for students, a strong family component of our after-school program will be provided. Families of students served by the program will be provided opportunities for active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Family activities will be designed to meet the identified needs of each center's families and students; the needs of working families will be specifically addressed through extended hours and family sessions that address the individual needs of each family member. Activities will be ongoing and consistently available throughout each term. The number of family members served will be proportional to the targeted number of students.

The table below outlines a typical schedule for the after-school activities during fall and spring terms.

Morning: 7:00 - 8:00 am Breakfast with Scholars; students will have an opportunity to complete homework and work with manipulative that aligned with school day activities. 3:00 - 4:00 Academic Assistance; 4:00 - 5:00 Enrichments;

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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

Tejano Center for Community Concerns will serve as the lead and fiscal agent in collaboration with two local schools to administer the Texas ACE Cycle 11 grant. TCCC will formalize oversight with each entity through a service agreement instead of shared service agreements, as TEA has historically advised. Schools will implement programming and service providers will provide content through contracted services.

TCCC is responsible for providing overall grant management, technical assistance to the Schools, professional development, curriculum resources, community partners and budget oversight (including expenditure reimbursements). To ensure implementation of a quality program, TCCC will employ the Project Director and one part-time Family Engagement Specialists. Furthermore, a Data Coordinator, and a volunteer Curriculum Specialist (Chief Academic Officer) will provide additional support for assurance that all services provided at Center meet Texas ACE mandates. TCCC will:

- oversee grant deliverables and serve as representative for all TEA correspondence and required engagements
- direct program implementation, maintain data systems and provide technical assistance to assure compliance
- provide additional resources such as access to numeracy and literacy curricula and materials, as well as training and technical support for Center staff in implementation of the model components
- maintain a database of vendors that are bid through a public process and available to Center
- directly contract with social service providers to implement grantee-wide social services for students identified as needing additional wrap around services.

Collaborating LEAs: Through an agency agreement, TCCC will allocate funds to RYSS school to implement the proposed Texas ACE program. Services provided at Center will address identified needs of students and their families. Brownsville will: 1) employ one full-time Site Coordinator and secure additional program staff and service providers; 2) oversee day-to-day operations, ensure compliance and maintain attendance and student records; 3) participate in all evaluation requirements and facilitate youth voice through student surveys, focus groups and leadership activities to help inform program design; 4) work with their districts to procure supplies and materials for program activities, including technology, and allocate other operating costs for travel and training for program staff; and 5) work with school counselors to identify youth in need of additional services, as students continue to face Pandemic challenges or other barriers that may hamper academic success. RYSS school has also agreed to provide a minimum of 5% of leveraging funds, including in-kind, to further support the Texas ACE Cycle 11 program.

Community Providers: Centers will use local community members to provide an array of opportunities to students and families. Youth serving organizations and community volunteers will deliver innovative projects that are engaging and address the academic needs and enrichment interests of students through collaboration with Center.

Sustainability: The TCCC partnerships allow for program sustainability by leveraging TCCC Board of Trustees funding investments experience with leveraging public and private funds with district-based resources, such as Title I funding and other established district funding streams.

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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.

Collaborate to Address I individualized Need: The TCCC Model is designed to align with the Texas ACE four Core Components (academic assistance, enrichment, workforce readiness and family and parental engagement), and address community and student needs. The 2151 CCLC CASE team (Project Director, Family Engagement Specialist, Data Coordinator and Site Coordinator) integrates research and evidence-based practices into their professional development and service delivery strategies. The team will meet monthly to identify best practices, discuss issues related to implementation and share resources.

The Project Director will train program staff and service providers to reinforce identified research and evidence based practices for each center. Examples of three primary best practices integrated into the TCCC for Kids model are below:

1)Literacy, Numeracy and SEL Integration: TCCC will provide each Center with TEK•• aligned curriculum and program guides that focus on state mandated standards and incorporate the three components of literacy, numeracy and social emotional competencies. 2)Data Driven Decisions and Youth Voice: Staff will review data on a routine basis to ensure program quality and provide services based on individual needs. Data Coordinator will prepare monthly reports based on activities, attendance and Center-level data. Teacher, parent and student survey data are included as they become available. The Family Engagement Specialist will conduct focus groups, survey parents and conduct targeted outreach activities. 3)Collaborate to Address I individualized Need: To address multiple needs of participating youth, Centers will collaborate with school administrators, counselors, teachers to expand individualize services to identified students with different needs;students whose primary language is Spanish.

(Putnam, 2016); (Sirach, 2017); (Zygouris-Coe et al., 2004);(Maali,2007);(Mcombs, 2017);(Birmingham, 2005); The Harvard Family Research Project (2008)

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.

TCC requires the Center to create a program operations manual that aligns with Texas ACE Blueprint, RYSS manual and district policies. The operations manual includes, but is not limited to, procedures on student safety, communication plan, unexpected closures, emergency situations and program sign-in procedures. Site Coordinator must create formal procedures to document the sign in/out process at the Center or adjunct site(s) to ensure the safety of all students and staff during programming. Project Director trains all after-school program staff on program policies and procedures prior to working in the program, with key procedures shared in the parent handbook and posted throughout the Center. Also, the Center must develop a campus emergency safety plan, which includes procedures for evacuation, fire drills and emergency preparedness. As part of Center operations, parents must complete a student registration form that provides consent on how each student will travel home from the program daily, and to the program if the program is in the morning. Attendance is taken every time students transition to a new activity throughout the program. Site Coordinator maintain daily attendance rosters in a binder.

Program Transportation: To address the transportation needs of students at the Centers, Site Coordinators will establish and train staff on protocols that align with the Texas ACE Safety Assessment. All Center staff will follow district policies regarding signing in students for their before-school program and the after-school program dismissal. BRYSS will use the RYSS registration form, which requires parents to indicate how their students will travel home from the out• of-school time program. Based on the registration form, students are placed on rosters grouped into three categorie•• walker, car rider or bus rider. Walkers will sign-out prior to dismissal from the program to walk home. Car riders are verified by the Site Coordinator and campus staff. In instances where an adult transports a student from the program, Site Coordinators will verify adult identity and permission to transport the student. Brownsville campus will use grant funds to provide bus transportation during the school year.

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

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

The Project Director will utilize all social media platforms/school flyer and newsletters, and in collaboration with all TCCC, school administrators and teaching and supportive staff ensure information about the Texas ACE Center is circulated throughout the community. Project Director will provide materials that are formatted to adhere to all Texas ACE branding guidelines. Family Engagement Specialist, Curriculum Specialist and Data Coordinator will provide best practice content, opportunities and data reports for dissemination. Site Coordinators will customize materials by Center and seek input from RYSS communication Department Boards and Center Advisory Councils to create a uniform communication plans that can be tailor for each Center for distribution.

**Program Start Up:** Upon notice of award, RYSS will announce the grant award through an TCCC press release, which will include each Center's location and contact information. TCCC Communications staff will distribute the press release to local news outlets in BRYSS Texas ACE Center community. Campus will also notify parents, students and the community about the new Texas ACE program. Site Coordinators will promote the program to families via Back to School orientations, campus newsletters and flyer in students' folders. Additionally, Center will use the campus marquee, school's website and social media to promote the Texas ACE program at the start of the school year.

**Ongoing:** RYS will distribute promotion tools to Center and assist in customizing communication to meet student and family needs. Tools consist of flyer and banner templates and registration packet information that are formatted to adhere to all Texas ACE branding guidelines for marketing and promotional materials.

**Communication Plans:** Texas ACE Center will use Center Advisory Boards to inform and assist in implementing their communication plans. The Data Coordinator will train Site Coordinator and Center Advisory Boards on how to qualitative and quantitative data to share information with key stakeholders.

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.

RYSS has a successful history of leveraging federal, state, and local funding to build program capacity and supplement services. Since 1992, TCCC's Board of Trustees has committed to contributing tax dollars to support after-school programming. In addition to our tax base, CASE has successfully received public and private funding over the past 19 years. Funds from the Houston Endowment, the Texas Workforce Commission, the City of Houston All Texas ACE Centers are eligible to access TCCC leveraged resources.

During the needs assessment process, TCCC worked with district and campus leadership to identify currently available resources that 21st CCLC funding can supplement, not supplant. Below are the available resources and how RYSS will use them to support the proposed Texas ACE program. Identified Need Use of Resources  
Title I/Compensatory Education Funds  
Incorporation of existing tutorials and academics to supplement, not supplant, academic activities offered in the program  
English Language Learner Classes  
Incorporation of existing support to students who are English language learners to supplement, not supplant, academic activities offered in the program  
educational Materials and Electronics  
School day educational materials and electronics such as computer labs, libraries, laptops and iPads are available for scheduled usage  
School Day Staff  
School Counselor, TCCC family and student services, Education Information Management System.

Centers will also have access to all free trainings and associated networking opportunities associated with RYSS school day staff. RYSS is looking to work more closely with the many TCCC based social service organizations and entities to create holistic programs. RYSS will assist Centers in creating lasting relationships with the TCCC to support students and programs during and beyond the grant period.

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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.

To achieve sustainability beyond the grant award, TCCC employs strategies that include leveraging both public and private funding streams. Focusing the sustainability plan at the Center and program levels, RYSS integrates tools such as the Texas ACE gap analysis assessment process and materials from the Finance Project, a financial strategy development and technical assistance resource.

RYSS staff will continue to work with the TCCC board, local foundations, corporations and various stakeholder groups to leverage support for Centers. RYSS will use resources provided by the Cycle 11 grant to implement sustainability strategies at the Center and program levels.

**Center Level Strategies:** The first step of sustainability is creating a high-quality program that results in positive program outcomes. During operation campuses will focus on building a high-quality program that provides measurable outcomes for students and families. The Site Coordinator and Center Advisory Council members will receive training on how to use qualitative and quantitative data to share stories with key stakeholders.

Advisory Council will create a financial plan that includes: 1) estimating the fiscal resources needed to sustain the program; 2) mapping current fiscal resources; and 3) identifying funding gaps and possible funding sources. Each Center will actively pursue these opportunities relying more on campus, district and community support to reach their goals.

**Program Level Strategies:** RYSS will continue its history of convening community partners to ensure sustainability and maximization of available resources. The Chief Academic Officer will assist in developing innovative lessons and will archive the lessons for future use beyond the grant period. TCCC's Board of Trustees will promote program sustainability by assisting RYSS in coordinating resources from public and private agencies on a local, state and national levels.

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)

TCCC and RYSS already use a host of volunteers through the various partnership we have with community agencies such as Upper bound, Project Grad, local artist, banks, community agencies, youth groups and others. Texas ACE Centers will recruit community based volunteers from parent organizations, faith-based entities, local civic groups and local businesses.

**Volunteer Process:**

**Screening:** Volunteers interested in serving at a Texas ACE Center will complete a volunteer registration packet at the district level and have an interview with the Site Coordinator. As a safety precaution, all volunteers must undergo a district background check before working directly with the students. CASE will communicate with each Site Coordinator to ensure all volunteers have completed the district's volunteer screening process. BRYSSCampus will maintain copies of the completed verification process for Project Director review on compliance site visits.

**Placement:** Site Coordinator will use information gathered in the registration packet and interview the volunteers to ascertain interest and skill level. Once cleared for service, Center level volunteers are integrated into programming. If any volunteer is providing direct service as a lead teacher, they will submit lesson plans to the Site Coordinator. Evidence based volunteers and guest speakers are placed according to interest, skill set and geographic location. Center-based volunteers serve based on their content knowledge and interests, educational background or work experience in relation to established educational goals of the event.

**Orientation:** Site Coordinator will organize volunteer orientation. The purpose of volunteer orientation is to review procedures for attendance, checking students in/out, communication and overall learning objectives of the Texas ACE program. Volunteers will defer to staff for addressing accidents/incidents/discipline in relation to district and Texas ACE procedures. Volunteers commit to confidentiality of all information gained through conversations with students. No personal information is released to outside entities without the expressed written consent of a parent and/or guardian. BRYSS will host several community projects that requires volunteers who meets our requirements.

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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.

At the beginning of the school year, Site Coordinator will build quality relationships with school administrators, school day teachers, students, and parents to identify students most need for extended day learning. Through participation in two school-day staff in-services, for more than two or more parent/child orientations and contacting parents and child through media campaigns on social media platforms, printed materials, phone calls, and emails on an ongoing basis while meeting their goals for recruitment and retainment of over 50% of its attendance goals.

Continuing our recruitment and retainment plan from the Fall Site Coordinators will enlist students who have already enrolled to help enroll friends who also need to come on an ongoing basis weekly. SC will facilitate two or more Parent/Child Orientations and one Teacher briefing during December and January and increase enrollment by 40%. Site Coordinators will create a theme that is inviting, engaging, and fun with STEM and hands-on activities for the summer program to recruit and retain students and meet TEA set goals for attendance by the end of the spring term.

The Center staff will contact every parent or guardian whose child participated for 25 or more days to assess their summer programming needs. By recruiting school day, teachers at the center location will increase the success rate of attendance, behaviors, and academics because they will feel more positive about participating. Offering classes based on students' voice, choice, and participation while aligning with their school day instructions will produce positive outcomes for both campus and students.

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 center level needs assessments allow us to identify gaps in services, staffing, and resources. They provided the guided principles in developing the budget, curriculum, schedules for each campus and transportation cost. All required positions were evaluated and determined that it would be necessary to hire the following positions for 15 months (1 program year plus 3 months' per-award planning): a Project Director at 60,000, a program enrollment specialist/administrative assistant at 25,000, one part-time Family Engagement Specialist at 20,000. A total of in benefits will be paid. An external evaluator will evaluate district-level services for \$5000. There will be a one-time purchase of 2 computers workstations@ at \$1500 each, a printer (\$600), and 3 file cabinets@ at \$150 each. District level office supplies are calculated at \$6000. Snacks for quarterly task force meetings were budgeted at \$200 total. Travel to 1 state, 1 national, and 2 regional conferences for the Project Director and Family Engagement Specialist were calculated at \$6000.

A 40 hour a week site coordinator will be hired at an estimated salary of \$50,000. Staff Development for instructors will be held for 2 days before school start and 1 day before the summer program. Each site was estimated to have 10 individuals attending for a total salary cost of \$4500. Benefits for site calculate to \$9900. BRYSS Center will be evaluated by an external evaluator for \$5000. A laptop will be purchased BRYSS for \$1500 each staff including software. A printer will cost \$600 per site. File cabinets will cost \$15. General office supplies were estimated to be \$2000. Travel to 1 national, 1 state and 2 regional conferences was budgeted at \$3000. Student costs include the salaries of all instructional staff @ \$25/hour; instructional support staff @ \$15/ hour plus 20% benefits. Other cost will cover the following:

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**10. Equitable Access and Participation**

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

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

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

**11. PNP Equitable Services**

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

- Yes  No

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

Are any private nonprofit schools participating in the grant?

- Yes  No

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

**Assurances**

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

**Equitable Services Calculation**

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

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**12. Request for Grant Funds**

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

**Payroll Costs**

1.	Project Director	\$67,800
2.	1 Site Coordinator	\$56,500
3.	Data Coordinator	\$28,250
4.	1 Part-time Family Engagement Specialist	\$22,600
5.	Professional and Para Professional staff	\$63,619

**Professional and Contracted Services**

6.	Professional Development	\$12,000
7.	Academic Assistance	\$10,000
8.	Enrichment	\$15,000
9.	College and Career Readiness	\$2,500
10.	Family and Parental Involvement	\$1,500

**Supplies and Materials**

11.	Program Technology	\$4,500
12.	Site Coordinators Office Supplies	\$3,500
13.	Project and Data Coordinator Supplies	\$7,500
14.	Enrichment Consumables	\$15,000

**Other Operating Costs**

15.	BRYSS daily Transportation cost	\$45,000
16.	In State Conference	\$3,500
17.	Family Engagement	\$1,500

**Capital Outlay**

18.		
19.		
20.		

Direct and indirect administrative costs: \$360,269

**TOTAL GRANT AWARD REQUESTED: \$360,269**



**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: 176037101

### 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	101806101	Brownsville Raul Yzaguirre STEM Scholars Preparatory 2255 North Coria Street Brownsville, Texas 78520		K-8th	200	45
2						
3						
4						
5						
6						
7						
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	101806101	Brownsville Raul Yzaguirre STEM Scholars Preparatory 2255 North Coria Street Brownsville, Texas 78520				K-8	200	45				
Feeder												
Feeder												
Program Operations		Start Date (MM/DD/YY):		End Date (MM/DD/YY):		Total Weeks						
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term		09/07/2021		12/11/2021		13						
Spring Term		01/04/2022		05/14/2022		18						
Summer Term		06/06/2022		07/14/2022		6						
Total number of weeks:						37						
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	7:00	7:45	4:00	6:15	7:00	7:45	4:00	6:15	8:00	2:00		
Tuesday	7:00	7:45	4:00	6:15	7:00	7:45	4:00	6:15	8:00	2:00		
Wednesday	7:00	7:45	4:00	6:15	7:00	7:45	4:00	6:15	8:00	2:00		
Thursday	7:00	7:45	4:00	6:15	7:00	7:45	4:00	6:15	8:00	2:00		
Friday	7:00	7:45	4:00	6:15	7:00	7:45	4:00	6:15				
Saturday												
Sunday												
<b>Total Hours Per Week:</b>	15				15				24			
<b>Adjunct Sites, if applicable (site name and full address)</b>												
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
<b>Parent/Legal Guardian Activities</b>		Parent University, Parent Orientations and Parent Cafe										



## Partnership Agreement

Tejano Center for Community Concerns will serve as the lead and fiscal agent in collaboration with two Raul Yzaguirre School for Success located in Brownville, Texas to administer the Texas ACE Cycle 11 grant. TCCC will formalize oversight with each BRYSS through a service agreement instead of shared service agreements, as TEA has historically advised. Schools will implement programming, and service providers will provide content through contracted services.

**TCCC** is responsible for providing overall grant management, technical assistance to the School, professional development, curriculum resources, community partners, and budget oversight (including expenditure reimbursements}. To ensure the implementation of a quality program, TCCC will employ the Project Director and one part-time Family Engagement Specialists. Furthermore, a Data Coordinator and a volunteer Curriculum Specialist (Chief Academic Officer) will provide additional support for assurance that all Center services meet Texas ACE mandates and aligned with school day curriculum.

### **TCCC will:**

- oversee grant deliverables and serve as a representative for all TEA correspondence and required engagements
- direct program implementation, maintain data systems, and provide technical assistance to assure compliance
- provide additional resources such as access to numeracy and literacy curricula and materials, as well as training and technical support for Center staff in the implementation of the model components
- maintain a database of vendors that are bid through a public process and available to the Center
- directly contract with social service providers to implement grantee-wide social services for students identified as needing additional wrap-around services.

**Collaborating LEAs:** Through an agency agreement, TCCC will allocate funds to the school to implement the proposed Texas ACE program. Services provided at each Center will address identified needs of students and their families. Each Center will:

Employ one full-time Site Coordinators and secure additional program staff and service providers.

Oversee day-to-day operations, ensure compliance and maintain attendance and student records. Participate in all evaluation requirements and facilitate youth voice through student surveys, focus groups, and leadership activities to inform program design.

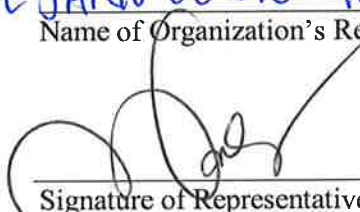
1. Work with their districts to procure supplies and materials for program activities, including technology, and allocate other operating costs for travel and training for program staff.
2. Work with school counselors to identify youth in need of additional services as students continue to face Pandemic challenges or other barriers that may hamper academic success.

The school has also agreed to provide a minimum *of* 5% of leveraging funds, including in-kind, to support the Texas ACE Cycle 11 program further.

**Community Providers:** Centers will use local community members to provide an array of opportunities to students and families. Youth-serving organizations and community volunteers will deliver innovative projects that are engaging and address students' academic needs and enrichment interests. Through collaboration with the Center.

**Sustainability:** The TCCC partnerships allow for program sustainability by leveraging the TCCC Board of Trustees' funding investments experience with leveraging public and private funds with district-based resources, such as Title I funding and other established district funding streams.

TEJANO CENTER FOR COMMUNITY CONCERNS      PRESIDENT/CEO  
Name of Organization's Representative (Print)      Representative's Title

      2/9/2021  
Signature of Representative      Date

Handwritten signature and date:  2/9/21