



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

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

NOGA ID

Application stamp-in date and time

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

Competitive grant applications and amendments to [competitivegrants@tea.texas.gov](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
- General Provisions and Assurances
- Application-Specific Provisions and Assurances
- Debarment and Suspension Certification
- Lobbying Certification
- ESSA Provisions and Assurances requirements

Authorized Official Name  Title  Email

Phone  Signature  Date

Grant Writer Name  Signature  Date

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

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**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  |
|---|---|
| Need to improve student's academic performance in Reading, Math, Language Arts, Science and Social Studies/History. | Provide an array of academic enrichment activities that focus on enhancing student learning using a variety of teaching strategies such as experiential learning, project based learning and other interactive learning styles different from what is being offered during the day. |
| Need to improve student school attendance and student school engagement.  | Provide exciting and enticing enrichment activities that meets the socio-emotional needs as well as personal interest of students. Provide evidence-based family support services that help parents support their their children attend and succeed in their education.             |
| Need to help students prepare for college and/or career.  | Offer an array of exciting enrichment activities that helps students explore career opportunities and helps builds the knowledge, skills, and self-confidence needed to pursue their career choices.  |

**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 ACE program will recruit a minimum of 300 students identified in need of academic improvement. Of these students, they will improve their school day attendance by 25 percent; increase their classroom engagement by 20 percent; and will improve their overall core subject grades (reading/ELAR, math, science, social studies) by 15 percent after attending a minimum of 45 days by the end of the third quarter. 105 parents/caregivers of the students who particate in the ACE program will attend at least one or more of the monthly family strengthening activities by the end of the third quarter.

**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**

By the end of the first quarter students participating in the ACE afterschool program activities will show the following improvements:

- have a 95 percent school attendance rate as indicated by school attendance records;
- show classroom participation (engagement) by five percent (5%) as observed by teachers;
- show improvements in their weekly grades in core subject, specifically in reading and math;
- recruit and enroll 300 students have a 90 percent attendance rate in the ACE program.
- have 105 parents of students enrolled in the ACE program attend at least one family engagement activity.

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

**Second-Quarter Benchmark**

By the end of the second quarter students participating in the ACE afterschool program activities will show the following improvements:

- have a 95 percent school attendance rate as indicated by school attendance records.
- increase classroom participation (engagement) by eight percent as observed by teachers;
- show improvements in their six weeks grades in core subject, specifically in reading and math, by 10 percent;
- have a 95 percent attendance rate in the ACE program.
- have 105 parents of students enrolled in the ACE program attend at least four family engagement activities.

**Third-Quarter Benchmark**

By the end of the Third quarter students participating in the ACE afterschool program activities will show the following improvements:

- increase classroom participation (engagement) by 20 percent;
- have a 98 percent school attendance rate;
- improve overall math and reading scores by 15 percent;
- have attended the ACE program at least 45 days.
- have 105 parents of students enrolled in the ACE program attend at least five family engagement activities.

**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 ACE program will follow the Evaluation Guide as outlined in the ACE Blue Print to ensure high quality evaluation processes and continuous improvement practices. The proposed ACE program will incorporate all of the Texas ACE Quality Components which includes school community engagement, vision, mission, goals, and continuous quality improvement. These are evidence-based practices that will ensure a high-quality afterschool program. An external program evaluator will be contracted to conduct an evaluation of the ACE program. The project evaluation will review and measure both process and outcome measures using quantitative and qualitative data. Stages of Practice will be incorporated as a measuring continuum that will guide the program implementation process. Based on the level of practice (non-compliant, compliant, implementing, progressing, and optimizing) each center is at, adjustments and new strategies will be discussed and implemented to move the center's performance to the next highest level. Site visits from evaluator and project director and Tx21ststudenttracking data will be used to assess the program's operation level. Student academic performance, attendance, behavior, and school engagement data will be collected and analyzed. ACE project staff and principals will be involved in this process to ensure partnership and cooperation amongst departments. Regular meetings will be held to discuss program progress and student's needs. Action plans will be developed to ensure areas needing improvements are addressed. At a minimum, these evaluation meeting will take place at mid-term of each six-weeks and at the end of the semester. Attendance, behavior, and school engagement data will be collected and reviewed via surveys. Implementing a successful afterschool program that helps each campus reach their student's academic goals and having positive customer (parents and students) satisfaction survey results will set the foundation for program continuation and funding sustainability beyond the grant period.

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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. This application is the result of a well-rounded comprehensive needs assessment of all three communities involved. The assessment process includes student academic performance data from the latest Texas Academic Performance Report (TAPR) for the school year 2019-20, benchmark scores, and other student performance data as well as goals and needs assessment identified in the District's Improvement Plans (DIC) as well as the Campus Improvement Plans (CIP) for each district. Key school stakeholders (principals, teachers, superintendents, and boardmembers) were actively involved in the assessment and development of this application. In the student and community assessment, students, parents/caregivers, and community members were involved in the assessing community needs. Students were surveyed to measure interest and identify needs. Parents were surveyed to identify afterschool program interest, family needs, and commitment to have their child participate in the program. Community members were surveyed to identify resources that could be used to enhance the program. Focus group discussions were held at all levels to gather needs assessment data from all key stakeholders.

b. The results of the center-specific needs assessment indicated that only 39% of students met grade level in all subjects in all grades combined compared to the State's average of 50% as reported in the 2019-20 TAPR report for all three participating school districts. Students were performing below state average from 6 to 22 percentage points below state average in one or more of the core subjects - math, science and in Language Arts, especially in Reading. Teachers identified that the COVID pandemic had further decreased student learning and student attendance as well as engagement for many reasons. As a result, early benchmarks and six-weeks grades were extremely low. Parents reported noticing their children struggling with the new academic adjustments due to the need to use technology and classroom structure during remote learning. As expected, parents reported that childcare during the height of the Pandemic was a huge issue for them. They report that educating their children while at home was difficult for many reasons. Frustration and helplessness was very apparent for many. They strongly feel that the ACE program will be a huge help for students and support for families. Technology inventory surveys indicated that more than half of the population did not have access to reliable technology equipment or Internet access. Survey data also indicated that parents were needing support in getting their children to re-engage with their education and commitment to school attendance. They felt that COVID had stressed them more due to financial limitations and health situations at home. Academic data indicates that a little over half of the 775 students are in dire need of academic support and could benefit from the ACE program.

c. The ACE program will continuously assess the needs of students as the school year progresses. At the end of each six-weeks, ACE site coordinator and school principals will meet to assess progress and further identify new students needing academic assistance or benefiting from the ACE program services due to other needs such as behavior, attendance or socio-emotional learning needs. The recruitment process will include student-choice student-voice opportunities to engage student's interest. Students specifically identified in need of academic improvement, meetings with the parents/caregivers will take place to explain the ACE services and benefits to their child. ACE individual success plans will be developed in partnership with the school principals so that specific tutoring and support services are outlined. The plan will also assess and identify the needs of working families. The family engagement specialist, a social worker, will provide family support services. ACE will work with both school and community resources to ensure student and family success.

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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 proposed ACE program is designed to specifically help students identified in need of academic improvement in core subject areas including reading and math as indicated by various academic performance data including the most recent Texas Academic Performance Report (2019-20). It will focus on serving low performing students that are attending high poverty schools with a disadvantaged student population of 87.2%, 83.7% and 60% in all three participating schools in this Shared Service Agreement application. Afterschool research suggests that students who are engaged in their learning tend to do much better than those who are not (Afterschool Alliance, February 2020). The literature also suggests that learning happens best when student's interest is an integral part of what they are learning especially in impoverished communities (America After 3pm Report, 2014). With this understanding, the ACE program will emphasize student voice-student choice throughout the grant period. The ACE staff in partnership with each center's school administrators and curriculum team will work together to develop the best academic intervention plan for each grade level. Three levels of services will be offered as interventions to targeted students. This includes academic enrichment activities, youth development, and family strengthening activities.

The key strategy to helping improve student achievement is to offer intentional academic enrichment activities that teaches students TEKS objectives in a different manner than what has been taught during the school day. This different approach will incorporate a variety of teaching strategies including cooperative learning, experiential hands-on learning, project based learning, technology based learning and embedded academic practices. Certified teachers and well trained hourly tutors and instructors will be hired to assist implementing these activities. STEM based activities will be used throughout the ACE program. Research suggests that the interconnected content of science, technology, engineering and mathematics helps students with literacy and fluency (Afterschool Alliance - Full STEM Ahead Report). Examples of these activities include robotics, GreenPowerUSA Electric Car Club at all three grade levels, environmental and marine science activities, archery, culinary arts, chess, horticulture club, and much more. These activities are engaging and capture the student's interest as well as helps them learn difficult to learn content in the traditional classroom setting.

The ACE program will offer a broad array of activities designed to help the student develop the necessary personal skills needed to succeed bot personally and academically. There is a plethora of literature that suggests that students many times do not succeed not because they can't but rather because they believe the cannot. The ACE program will utilize a school social work model to help reach these students. Through empowering opportunities and self-awareness activities, students will get a chance to discover strengths and develop realistic personal and career goals. This school case management model is an evidence-based practice designed to help difficult-to-serve and difficult-to-reach students. Students targeted to benefit from the ACE program will have a student profile assessment completed to identify strengths and areas of need. Individual intervention plans will be developed to guide the student's ACE participation. ACE site coordinator, teachers, students, parents, and school counselors will be involved in this process. Family needs will also be assessed as well to ensure a holistic approach to helping students and their families succeed both academically and emotionally.

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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.

ACE activities selection to be offered at each center will be the result of addressing specific needs as identified in the center's comprehensive needs assessment. The project director and site coordinator will work in partnership with the campus principal, teachers, and curriculum personnel to pinpoint specific student's academic needs and develop appropriate ACE academic interventions plans. The ACE program will incorporate the Texas ACE Blueprint to guide the implementation and evaluation of the ACE program. This model consists of logic model development, activity/lesson planning, quality assurance guide and program evaluation guide.

Each activity offered through ACE will be aligned with the daytime TEKS objectives and specific to what the student's needs are for that subject and grade level. The key to student academic success will be relationship building with students and families. These schools involved in this ACE program understands that academic failure is the result of many variables especially during the COVID crisis which has created a "COVID Learning Slide". All ACE program activities will be designed to address multiple variables including socio-emotional needs, specific teaching strategies for specific student's learning styles interest. Socio-emotional needs will be included in each activity lesson plan and will utilize Character Strong curriculum, an evidence-based program. Furthermore, the family engagement specialist will also utilize evidence-based programs such as Parents Help Parents, ReBrilliance and the Social Work Model to meet the needs of families. ACE clearly understands that many students fail academically not because they cannot succeed but rather because they believe they cannot succeed. This self-defeating prophecy is what the ACE program staff will focus on changing. Youth leadership development is an inside-out process that begins with self-awareness and building self-confidence. All ACE activities will have this task built in their lesson plans.

Many of the enrichment activities offered through the ACE program will be designed to give students student choice-student voice opportunities as well as give students the opportunity to experience success. Enrichment activities such as archery, outdoor/environmental and STEM activities such as hiking, kayaking, fishing, and Greenpower Electric Car Club, culinary, dance, music, art, and many more will be offered to help students develop their inter-personal skills and build self-confidence. ACE understands that once a student "tastes" success they will want more of it! This is the key to getting those difficult-to-serve and difficult-to-reach students to succeed. ACE will partner with community organizations such as the East Foundation, STEMS Alumni, Inc. and the Willacy County Coastal Educational Program, Chamber of Commerce, and the Willacy County & Port Mansfield Navigation District to enhance learning opportunities for students using their resources and expanding learning outside the classroom. ACE will provide the necessary supplies and materials to ensure teachers have the right equipment and supplies needed to facilitate a high-quality afterschool activity. Student bus transportation will be offered through ACE for students needing transportation to and from ACE sponsored activities. ACE will offer a five week, four day per week summer program to help meet student and family needs.

The ACE project director will supervise all ACE activities, budget and quality assurance using the ACE Quality Assurance Guide. Teacher/instructor observations, data review through Tx21ststudenttracking system, and staff evaluations will be used to monitor and give feedback to ACE staff throughout the grant year. The project director will work in conjunction with the external evaluator to evaluate process and impact goals. Feedback to the team and district staff will be given immediately so that program adjustments can be made in order to impact student achievement as immediate as possible. All ACE staff will be part of each campus improvement committees and will participate in their campus meetings to keep abreast of needs and changes.

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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

The proposed ACE program will partner with three different organizations that will provide valuable afterschool services and resources to students and families enrolled in the ACE program. One of the partners is the East Foundation. This foundation will offer an array of outdoor educational opportunities to ACE students. Such activities as "Behind the Gates" educational exploration excursions will take place at local ranches. Students will learn about land stewardship and wildlife conservation. These interactive science TEKS-aligned lessons encourage students to connect with the natural world while participating in first-hand, outdoor learning experiences. Another project of the East Foundation is the Land Stewardship Lab where students will learn about land and wildlife conservation and career exploration in this profession. Students will also work closely with the Witte Museum in San Antonio as part of the education offered by the East Foundation. In addition, staff training on various topics including wildlife management and land conservation will be offered to ACE teachers and instructor by the Foundation.

The STEMS Alumni Inc. will partner with the ACE program to provide Outdoor science educational activities that include such activities as marine science, angler's education, archery, hiking, biking, and kayaking. These activities will be part of the Alumni's Texas Parks & Wildlife Community Outreach-Outdoor program. It's goal is to expand the utilization of state parks by minorities. Career awareness within Texas Parks & Wildlife and in outdoor environmental science will be an integral part of the program's curriculum. With the close proximity to several area state parks such as Llano State Park, Resaca de la Palma State Park, and close proximity to the Lower Laguna Madre through Port of Port Mansfield, the ACE program will have the ability to offer an exciting wildlife and marine science STEM program.

Several other partners such as the Willacy County Commissioner's Court's Natural Education Resource Center, the Willacy County Navigation District, the Port Mansfield Chamber of Commerce and other local entities will enhance the program activities offered by the ACE program by having access free of cost to the grounds and facilities of these organizations. All of these partnerships are within 8 to 20 miles from two of the three schools participating in this grant. However, all school will have access to these and other services offered by these community partners. These services are currently not available to these communities. ACE will coordinate the implementation of services with these entities. Partnership commitments from the East Foundation, Willacy County Commissioner's Court, and Willacy Navigation District are included in this application. Verbal cooperative commitments from the Chamber of Commerce has been obtained and a memorandum of agreement with this and the other agencies will be executed once award notification is received.

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

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

The ACE program design is based on a theory of action that is centered on three key program development strategies, 1) focused comprehensive needs assessment, 2) evidence-based programming, and 3) quality assurance process practice. Evidence-based programming will be the foundation of all activities offered through ACE. Borrowing from the lessons learned from state and national afterschool programs, the ACE program will implement only research and evidence-based program activities. In academic improvement strategies, the ACE program will utilize teaching pedagogies and strategies that are best suited for working with difficult-to-serve students. These include project-based learning, product outcome teaching, experiential hands-on learning, service learning, and cooperative learning strategies. Teachers hired to work with ACE will undergo extensive training and development in teaching strategies found effective in afterschool programs. This will ensure that students receive different teaching strategies than those received during the day which were ineffective. Evidence based character development programs such as ReBrilliance, PALs, Character Strong, and others will be used to teach youth development and socio-emotional learning. The School Social Work model will be used to case manage each student and provide socio-emotional support to students and their families. Youth development theory will guide the development of ACE activities focusing on self-efficacy, positive self-esteem, and college and career planning. ACE site coordinators and staff will be trained in human development facilitation skills to ensure that every contact with students and families is focused on relationship building and advocacy. The underlying theory of action is that if students are engaged using a customer service and caring approach and participate in creative and exciting afterschool activities that help develop their interpersonal and academic skills, success will occur.

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.

The students identified as needing extra academic assistance or who would like to participate in youth development enrichment activities through the ACE program and need transportation will be provided transportation by the ACE program. The ACE program will follow all state, federal and local laws and regulations to ensure student safety. Upon registering for the ACE program, parents will note in the application if their child will be needing transportation back home after participating in the ACE program. Special permission slips will be required for students participating in any approved educational field trip. The site coordinator will develop and maintain a student bus manifesto that includes student seating assignments and bus route. Bus manifestos will be updated every semester and as needed. No bus route will be more than 30 minutes. To maintain the highest level of safety, an ACE bus monitor will be assigned to buses transporting students in 3rd grade and below. This is necessary especially during winter months when days are shorter, and students tend to be dropped off when it is getting dark. Bus monitors and driver will check every seat at the end of each route to ensure all students have been delivered home safely. The ACE program will maintain radio communication with each bus driver to facilitate communication between ACE staff and transportation personnel. The project director and transportation director of each school district will meet at the beginning of each semester to review ACE student bus routes and protocols. Regular meetings will be held to resolve any identified issues and to plan upcoming special transportation needs or schedule changes. Special bus transportation will be made available to Special Needs students as required by school policy. Young students where parents were not home to receive them will be brought back to school. Site coordinator will contact parents to arrange for the child to be picked up at school. All school bus transportation policies will apply to the ACE program.

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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.

Immediately upon grant award notification, each participating school district in this Shared Service Agreement will post an item on their upcoming school board agenda announcing the award. The superintendent of each district will share a brief overview of the grant to the board and public in general. A grant description narrative will also be posted in each district's website and social media outlets. All required personnel positions will be posted in both the district's website and with the Regional Service Center for those districts participating in the One App process. This will give notice to the communities of the grant award and employment opportunities. Once the ACE project director and site coordinators are hired, they will give presentations to school personnel and families during parent meetings about the ACE grant services and registration information. ACE program flyers and brochures will be developed to disseminate with each student and shared with teachers and parents. Program activities, times of programs and locations will be included in all promotional materials. The project director will give a more in-depth report of the ACE program to the board and to district personnel through campus and district staff meetings. A press release will be developed and sent to local area media outlets including the local newspaper. ACE posters and flyers that contain activities offered, program schedules, and ACE center locations will be posted in local businesses and where the general public congregates.

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 proposed ACE program is one of several strategies within each school to help improve student achievement. It will be an integral part of the District's Improvement Plan as well as each Campus Improvement Plan. It will be part of the School's Innovation Plan and will be part of the Family Engagement Plan. The commitment by each participating school is to work jointly with other school federal and state programs including Title I programs, GEAR-UP, and other college and career or vocational certification programs. By leveraging each program's resources and ensuring that the ACE program supplements, not supplants what the other programs are doing, student academic achievement and family engagement will be at the highest level. The project director will meet at the beginning of each school year to design a coordination plan for the year. The superintendent of each participating school will include the ACE project director to participate in the District Improvement Plan Committee and principals will include the project director, site coordinator, and family engagement specialist to their campus improvement planning committees. This inclusion will ensure that the ACE grant objectives are included in each improvement plan and are outlined to support and supplement the goals and objectives of the campus and collaboration plans are established to leverage the highest level of service to students.

This collaboration with all other school programs will ensure that each participating school includes the services offered by the ACE program are developed within the goals and objectives of each campus' improvement plan. The ACE program will assist each campus improve their student achievement by a minimum of 10 percentage points due to the academic enrichment activities offered during non-school hours.

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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.

Implementing an ACE program that helps students increase academic achievement, improve attendance, and prepare students for college and/or career is the first step for sustainability. The sustainability plan will begin by implementing an effective afterschool program that helps each campus reach their academic goals and objectives. We understand through both experience and research that a well-managed afterschool program results in successful outcomes. These outcomes are what will sell sustainability to the school and the community. We also understand that it is difficult for these three small rural school districts to fully sustain the entire afterschool program and all of its activities. However, each participating school is committed to leveraging as many resources as possible to sustain key components of the program. The sustainability plan begins on day one of the grant. One of the project director's key responsibility is to ensure fidelity of the ACE program plan so that success can be reached as planned by the proposed program. The project director will work closely with the ACE advisory councils, school board members, community partners and families to keep them involved and informed of the ACE programs accomplishments. Program evaluation reports will be shared to all key stakeholders to ensure transparency and build trust with the community. This will help in building a successful sustainability plan that will allow continued afterschool program activities after the grant period ends.

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

The ACE program will make all efforts to recruit and retain volunteers to help enhance the services offered by the program. It will be difficult to recruit volunteers in the three small rural areas where ACE programming will be offered. The ACE program will keep that door open for any community member that feels he/she can contribute to student success. Volunteers may be recruited to assist ACE staff with tutoring, homework help, enrichment activities, mentorship, and family engagement activities. Each district will follow their school policies on volunteers. This process will include recruitment of volunteers by announcement, screening through HR department which will include criminal background checks and references, training on district policies and skills development. The project director will be responsible for training and evaluating the performance of all volunteers.

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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 ACE program will recruit students at each center by first and foremost working with each principal to identify students needing academic improvement. Secondly, students will be recruited by offering enrichment activities they have voiced through surveys they would like to see in their school. Some students may be recruited due to poor school attendance and/or behavior issues. The ACE program staff will hold parent meetings to promote and share information about ACE program services and to survey parent's needs and interests. Parent recruitment will take place at these meetings as well.

The ACE site coordinator will meet with students in groups, during class, and individually to recruit students. At the beginning of each semester the Site coordinator will distribute surveys to students to gather information on student's interest and recruit students to the program. Meetings with students before school, during school assemblies, during lunch and in-class presentations will take place to inform students of ACE activities and services. ACE program information such as schedules and activities offered will be shared in the school's website and social media outlets.

The ACE goal is as follow:

ACE will recruit and retain a minimum of 300 students in grades pre-kinder through 12th and 100 parents to participate in the ACE program during the fall, spring, and summer term.

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 comprehensive needs assessment conducted at each proposed participating campus (center) helped outline the level of afterschool programming including the budget necessary to reach its goals. Utilizing most current student performance data (TAPR) from each campus, each school administrator identified the number of students that would benefit from the ACE program. On average, approximately 40 percent of the student population was targeted for the ACE program due to their academic performance history. However, it is estimated that more than two-thirds of the students enrolled in the district will eventually participate in the ACE program. Based on these numbers, staffing patterns for each campus was established as well as program supplies and materials needed to accomplish the program goals. Program operation schedules were also established based on number of students, student's needs, and the needs of working families. A matrix was developed to assess and calculate the number activities to be offered and the number of staff needed (hourly enrichment instructors and extra-duty professional teachers) to serve the projected student population. Before school and after school program schedules were developed to accommodate the identified needs of students and that of working parents. At a minimum, 15 hours of afterschool programming will be offered weekly during the fall and spring semester. A minimum of four hours per day, four days per week will be offered during the summer term. Staffing for was calculated using a 15:1 ratio to ensure high quality afterschool programming. Materials and supplies needed to carry out the proposed ACE enrichment activities was calculated based on subject matter and project estimations anticipated throughout the school year. Other operating expenses such as educational software, staff travel, and student transportation costs were calculated using the anticipated number of students to be served per center.

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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  Barrier

Group  Barrier

Group  Barrier

Group  Barrier

**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 (1)                        | 75,000  |
| 2. | Site Coordinators (6)                       | 300,000 |
| 3. | Family Engagement Specialist (3 @ .5 FTE)   | 72,000  |
| 4. | Administrative Assistants/Data Clerks (3/6) | 239,100 |
| 5. | Fringe Benefits                             | 205,941 |

**Professional and Contracted Services**

|     |  |        |
|-----|--|--------|
| 6.  | External Program Evaluator Contracted Services | 18,000 |
| 7.  | Robotics Contracted Services                   | 30,000 |
| 8.  | STEMS Contracted Services                      | 12,000 |
| 9.  | SAT/ACE Prep Contracted Services               | 12,000 |
| 10. |  |        |

**Supplies and Materials**

|     |                                |        |
|-----|--------------------------------|--------|
| 11. | General supplies and materials | 42,000 |
| 12. | Technology                     | 36,000 |
| 13. | Technology Software            | 4,800  |
| 14. |                                |        |

**Other Operating Costs**

|     |   |        |
|-----|---|--------|
| 15. | Staff Travel/Training (State/National Conference) | 48,000 |
| 16. | Student Transportation                            | 62,000 |
| 17. | Student Education Field trips - Approved          | 9,000  |

**Capital Outlay**

|     |                              |        |
|-----|------------------------------|--------|
| 18. | Student Educational Software | 72,000 |
| 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"/> |
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## Center Operations Schedule

County-district number or vendor ID:

### 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        | 245904002           | San Perlita High School -22987 Trojan Dr. San Perlita, Tx. 78590 956.248.5250 | 1                   | 6-12                           | 50  | 15                                    |
| 2        | 245904101           | San Perlita Elementary -22987 Trojan Dr. San Perlita, Tx. 78590 956.248.5250  | 0                   | Pk-5                           | 50  | 20                                    |
| 3        | 245901001           | Lasara High School 11932 Jones St. Lasara, Tx. 78561 956.642-5466             | 1                   | 6-12                           | 45  | 15                                    |
| 4        | 245901101           | Lasara Elementary 11932 Jones St. Lasara, Tx. 78561 956.642-5466              | 0                   | Pk-5                           | 65  | 20                                    |
| 5        | 214902001           | San Isidro High School 5175 FM 1017 San Isidro, Tx. 78588 956.481.3110        | 1                   | 6-12                           | 50  | 15                                    |
| 6        | 214902101           | San Isidro Elementary 5175 FM 1017 San Isidro, Tx. 78588 956.481.3110         | 0                   | Pk-5                           | 40  | 15                                    |
| 7        |                     |   |                     |                                |   |                                       |
| 8        |                     |   |                     |                                |   |                                       |
| 9        |                     |   |                     |                                |   |                                       |
| 10       |                     |   |                     |                                |   |                                       |



| Texas ACE<br>Center Operations Schedule (one per center)  |                     |   |                        |        | Program Year<br>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  | 245904002           | San Perlita High School<br>22987 Trojan Dr. San Perlita, Tx. 78590 956.248.5250   |                        |        | 9-12                      | 50                                | 20                                    |        |             |        |          |        |
| Feeder  | 245904041           | San Perlita Middle School<br>22987 Trojan Dr. San Perlita, Tx. 78590 956.248.5250   |                        |        | 6-8                       |                                   |                                       |        |             |        |          |        |
| 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   |                     |   | 09/06/21               |        | 12/22/21                  |                                   | 12                                    |        |             |        |          |        |
| Spring Term   |                     |   | 01/10/22               |        | 05/27/22                  |                                   | 17                                    |        |             |        |          |        |
| Summer Term   |                     |   | 06/06/22               |        | 07/08/22                  |                                   | 5                                     |        |             |        |          |        |
| 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  | 7:00                | 8:00  | 3:45                   | 5:45   | 7:00                      | 8:00                              | 3:45                                  | 5:45   | 8:00        | 2:00   |          |        |
| Tuesday   | 7:00                | 8:00  | 3:45                   | 5:45   | 7:00                      | 8:00                              | 3:45                                  | 5:45   | 8:00        | 2:00   |          |        |
| Wednesday   | 7:00                | 8:00  | 3:45                   | 5:45   | 7:00                      | 8:00                              | 3:45                                  | 5:45   | 8:00        | 2:00   |          |        |
| Thursday  | 7:00                | 8:00  | 3:45                   | 5:45   | 7:00                      | 8:00                              | 3:45                                  | 5:45   | 8:00        | 2:00   |          |        |
| Friday  | 7:00                | 8:00  | 3:45                   | 5:45   | 7:00                      | 8:00                              | 3:45                                  | 5:45   |             |        |          |        |
| Saturday  |                     |   |                        |        |                           |                                   |                                       |        |             |        |          |        |
| Sunday  |                     |   |                        |        |                           |                                   |                                       |        |             |        |          |        |
| <b>Total Hours Per Week:</b>  | 15                  |   |                        |        | 15                        |                                   |                                       |        | 24          |        |          |        |
| <b>Adjunct Sites, if applicable (site name and full address)</b>  |                     | Laguna Point Park Coastal Learning Resource Center - South Port Blvd, Port Mansfield, Texas 78598<br>Estero Llano State Park – 154 Lakeview Dr. Weslaco, Tx 78596 |                        |        |                           |                                   |                                       |        |             |        |          |        |
| <b>Special Schedules</b><br>(i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)  |                     | Occasional Saturdays  |                        |        |                           |                                   |                                       |        |             |        |          |        |
| <b>Parent/Legal Guardian Activities</b>   |                     | Family Strengthening sessions<br>ESL/GED & Computer literacy<br>Financial Literacy  |                        |        |                           |                                   |                                       |        |             |        |          |        |



| Texas ACE<br>Center Operations Schedule (one per center)  |   |  |          |                      | Program Year<br>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  | 245904101   | San Perlita Elementary -22987 Trojan Dr. San Perlita, Tx. 78590 956.248.5250 |          |                      | Pk-5                      | 50                                | 20                                    |        |             |        |          |        |
| 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>  |   | 09/06/21   |          | 12/22/21             |                           | 12                                |                                       |        |             |        |          |        |
| Fall Term   |   | 01/10/22   |          | 05/27/22             |                           | 17                                |                                       |        |             |        |          |        |
| Spring Term   |   | 06/06/22   |          | 07/08/22             |                           | 5                                 |                                       |        |             |        |          |        |
| Summer Term   |   |  |          |                      |                           |                                   |                                       |        |             |        |          |        |
| 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  | 7:00  | 8:00   | 3:45     | 5:45                 | 7:00                      | 8:00                              | 3:45                                  | 5:45   | 8:00        | 2:00   |          |        |
| Tuesday   | 7:00  | 8:00   | 3:45     | 5:45                 | 7:00                      | 8:00                              | 3:45                                  | 5:45   | 8:00        | 2:00   |          |        |
| Wednesday   | 7:00  | 8:00   | 3:45     | 5:45                 | 7:00                      | 8:00                              | 3:45                                  | 5:45   | 8:00        | 2:00   |          |        |
| Thursday  | 7:00  | 8:00   | 3:45     | 5:45                 | 7:00                      | 8:00                              | 3:45                                  | 5:45   | 8:00        | 2:00   |          |        |
| Friday  | 7:00  | 8:00   | 3:45     | 5:45                 | 7:00                      | 8:00                              | 3:45                                  | 5:45   |             |        |          |        |
| Saturday  |   |  |          |                      |                           |                                   |                                       |        |             |        |          |        |
| Sunday  |   |  |          |                      |                           |                                   |                                       |        |             |        |          |        |
| <b>Total Hours Per Week:</b>  | 15  |  |          |                      | 15                        |                                   |                                       |        | 24          |        |          |        |
| <b>Adjunct Sites, if applicable (site name and full address)</b>  | Laguna Point Park Coastal Learning Resource Center – South Port Blvd, Port Mansfield, Texas 78598<br>Estero Llano State Park – 154 Lakeview Dr. Weslaco, Tx 78596 |  |          |                      |                           |                                   |                                       |        |             |        |          |        |
| <b>Special Schedules</b><br>(i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)  | Occasional Saturdays  |  |          |                      |                           |                                   |                                       |        |             |        |          |        |
| <b>Parent/Legal Guardian Activities</b>   | Family Strengthening sessions<br>ESL/GED & Computer literacy<br>Financial Literacy  |  |          |                      |                           |                                   |                                       |        |             |        |          |        |



| Texas ACE<br>Center Operations Schedule (one per center)  |   |   |          |                      | Program Year<br>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  | 245901001   | Lasara High School 11932 Jones St. Lasara, Tx. 78561<br>956.642-5466                              |          |                      | 9-12                      | 45                                | 15                                    |        |             |        |          |        |
| Feeder  | 245901101   | Lasara Elementary 11932 Jones St. Lasara, Tx. 78561<br>956.642-5466 (middle school students only) |          |                      | 6-8                       |                                   |                                       |        |             |        |          |        |
| 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   |   | 09/06/21  |          | 12/22/21             |                           | 12                                |                                       |        |             |        |          |        |
| Spring Term   |   | 01/10/22  |          | 05/27/22             |                           | 17                                |                                       |        |             |        |          |        |
| Summer Term   |   | 06/06/22  |          | 07/08/22             |                           | 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  | 6:50  | 7:50  | 4:00     | 6:00                 | 6:50                      | 7:50                              | 4:00                                  | 6:00   | 8:00        | 2:00   |          |        |
| Tuesday   | 6:50  | 7:50  | 4:00     | 6:00                 | 6:50                      | 7:50                              | 4:00                                  | 6:00   | 8:00        | 2:00   |          |        |
| Wednesday   | 6:50  | 7:50  | 4:00     | 6:00                 | 6:50                      | 7:50                              | 4:00                                  | 6:00   | 8:00        | 2:00   |          |        |
| Thursday  | 6:50  | 7:50  | 4:00     | 6:00                 | 6:50                      | 7:50                              | 4:00                                  | 6:00   | 8:00        | 2:00   |          |        |
| Friday  | 6:50  | 7:50  | 4:00     | 6:00                 | 6:50                      | 7:50                              | 4:00                                  | 6:00   |             |        |          |        |
| Saturday  |   |   |          |                      |                           |                                   |                                       |        |             |        |          |        |
| Sunday  |   |   |          |                      |                           |                                   |                                       |        |             |        |          |        |
| <b>Total Hours Per Week:</b>  | 15  |   |          |                      | 15                        |                                   |                                       |        | 24          |        |          |        |
| <b>Adjunct Sites, If applicable (site name and full address)</b>  | Laguna Point Park Coastal Learning Resource Center – South Port Blvd, Port Mansfield, Texas 78598<br>Estero Llano State Park – 154 Lakeview Dr. Weslaco, Tx 78596 |   |          |                      |                           |                                   |                                       |        |             |        |          |        |
| <b>Special Schedules</b><br>(i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)  | Occasional Saturdays  |   |          |                      |                           |                                   |                                       |        |             |        |          |        |
| <b>Parent/Legal Guardian Activities</b>   | Family Strengthening sessions<br>ESL/GED & Computer literacy<br>Financial Literacy  |   |          |                      |                           |                                   |                                       |        |             |        |          |        |



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

| Texas ACE<br>Center Operations Schedule (one per center)  |   |  |          |                      | Program Year<br>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  | 245901101   | Lasara Elementary 11932 Jones St. Lasara, Tx. 78561<br>956.642-5466 (Elem school students) |          |                      | Pk-5                      | 65                                | 20                                    |        |             |        |          |        |
| 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   |   | 09/06/21   |          | 12/22/21             |                           | 12                                |                                       |        |             |        |          |        |
| Spring Term   |   | 01/10/22   |          | 05/27/22             |                           | 17                                |                                       |        |             |        |          |        |
| Summer Term   |   | 06/06/22   |          | 07/08/22             |                           | 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  | 6:50  | 7:50   | 3:30     | 5:30                 | 6:50                      | 7:50                              | 3:30                                  | 5:30   | 8:00        | 2:00   |          |        |
| Tuesday   | 6:50  | 7:50   | 3:30     | 5:30                 | 6:50                      | 7:50                              | 3:30                                  | 5:30   | 8:00        | 2:00   |          |        |
| Wednesday   | 6:50  | 7:50   | 3:30     | 5:30                 | 6:50                      | 7:50                              | 3:30                                  | 5:30   | 8:00        | 2:00   |          |        |
| Thursday  | 6:50  | 7:50   | 3:30     | 5:30                 | 6:50                      | 7:50                              | 3:30                                  | 5:30   | 8:00        | 2:00   |          |        |
| Friday  | 6:50  | 7:50   | 3:30     | 5:30                 | 6:50                      | 7:50                              | 3:30                                  | 5:30   |             |        |          |        |
| Saturday  |   |  |          |                      |                           |                                   |                                       |        |             |        |          |        |
| Sunday  |   |  |          |                      |                           |                                   |                                       |        |             |        |          |        |
| <b>Total Hours Per Week:</b>  | 15  |  |          |                      | 15                        |                                   |                                       |        | 24          |        |          |        |
| <b>Adjunct Sites, If applicable (site name and full address)</b>  | Laguna Point Park Coastal Learning Resource Center – South Port Blvd, Port Mansfield, Texas 78598<br>Estero Llano State Park – 154 Lakeview Dr. Weslaco, Tx 78596 |  |          |                      |                           |                                   |                                       |        |             |        |          |        |
| <b>Special Schedules</b><br>(i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)  | Occasional Saturdays  |  |          |                      |                           |                                   |                                       |        |             |        |          |        |
| <b>Parent/Legal Guardian Activities</b>   | Family Strengthening sessions<br>ESL/GED & Computer literacy<br>Financial Literacy  |  |          |                      |                           |                                   |                                       |        |             |        |          |        |



| Texas ACE<br>Center Operations Schedule (one per center)  |   |  |          |                      | Program Year<br>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  | 214902001   | San Isidro High School 5175 FM 1017 San Isidro, Tx. 78588<br>956.481.3110                              |          |                      | 9-12                      | 50                                | 15                                    |        |             |        |          |        |
| Feeder  | 214902101   | San Isidro Elementary 5175 FM 1017 San Isidro, Tx. 78588<br>956.481.3110 (Middle school students only) |          |                      | 6-8                       |                                   |                                       |        |             |        |          |        |
| 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   |   | 09/06/21   |          | 12/22/21             |                           | 12                                |                                       |        |             |        |          |        |
| Spring Term   |   | 01/10/22   |          | 05/27/22             |                           | 17                                |                                       |        |             |        |          |        |
| Summer Term   |   | 06/06/22   |          | 07/08/22             |                           | 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  | 6:50  | 7:50   | 4:00     | 6:00                 | 6:50                      | 7:50                              | 4:00                                  | 6:00   | 8:00        | 2:00   |          |        |
| Tuesday   | 6:50  | 7:50   | 4:00     | 6:00                 | 6:50                      | 7:50                              | 4:00                                  | 6:00   | 8:00        | 2:00   |          |        |
| Wednesday   | 6:50  | 7:50   | 4:00     | 6:00                 | 6:50                      | 7:50                              | 4:00                                  | 6:00   | 8:00        | 2:00   |          |        |
| Thursday  | 6:50  | 7:50   | 4:00     | 6:00                 | 6:50                      | 7:50                              | 4:00                                  | 6:00   | 8:00        | 2:00   |          |        |
| Friday  | 6:50  | 7:50   | 4:00     | 6:00                 | 6:50                      | 7:50                              | 4:00                                  | 6:00   |             |        |          |        |
| Saturday  |   |  |          |                      |                           |                                   |                                       |        |             |        |          |        |
| Sunday  |   |  |          |                      |                           |                                   |                                       |        |             |        |          |        |
| <b>Total Hours Per Week:</b>  | 15  |  |          |                      | 15                        |                                   |                                       |        | 24          |        |          |        |
| <b>Adjunct Sites, if applicable (site name and full address)</b>  | Laguna Point Park Coastal Learning Resource Center – South Port Blvd, Port Mansfield, Texas 78598<br>Estero Llano State Park – 154 Lakeview Dr. Weslaco, Tx 78596 |  |          |                      |                           |                                   |                                       |        |             |        |          |        |
| <b>Special Schedules</b><br>(i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)  | Occasional Saturdays  |  |          |                      |                           |                                   |                                       |        |             |        |          |        |
| <b>Parent/Legal Guardian Activities</b>   | Family Strengthening sessions<br>ESL/GED & Computer literacy<br>Financial Literacy  |  |          |                      |                           |                                   |                                       |        |             |        |          |        |

| Texas ACE<br>Center Operations Schedule (one per center)  |   |  |          |                      | Program Year<br>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  | 214902101   | San Isidro Elementary 5175 FM 1017 San Isidro, Tx. 78588<br>956.481.3110 (Elementary school students only) |          |                      |                           | Pk-5                | 40                                | 15                                    |             |        |          |        |
| 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   |   | 09/06/21   |          | 12/22/21             |                           | 12                  |                                   |                                       |             |        |          |        |
| Spring Term   |   | 01/10/22   |          | 05/27/22             |                           | 17                  |                                   |                                       |             |        |          |        |
| Summer Term   |   | 06/06/22   |          | 07/08/22             |                           | 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  | 6:50  | 7:50   | 3:30     | 5:30                 | 6:50                      | 7:50                | 3:30                              | 5:30                                  | 8:00        | 2:00   |          |        |
| Tuesday   | 6:50  | 7:50   | 3:30     | 5:30                 | 6:50                      | 7:50                | 3:30                              | 5:30                                  | 8:00        | 2:00   |          |        |
| Wednesday   | 6:50  | 7:50   | 3:30     | 5:30                 | 6:50                      | 7:50                | 3:30                              | 5:30                                  | 8:00        | 2:00   |          |        |
| Thursday  | 6:50  | 7:50   | 3:30     | 5:30                 | 6:50                      | 7:50                | 3:30                              | 5:30                                  | 8:00        | 2:00   |          |        |
| Friday  | 6:50  | 7:50   | 3:30     | 5:30                 | 6:50                      | 7:50                | 3:30                              | 5:30                                  |             |        |          |        |
| Saturday  |   |  |          |                      |                           |                     |                                   |                                       |             |        |          |        |
| Sunday  |   |  |          |                      |                           |                     |                                   |                                       |             |        |          |        |
| <b>Total Hours Per Week:</b>  | 15  |  |          |                      | 15                        |                     |                                   |                                       | 24          |        |          |        |
| <b>Adjunct Sites, If applicable (site name and full address)</b>  | Laguna Point Park Coastal Learning Resource Center – South Port Blvd, Port Mansfield, Texas 78598<br>Estero Llano State Park – 154 Lakeview Dr. Weslaco, Tx 78596 |  |          |                      |                           |                     |                                   |                                       |             |        |          |        |
| <b>Special Schedules</b><br>(i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)  | Occasional Saturdays  |  |          |                      |                           |                     |                                   |                                       |             |        |          |        |
| <b>Parent/Legal Guardian Activities</b>   | Family Strengthening sessions<br>ESL/GED & Computer literacy<br>Financial Literacy  |  |          |                      |                           |                     |                                   |                                       |             |        |          |        |





January 7, 2021

TO WHOM IT MAY CONCERN:

The East Foundation and the Texas Wildlife Association are excited to partner with the San Perlita ISD's 21<sup>st</sup> Century Community Learning Centers grant also known as the ACE program if it is selected to get funded. We are excited about this great opportunity to assist in their Outdoor Environmental Science proposed program. The East Foundation is prepared to offer educational opportunities to students and families enrolled in the ACE program. We offer an array of excellent experiential learning opportunities. These include Virtual & In-Person Field Lessons, the Land Stewardship Ambassadors Program, Wildlife by Design classroom presentations, Discovery Trunks, On-Demand Webinars and more.

Our regional L.A.N.D.S. educator is ready and prepared to work closely with all three school districts involved in the 21<sup>st</sup> Century Community Learning Centers grant. In addition to student and family free activities offered through our foundation, these ACE programs will also have access to teacher/educator summer workshops.

Once again, we are excited to assist in the enhancement of the proposed 21<sup>st</sup> Century Community Learning Center's grant through our available resources.

Please do not hesitate on contacting me if further information is needed regarding this partnership.

Sincerely,

A handwritten signature in cursive script that reads "E Velador".

Elisa Velador  
L.A.N.D.S. Educator  
Texas Wildlife Association & East Foundation  
(956)266-3583  
evelador@texas-wildlife.org



## Aurelio Guerra, Jr. Willacy County Judge

576 W. Main Ave, Room 152, Raymondville, Texas 78580

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1/15/2021

TO WHOM IT MAY CONCERN:

Willacy County is excited to partner with the San Perlita ISD's 21<sup>st</sup> Century Community Learning Centers grant also known as the ACE program if it is selected to get funded. We are excited about this great opportunity to assist the three participating school districts by offering access to any and all County parks and buildings available for educational purposes. In particular, the Coastal Land Resource Center and the Laguna Point Park located in Port Mansfield will be available. These locations can be utilized as educational adjunct sites for students participating in the ACE program. This partnership will enhance the proposed outdoor STEMs Environmental activities to be offered in the ACE program by having a safe and appropriate place to conduct environmental learning projects.

We are excited to assist in the enhancement of the proposed 21<sup>st</sup> Century Community Learning Center's grant through our county resources. We understand that by working together, our children have a better chance of reaching their academic and professional goals. We look forward to hearing of a positive outcome in this grant application.

Please do not hesitate on contacting me if further information is needed regarding this partnership.

Sincerely,

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

Aurelio Guerra,  
Willacy County Judge

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Email: aurelio.guerra@co.willacy.tx.us Phone: 956.689.3393 Fax 956.689.4817

Judges Administrative Assistant- Cassandra Cantu  
Email: cassie.cantu@co.willacy.tx.us





*STEMS Alumni Association, Inc.  
P.O. Box 6118  
Brownsville, Texas 78523*

January 7, 2021

TO WHOM IT MAY CONCERN:

STEMS Alumni Inc. is delighted to partner with the San Perlita ISD's 21<sup>st</sup> Century Community Learning Centers grant also known as the ACE program if it is selected to get funded. We are excited about this great opportunity to assist in their STEMs Outdoor Environmental Science proposed program. STEMS alumni is prepared to offer a variety of outdoor educational activities to students and families enrolled in the ACE program.

STEMS Alumni has a long history of offering STEM based activities to students in the Lower Rio Grande Valley. With our partnership with Texas Parks and Wildlife Cooperative grant funds, STEMS Alumni will offer some of these services to the San Perlita ISD, Lasara ISD, and San Isidro ISD at no cost to them. This will greatly enhance their services to students and families. Activities will include college mentorship, archery, kayaking, mountain biking, fishing, and learning about outdoor recreation.

We are excited to assist in the enhancement of the proposed 21<sup>st</sup> Century Community Learning Center's grant through our available resources.

Please do not hesitate on contacting me if further information is needed regarding this partnership.

Sincerely,

Javier Garcia, president  
STEMS Alumni Association  
(956) 572-3601 mobile



## Port Mansfield

*Ronald D. Mills*

Port Director  
Executive Director  
General Manager

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Willacy County  
Navigation District

Thomas Rains, Jr.  
Chairman

Chad Kinney

Stacey Reyes

Alberto Trevino

Mark Brown

Port Mansfield Public  
Utility District

Doug Trapp  
President

Richard LeFevre

John Avara

JS "Bubba" Garst

Michael Bourne

January 14, 2021

TO WHOM IT MAY CONCERN:

The Willacy County Navigation District is excited to partner with the San Perlita ISD's 21<sup>st</sup> Century Community Learning Centers grant also known as the ACE program if it is selected to get funded. We are excited about this great opportunity to assist the three participating school districts by offering access to any and all Navigation District facilities, grounds, and buildings available for educational purposes. These locations can be utilized as educational adjunct sites for students participating in the ACE program. This partnership will enhance the proposed outdoor STEMs Environmental activities to be offered in the ACE program by having a safe and appropriate place to conduct environmental learning projects outside the traditional classroom.

We are excited to assist in the enhancement of the proposed 21<sup>st</sup> Century Community Learning Center's grant through our Navigation District resources. We understand that by working together, our children have a better chance of reaching their academic and professional goals. We look forward to hearing of a positive outcome in this grant application.

Please do not hesitate on contacting me if further information is needed regarding this partnership.

Sincerely,

Ronald Mills,  
Willacy County Navigation District  
Port Director

400 W Hidalgo, Ste 200  
Raymondville, TX 78580

Office: 956 689-3332

Fax: 956 689-6165

Website: [portofportmansfield.com](http://portofportmansfield.com)



**(Attachment)**  
**SHARED SERVICE AGREEMENT**

This Agreement is entered by and between **San Perlita Independent School District**. (hereinafter referred to as SPISD) and \_\_\_\_\_ **Independent School District** (hereinafter referred to as \_\_\_ISD). Its purpose is to confirm and expand on the roles and responsibilities between the two entities as agreed upon in the Application Part 1 of the 21<sup>st</sup> Community Learning Centers Continuation Application for Cycle 11, Yr. 1.

Whereas, SPISD has been awarded the 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) Grant and includes a Shared Service Agreement with \_\_\_\_\_ISD; and

Whereas, SPISD is the Fiscal Agent of the 21<sup>st</sup> CCLC grant; and

Whereas, SPISD desires to have \_\_\_\_\_ISD's participation in this project to help both districts improve student academic achievement, improve attendance, increase promotion rates, increase graduation rates; and

Whereas, SPISD and \_\_\_\_\_ISD desire this agreement and agrees fully comply with all appropriate grant requirements, federal laws, state laws, appropriate regulations and policies; and

Whereas, SPISD shared agreement is for the amount of \$ \_\_\_\_\_; and

Whereas, SRISD and \_\_\_\_\_ISD acknowledges and agrees to the following:

**I. Understanding of Shared Service Agreement (Application Part 1)**

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all SSA activities and is therefore responsible for ensuring that all funds including payments to members of SSA are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken because of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy occurred.

Any additional funds that result from an increase will not require additional signatures. Each member identified below acknowledges accountability for the requirements contained in the

provisions and assurances listed in the application. Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

## **II. Statutory/Program Assurances (Application Part 1: Pages 4-7)**

- 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.
- 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.
- The applicant provides assurance to adhere to the agreed-upon plan in the original approved grant application and subsequent amendments as appropriate.
- The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. 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.
- The applicant provides assurance they accept and will comply with Every Student Succeeds Act Provisions and Assurances requirements.
- The applicant provides assurance that proof of nonprofit status will be submitted with the grant application.
- The applicant provides assurance to strategically address the needs and gaps in community resources that drive improvements in academic and developmental outcomes at the center level.
- The applicant provides assurance to continue and plan partnerships that contribute to achieving stated objectives and sustaining the program over time.
- The applicant provides assurance to intentionally design program activities designed to increase performance on the stated statutory performance measures.
- The applicant provides assurance to implement best and evidence-based practices to provide educational and related activities that will complement and enhance academic performance, achievement, and positive youth development of the students.
- The applicant provides assurance to implement strategies that improve student academic achievement, campus academic achievement and overall student success.
- The applicant provides assurance to disseminate information about the learning center, including its location, to the community in a manner that is understandable and accessible.
- The applicant provides assurance to operate a system that allows students participating in the program to travel safely to and from the center and home.
- The applicant provides assurance to combine or coordinate with federal, state and local programs to make the most effective use of public resources.



ACE Program Cycle 11 Yr.1  
SSA 2021-2022 Academic year

- The applicant provides assurance to use volunteers in activities carried out through the learning center.
- The applicant provides assurance to implement the plan for how the community-learning center will continue after funding ends.
- The applicant provides assurance the program will take place in a safe facility that is properly equipped and accessible to participants and family members.
- The applicant provides assurance that 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.
- The applicant provides assurance that the program will target students who primarily attend schools eligible for schoolwide programs under ESEA as amended by Section 1114, and the families of such students.
- The applicants that received 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 educational 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 provide assurance that they will target these students.
- The applicant provides assurance that they will adhere to the level of services in the approved application and in the agreed-upon center operation schedules and will provide those services to eligible students through this and all continuation and renewal grant periods, as applicable. Applicant acknowledges that proposed amendments that reduce the level of services to below the Year 1 awarded application will be approved only in extreme or unusual circumstances and that failure to adhere to service levels and student targets will result in reduced funding during the subsequent continuation grant period. Grant funds remaining unexpended at the end of the expenditure reporting period for the grant award will not be made available by TEA to supplement continuation grant awards.
- The applicant provides assurance that services for students and families will begin no earlier than the grant start date of August 1, 2020 and no later than September 7, 2020.
- The applicant will adhere to the original TEA-approved schedule that meets or exceeds program service requirements at each center and that provides a consistent and dependable schedule of weekly activities for all students enrolled.
  - A minimum of 34 weeks per year across all terms, including summer. TEA will count only the weeks in which a center offered the minimum number of hours-per-week toward the 34-week total. Make-up hours will be credited. The week runs from Sunday through Saturday.
  - A minimum of five days per week for the fall and spring terms.
  - A minimum of 15 hours per week. Note: Transportation time that exceeds 30 minutes per-day shall not be counted towards minimum hours-per-week of programming.
  - A minimum of five weeks and four hours per day, four days per week during the summer term. Continuous weeks are not required. Grantees may offer four weeks

of summer programming during the grant period that ends July 31, 2021, but if approved, the grantee must offer two weeks of summer programming in the subsequent continuation period between August 1, 2021, and the first student attendance day for the 2021 -2022 school year.

- Hours dedicated to program activities for adult family members will not count toward student programming.
- The applicant provides assurance that services will be provided at no cost to participants. Grantees are prohibited from collecting fees, including late pickup fees or any other fee.
- The applicant provides assurance that activities will always be supervised by qualified staff at adult to student ratios that meet or exceed TEC Chapter 25, Subchapter D requirements or other state required ratios as applicable. Lower ratios are encouraged.
- The applicant provides assurance that center-level activities will be a minimum of 45 consecutive minutes in length and planned for each hour that a center is operating. Activities will be intentionally designed to address student academic and developmental needs and student voice, 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 four components during each term: academic assistance, academic enrichment, family and parental support, and college and workforce readiness. College and workforce readiness activities are required only for grades 9-12 and are allowed for other grades as appropriate.
- The applicant provides assurance that academic, 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. The applicant provides assurance that all activities will occur at an approved center or, on a limited and pre-approved basis, at an adjunct site or during an approved field trip. Activities at a non-approved location, such as a feeder school, are unallowable and will not be charged to the grant. The applicant provides assurance they will offer families of students served by the program 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. 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 applicant provides assurance that all required staff positions will regularly participate in training and other opportunities offered by the Texas ACE program. In addition, the grantee will regularly provide program-specific in person training to center-level staff and will document the content and attendance of training events. The applicant provides assurance that it will regularly engage a group of stakeholders, new or existing, charged with providing continuous feedback and involvement to increase community awareness and program quality, evaluate program effectiveness, and inform operations and sustainability plans. Membership will be diverse and qualified to support efforts to increase quality and visibility of the program in the community.
- The applicant provides assurance to cooperate with TEA and its contractors in conducting state-required activities, including but not limited to program implementation monitoring,



statewide evaluation, compliance monitoring, data collection, technical assistance, and capacity building.

- The applicant provides assurance that local grant programs will include the Texas ACE logo in all outreach and communication materials and the grantee will comply with Texas ACE branding guidelines.
- The applicant provides assurance to submit required data for state program evaluation, compliance monitoring, and federal reporting in the format and timeline provided by TEA. Grantee agrees to submit required logic models, sustainability plans, program evaluation reports, and any other required reports or products in accordance with the format provided by TEA.
- The applicant provides assurance to adhere to the Texas 21st Century Student Tracking (Tx21st) system data reporting requirements Grantee Profile, Funding, Contacts, Partner, Center Profiles, Center Contacts, Center Operations, Feeder Schools, Activities, and Schedule data will be entered in August and will be updated as changes in any of the data occur. Center Operations data will be updated at the beginning of each term. Data entered in the system must support the approved application and operating schedule.
  - Participant and enrollment data will be entered in August or September, depending on the center schedule.
  - Attendance data will be entered daily or weekly. Exception reports and data corrections will be completed and reviewed by the project director.
  - Grantee will coordinate with the school district to collect and enter school day attendance and grades data into Tx21st.
- The applicant provides assurance to conduct annual local program evaluation at the center and grant levels that assesses the following statutory objective measures: school day attendance, core course grades, mandatory discipline referrals, on-time advancement to the next grade level, high school graduation rates, and high school student career competencies. The results of the local evaluation will be used to refine, improve, and strengthen the local program and will be made available to the public upon request, with public notice of such availability provided.
- The applicant provides assurance to comply with any program requirements written elsewhere in this Request for Application
- The applicant provides assurance to adhere to all Performance Measures, as noted in the 2021-2022 Nita M. Lowey 21st Century Community Learning Centers, 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 program.
- The applicant provides assurance to adhere to all Statutory Requirements and TEA Program Requirements as noted in the 2021-2022 Nita M. Lowey 21st Century Community Learning Centers, Cycle 11, Year 1, Program Guidelines.

### **III. Program Management and Oversight**

- SPISD will be fully responsible for implementing the ACE grant as approved in the initial approved grant application and in the current NOGA.
- The ACE Project Director will be part of the hiring committee for all ACE staff and will make recommendation for hire to the \_\_\_ ISD superintendent.

- The ACE Project Director will conduct the ACE staff evaluations annually with input from the campus principal and other administrators.
- The ACE project director will work closely with the Federal Programs Director, Business Manager and Superintendent in all matters related to ACE as necessary to ensure successful contract compliance and implementation.
- The ACE project director will have access to all ACE staff of \_\_\_\_\_ and will meet regularly as needed to provide guidance and compliance oversight including site visits.
- \_\_\_\_\_ ISD ACE Site Coordinator and \_\_\_\_\_ ISD staff will work with the ACE project director and the external evaluator to conduct the required program evaluation and reports.
- Upon request of the \_\_\_\_\_ ISD superintendent, the project director will make presentations to school administrators, school board, and community regarding the ACE Program.

**IV. Fiscal Management**

- \_\_\_\_\_ ISD will be responsible for the financial compliance of the ACE grant at \_\_\_\_\_ ISD as outlined in the approved ACE grant application and as required in all local, state and federal regulations including EDGAR.
- \_\_\_\_\_ ACE Project Director will approve all ACE grant purchases through P.O. system.
- \_\_\_\_\_ ISD's business manager/CFO will work closely with SPISD business manager/CFO in the budgeting set up and submission for reimbursement from Texas Education Agency.
- \_\_\_\_\_ ISD acknowledges full responsibility for compliance and liability for non-allowable expenditures as outlined in the grant application and applicable laws and regulations.
- \_\_\_\_\_ ISD agrees to reimburse SPISD within 30 days of notice for any non-allowable expenditures that have been deemed as such by audits from the Texas Education Agency.

**V. Terms of Agreement**

This agreement is in force for the duration of the grant period which is **July 1, 2021 thru July 31, 2022** and may be renewed yearly subject to funding from Texas Education Agency.

**VI. Notices and Communications**

Any communications regarding this agreement shall be done by submitting to the following authorized agents.

For SPISD:  
Albert Pena, Superintendent  
P.O. Box 37  
Santa Perlita, Tx. 78590

For \_\_\_\_\_ ISD:  
\_\_\_\_\_, Superintendent  
(Address)  
(City, State, Zip)

ACE Program Cycle 11 Yr.1  
SSA 2021-2022 Academic year

In witness whereof, the parties hereto have executed this Agreement and is effective July 1, 2021.

Santa Rosa I.S.D.

Santa Maria I.S.D.

By \_\_\_\_\_

By \_\_\_\_\_

Albert Pena, Superintendent  
P.O. Box 37  
Santa Perlita, Tx. 78590

\_\_\_\_\_, Superintendent of Schools  
(Address)  
(City, State, Zip)

Date: \_\_\_\_\_

Date: \_\_\_\_\_



**(Attachment)**  
**SHARED SERVICE AGREEMENT**

This Agreement is entered by and between **San Perlita Independent School District**. (hereinafter referred to as SPISD) and \_\_\_\_\_ **Independent School District** (hereinafter referred to as \_\_\_ ISD). Its purpose is to confirm and expand on the roles and responsibilities between the two entities as agreed upon in the Application Part 1 of the 21<sup>st</sup> Community Learning Centers Continuation Application for Cycle 11, Yr. 1.

Whereas, SPISD has been awarded the 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) Grant and includes a Shared Service Agreement with \_\_\_\_\_ ISD; and

Whereas, SPISD is the Fiscal Agent of the 21<sup>st</sup> CCLC grant; and

Whereas, SPISD desires to have \_\_\_\_\_ ISD's participation in this project to help both districts improve student academic achievement, improve attendance, increase promotion rates, increase graduation rates; and

Whereas, SPISD and \_\_\_\_\_ ISD desire this agreement and agrees fully comply with all appropriate grant requirements, federal laws, state laws, appropriate regulations and policies; and

Whereas, SPISD shared agreement is for the amount of \$ \_\_\_\_\_; and

Whereas, SPISD and \_\_\_\_\_ ISD acknowledges and agrees to the following:

**I. Understanding of Shared Service Agreement (Application Part 1)**

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all SSA activities and is therefore responsible for ensuring that all funds including payments to members of SSA are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken because of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy occurred.

Any additional funds that result from an increase will not require additional signatures. Each member identified below acknowledges accountability for the requirements contained in the

provisions and assurances listed in the application. Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

## **II. Statutory/Program Assurances (Application Part 1: Pages 4-7)**

- 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.
- 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.
- The applicant provides assurance to adhere to the agreed-upon plan in the original approved grant application and subsequent amendments as appropriate.
- The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. 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.
- The applicant provides assurance they accept and will comply with Every Student Succeeds Act Provisions and Assurances requirements.
- The applicant provides assurance that proof of nonprofit status will be submitted with the grant application.
- The applicant provides assurance to strategically address the needs and gaps in community resources that drive improvements in academic and developmental outcomes at the center level.
- The applicant provides assurance to continue and plan partnerships that contribute to achieving stated objectives and sustaining the program over time.
- The applicant provides assurance to intentionally design program activities designed to increase performance on the stated statutory performance measures.
- The applicant provides assurance to implement best and evidence-based practices to provide educational and related activities that will complement and enhance academic performance, achievement, and positive youth development of the students.
- The applicant provides assurance to implement strategies that improve student academic achievement, campus academic achievement and overall student success.
- The applicant provides assurance to disseminate information about the learning center, including its location, to the community in a manner that is understandable and accessible.
- The applicant provides assurance to operate a system that allows students participating in the program to travel safely to and from the center and home.
- The applicant provides assurance to combine or coordinate with federal, state and local programs to make the most effective use of public resources.

ACE Program Cycle 11 Yr.1  
SSA 2021-2022 Academic year

- The applicant provides assurance to use volunteers in activities carried out through the learning center.
- The applicant provides assurance to implement the plan for how the community-learning center will continue after funding ends.
- The applicant provides assurance the program will take place in a safe facility that is properly equipped and accessible to participants and family members.
- The applicant provides assurance that 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.
- The applicant provides assurance that the program will target students who primarily attend schools eligible for schoolwide programs under ESEA as amended by Section 1114, and the families of such students.
- The applicants that received 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 educational 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 provide assurance that they will target these students.
- The applicant provides assurance that they will adhere to the level of services in the approved application and in the agreed-upon center operation schedules and will provide those services to eligible students through this and all continuation and renewal grant periods, as applicable. Applicant acknowledges that proposed amendments that reduce the level of services to below the Year 1 awarded application will be approved only in extreme or unusual circumstances and that failure to adhere to service levels and student targets will result in reduced funding during the subsequent continuation grant period. Grant funds remaining unexpended at the end of the expenditure reporting period for the grant award will not be made available by TEA to supplement continuation grant awards.
- The applicant provides assurance that services for students and families will begin no earlier than the grant start date of August 1, 2020 and no later than September 7, 2020.
- The applicant will adhere to the original TEA-approved schedule that meets or exceeds program service requirements at each center and that provides a consistent and dependable schedule of weekly activities for all students enrolled.
  - A minimum of 34 weeks per year across all terms, including summer. TEA will count only the weeks in which a center offered the minimum number of hours-per-week toward the 34-week total. Make-up hours will be credited. The week runs from Sunday through Saturday.
  - A minimum of five days per week for the fall and spring terms.
  - A minimum of 15 hours per week. Note: Transportation time that exceeds 30 minutes per-day shall not be counted towards minimum hours-per-week of programming.
  - A minimum of five weeks and four hours per day, four days per week during the summer term. Continuous weeks are not required. Grantees may offer four weeks



of summer programming during the grant period that ends July 31, 2021, but if approved, the grantee must offer two weeks of summer programming in the subsequent continuation period between August 1, 2021, and the first student attendance day for the 2021 -2022 school year.

- Hours dedicated to program activities for adult family members will not count toward student programming.
- The applicant provides assurance that services will be provided at no cost to participants. Grantees are prohibited from collecting fees, including late pickup fees or any other fee.
- The applicant provides assurance that activities will always be supervised by qualified staff at adult to student ratios that meet or exceed TEC Chapter 25, Subchapter D requirements or other state required ratios as applicable. Lower ratios are encouraged.
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