



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

Competitive Grant Application: Due 11:59 p.m. CT, January 07, 2021

NOGA ID

Application stamp-in date and time

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

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

Authorizing legislation:

Grant period: **Pre-award costs:**

Required attachments:

Amendment Number

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

1. Applicant Information

Name of organization

Campus name CDN Vendor ID ESC DUNS

Address City ZIP Phone

Primary Contact Email Phone

Secondary Contact Email Phone

2. Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- Grant application, guidelines, and instructions
- General Provisions and Assurances
- Application-Specific Provisions and Assurances
- Debarment and Suspension Certification
- Lobbying Certification
- ESSA Provisions and Assurances requirements

Authorized Official Name Title Email

Phone Signature Date

Grant Writer Name Signature Date

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

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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 |
|---|--|
| 100% of the districts' student population is Title 1 and 89.5% (RISD) and 90.5% (LVISD) are classified as economically disadvantaged compared to the state's averages of 65.1% and 60.3% respectively. Source: 2019-2020 Texas Academic Performance Report (TAPR) | Raymondville ISD (RISD) and La Villa ISD (LVISD) are rural school districts, with "at risk" student populations that are greater than the state average, that intend to serve more than 65% of the student population (Statutory Priority 1 – Targeted Services – 3 points). The districts will utilize 21st CCLC grant funds to implement and offer comprehensive support and improvement activities to at risk students. |
| The districts' ED students STAAR performance rate for all grades all subjects at meets grade level or above is 39% and 33% compared to the state's average rate of 50%. (Source: 2019-2020 TAPR) | To help students from low-income families meet challenging state academic needs, RISD and LVISD will offer support services, programs, and activities, such as cybermentoring, health science discovery camps, career and STEM conferences, and robotics and coding activities to improve state assessment scores by 10%. |
| Raymondville ISD's college ready rate for economically disadvantaged (ED) students is 25.2% compared to the state's average of 53%. While La Villa ISD's ED annual graduation college ready rate of 0% compared to 21.1% for the state. (2019-2020 TAPR) | The district will target ED students for the 21st Century Community Learning Center (CCLC) program to provide post-secondary opportunities, such as college tours, UTRGV literacy and STEM events, and college conferences to increase student interest in pursuing post-secondary education by 15%. |

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.

Raymondville ISD, in partnership with La Villa ISD, will operate six 21st Century Community Learning Centers designed to help over 700 low-performing students meet state and local standards in core academic subjects. The centers, when compared to baseline data, will increase students' academic scores by 10%, improve regular school day attendance by 15%, 65% of participating students will improve classroom behavior and homework completion, plus districts will provide monthly engagement opportunities, such as life skills workshops and counseling, to working families of participating students to increase parental involvement by 15% by Summer 2022. Academic scores will be measured through exam scores, and classroom behavior and homework completion will be measured through teacher surveys. Sign-in sheets will be utilized to measure parental involvement.

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

Beginning July 2021, the first-quarter benchmarks are as follows:

- Hire and train the Project Director, Family Engagement Specialist (FES), and six Site Coordinators.
- Provide professional development to 21st CCLC staff.
- Create and implement a recruitment/marketing plan to students, parents, and the communities about the centers.
- Recruit at least 10 parents and 10 community members to sit on the Advisory Council.
- Develop a logic model to plan and implement activities/services at each site.
- Create a schedule for 21st CCLC staff to meet regularly with campus administrators and staff to ensure the planned academic enrichment complements regular academic programs.

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8. Measurable Progress (Cont.)

Second-Quarter Benchmark

Beginning October 2021, the second-quarter benchmarks are as follows:

- Conduct survey research to receive feedback from 21st CCLC staff, teachers, and students on the program activities being offered. Modifications will be made as needed.
- Host at least 3 monthly parental and community involvement workshops to increase parental engagement.
- Collect grant and center-level data to generate any required TEA evaluation and monitoring reporting, such as the Texas ACE Quality Assessment Process (QAP), for the fall semester.
- 15% increase in student attendance. Attendance will be continually monitored to ensure target dosage is being met
- 15% decrease in disciplinary placements.
- 10% improvement in class participation, homework completion, and student behavior.

Third-Quarter Benchmark

Beginning January 2022, the third-quarter benchmarks are as follows:

- Review STAAR and EOC test results to identify areas of improvement and weakness and ensure the academic enrichment activities continually align with regular day curriculum.
- Collect grant and center-level data to generate any required TEA evaluation and monitoring reporting, such as the Texas ACE Quality Assessment Process (QAP), for the winter and spring semesters.
- 15% improvement in ELA and Math subject area test scores and 10% improvement in Social Studies and Science.
- 15% overall improvement on state assessment test scores.
- 10% overall increase in parental engagement by offering educational development and career-oriented workshops to families.

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.

When to modify program: Raymondville ISD and La Villa ISD’s 21st CCLC application will be grounded in the Texas ACE blueprint, which will guide the districts to implement high quality programming at each of the participating community learning centers. The districts will collect grant and center-level data utilizing resources such as teacher/parent/student surveys, external evaluator data reports, parental sign-in sheets, daily attendance, and annual STAAR scores to include in the three Quality Assurance Process (QAP) submissions (fall, winter, and spring). Key stakeholders of the group such as the Project Director, six Site Coordinators, Family Engagement Specialist, students, parents, and community members will have access to and review the data on a monthly basis to determine if the program needs to be modified. The program will only be modified if it is determined that the quarterly benchmarks and SMART goals will not be met.

How the program will be modified: If the quarterly benchmarks and SMART goals are not being met or feasible, the stakeholders will reach out to the TEA-assigned provider and/or other schools operating a 21st CCLC program to receive guidance on how to address identified issues. If modifications must be made, the districts will send out letters and/or the TEA-provided surveys to the key stakeholders to notify them of the districts’ intent to modify the program. If needed, an amendment will be submitted to TEA to receive authorization to modify the program.

Evaluation data to modify the program for sustainability: The districts will contract an external evaluator who will be responsible for coordinating the collection and monitoring the quality/completeness of required federal and state data. The external evaluator will monitor student behavior, academics, implementation strategies, and activities to provide suggestions on how to increase program participation and effectiveness. The evaluator will also review the various resources that are currently being utilized to implement a high-quality program. These resources will be provided to the Project Director and Site Coordinators along with suggestions that are necessary and cost effective to ensure program activities can be sustained once grant funding has concluded.

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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.

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. The districts reviewed disciplinary placements, core subject performance rates, student attendance, college and career rates, on-time advancement, and student population at the center-level to identify areas of need. The 2019-2020 Texas Academic Performance Report (TAPR), State of Texas Assessments of Academic Readiness (STAAR) results, attendance reports, disciplinary reports, and graduation rate data were reviewed by the districts' administrators, campus staff, and key stakeholders (i.e. business leaders, community members, etc.) to identify the gaps and develop strategies to address the areas of need.

B. Utilizing the 2019-2020 TAPR to gather baseline data, the stakeholders determined that, through the 21st CCLC, to districts will be able to offer a broad array of additional services, academic enrichment, and a safe environment to student during Out-of-School (OST) time to improve the college ready rate (R - 31.8%, LV - 55.8%), STAAR performances for all grades all subjects at meets grade level or above (R - 39%, LV - 33%), and disciplinary placements (R - 1.5%, LV - 5.6%). The districts will target economically disadvantaged (R - 89.5%, LV - 90.5%), at-risk (R - 52.9%, LV - 65.6%), and English learners (R - 7.2%, LV - 19.1%) students as they were deemed "most in need" for each campus proposed to be served. Of the total student population, 525 students met the need-based criteria. Raymondville ISD intends to serve 125 students at L.C. Smith Elementary, 150 students at Pittman Elementary, 100 students at Myra Green Middle School, and 75 students at Raymondville High School. La Villa ISD intends to serve 30 students at La Villa Middle School and 45 students at La Villa Early College High School.

C. The district(s) will develop a recruitment plan to continually assess and recruit the student most in need and address the needs of working families. The Project Director will meet with campus administrators and staff to ensure the targeted student numbers are being met at each participating campus. The recruitment plan will detail the procedures for participant selection, retention, and evaluation, such as recruiting students in pairs or in groups, advertise to students and parents with posters and flyers, solicit parent and school support, hire well-educated staff who have demonstrated the ability to connect with students, especially those identified as "at-risk", offer quality programs that link youth to real-world experiences, and address barriers, such as transportation.

The districts will conduct a needs assessment to determine student interests, need for various activities, and identify gaps between the need for a service and the existing efforts, resources, and programs currently in place. Surveys will be conducted to garner feedback from students to determine what activities they're interested during OST time, to parents to understand what experiences they would like their children to have, and to teachers to gauge which core subjects students are struggling in. The survey feedback will be reviewed by administrators and 21st CCLC staff to make informed decisions on developing and modifying the recruitment plan. The data and feedback will be continuously assessed to ensure a quality plan.

In addition, the districts also assessed the communities in which the campuses are located in order to identify any existing gaps which may be directly impacting students' performance. Only 37% of Raymondville's community population (18 years and older) and 43% for La Villa have not received a high school diploma compared to the state's average of 7%. Also, 19.7% of Raymondville's population and 8% for La Villa is unemployed compared to the state's average of 5.4% (Source: 2018 United States Census Bureau). Postsecondary education and workforce opportunities will be offered to both, students, and parents, in an effort to improve the percentages of educational attainment and employment.

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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.

Raymondville ISD and La Villa ISD intend to create and operate six community learning centers to help "most in need" students meet state and local standards in core academic subjects, improve regular school day attendance, and improve classroom behavior and participation during regular school day instruction. The districts will create and implement a program-level logic model and campus-level logic models to identify areas of need and develop core subject curriculum and academic enrichment activities that complement the regular academic program to operate high quality programs that drive student improvement.

1. Growth in State Assessment: The proposed program will utilize teachers and paraprofessionals to provide opportunities for academic enrichment (e.g. tutoring) to improve students' performance on state assessments. Student volunteers from partnering colleges (e.g. UTRGV) will also provide homework assistance. Added academic support, such as aligned core-subject curriculum activities, provided by these individuals will increase student academic outcomes and on-time advancement. The 21st CCLC staff will review the EOC results in January and the state assessment results in June to modify the academic enrichment activities to address the areas of need identified.

2. Increased School Day Attendance: The proposed program will engage students and parents through developing a culture that promotes safety and personal responsibility to increase overall school day attendance by 15%. Partnerships formed with the local police departments will provide guest speakers who will offer DARE and truancy-prevention workshops for students and parents. The 21st CCLC staff will continually implement the recruitment plan to maintain student retention. Attendance will be monitored frequently, and incentives will be provided to participating students and parents for good and improved attendance.

3. Improved School Day Behavior: The proposed program will encourage consistent attendance which will correlate to an 10% improvement in classroom behavior. Research shows that students who regularly attended after-school programs showed an improvement in classroom behavior (Source: February 2020 Afterschool Alliance). Aside from emphasizing regular program attendance, contracted consultants will serve as motivational speakers who will encourage students to excel in school and build a strong foundation for postsecondary success. The 21st CCLC staff will also review disciplinary reports and meet with teachers on a monthly basis to assess participating students' behavior during regular instruction.

4. Increase Student Engagement in Learning: The proposed program will help increase classroom participation by 10% through student participation in the after-school academic and enrichment activities. Students will be provided the opportunity to receive personal academic tutoring which will increase the students' confidence, as well as promote an increase in homework completion. In addition, STEM and robotics equipment will be purchased through PITSCO Education to help increase students' engagement in math, science, and reading. Trips to local colleges and universities, museums, and nature centers will also be offered to program participants in order to increase student engagement in learning. The 21st CCLC staff will meet with teachers to receive feedback on participating students' engagement within the classroom during regular instruction.

5. Improved GPA: To help increase students' overall GPA, the district will provide one-on-one tutoring, homework assistance, academic enrichment and encourage program attendance which will correlate to an improved GPA. Students will receive additional academic support in their areas of needs to improve overalls grades. The 21st CCLC staff will review participating students' grade reports to continually identify areas of academic need.

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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.

Raymondville ISD and La Villa ISD will use data results from the needs assessments conducted for student recruitment and academic performance to develop program activities based on students' interests and areas of academic need. The districts will offer activities such as STEM activities (PITSCO Education), science activities (Coastal Land Resource Center), drug- and violence-prevention programs (Raymondville and La Villa Police Department), counseling and life skills classes (Workforce Solutions Lower Rio Grande Valley), and youth development (Raymondville Community Youth Development Program). The proposed enrichment activities will encourage regular classroom participation and increased student retention leading to improved student academic achievement and overall student success. The 21st CCLC staff will coordinate with teachers to address student needs and integrate program activities with the curricular program of the campus.

1. Coastal Land Resource Center (CLRC): The CLRC will provide indoor and outdoor activities that will provide program participants educational activities on birding, ranching, and land stewardship. RISD will contract with the CLRC to provide students with targeted enrichment activities to students and parents.
2. Raymondville Community Youth Development Program: Student mentors will be contracted to build character, improve self-esteem, and reinforce positive decisions.
3. Raymondville and La Villa Police Departments: The police departments will provide guest lecturers to discuss the merits of staying out of trouble and following school rules and regulations and will discuss informative sessions on safety programs available to families in the area. This will include a one-week session of a DARE Summer Camp designed to enhance and reinforce the DARE concept and provide recreational activities for students.
4. Texas Department of Agriculture (TDA): Raymondville ISD and La Villa ISD will partner with TDA through the Child and Adult Care Food Program (CACFP) to provide students with nutritious meals and snacks each day during the program. This will help to ensure that students have the fuel their bodies need to complete homework. This is especially important since 90% of the combined districts students are economically disadvantaged and go to homes where meals may be scarce and inadequate.
5. Workforce Solutions Lower Rio Grande Valley (WSLRGV): WSLRGV will provide the families of participants access to economic resources and human services. This may include: job placement, job trainings, child care assistance, financial literacy, and more.
6. Department of Health and Human Services (DHHS): Raymondville ISD and La Villa ISD will provide DHHS with referrals for families that are in need of services that can address barriers to students' academic success. Furthermore, the Family Engagement Specialist (FES) will coordinate with DHHS to coordinate a guest speaker to visit the participating sites and meet with the participants' families. This will allow the families the opportunity to ask questions and collect additional information on the available services, such as the Women, Infants, and Children (WIC), Supplemental Nutrition Assistance Program (SNAP), and Temporary Assistance for Needy Families (TANF) programs.

The Coastal Land Resource Center can provide enrichment activities that are academically aligned with the state academic standards. The police departments can help to address attendance and behavioral issues. Workforce Solutions Lower Rio Grande Valley can help increase graduation rates and career competencies of high school students and their families. Lastly, the Department of Health and Human services can offer services to increase parental involvement. The 21st CCLC staff will provide activity oversight to ensure students comprehend the program activities and academic objective related to the activity. Surveys will be administered to students to receive feedback on the programs activities and ensure the activities are engaging for students. Activities and objectives will be modified as needed to maintain student engagement.

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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 partnerships between Raymondville ISD, La Villa ISD, and five partner organizations are detailed below, as well as how each partnership will contribute to achieving the districts' grant and center-level objectives and sustaining the program. The proposed activities offered by the Coastal Land Resource Center are currently not accessible to students who would be serve. However, the proposed activities provided by the police departments and workforce will expand current high-quality services to not only students, but to participating families as well.

Proposed Partner 1 - Coastal Land Resource Center. Raymondville ISD will partner with Willacy County to offer academically aligned enrichment activities and academic mentoring. Objectives To Be Met: To improve core subject test scores and increase student engagement in learning by 15%.

Proposed Partner 2 - Workforce Solution Lower Rio Grande Valley (WSLRGV). WSLRGV will provide information on career placement opportunities, job readiness skills, and financial literacy to students and parents. Objectives To Be Met: To improve the number of college ready graduates by 15% and increase parental involvement by 10%.

Proposed Partner 3 - Raymondville Community Youth Development Program (RCYDP). The existing partnership with RCYDP will be utilized to provide academic support services, recreation services and life skills classes to students which will help build character, improve self-esteem, and reinforce positive decisions. Objectives To Be Met: To decrease the number of disciplinary referrals by 10% and improve student classroom behavior.

Proposed Partner 4 - Raymondville and La Villa Police Departments: The police departments will provide guest lecturers to discuss the merits of staying out of trouble, following school rules and regulations, and provide informative sessions on safety programs available to families in the area. Objectives To Be Met: To have 15% decrease in the number of disciplinary placements (i.e in-school suspension and expulsion), decrease student truancy, and increase parental involvement by 10%.

Proposed Partner 5 - Texas Department of Agriculture (TDA): TDA will provide students with nutritious meals and snacks each day during the program. Objectives To Be Met: To ensure 21st CCLC student target attendance as well as dosage for the program year is met.

Program sustainability: Raymondville ISD and La Villa ISD understand it is extremely difficult, if not impossible, to replace 100% of funds provided by state or federal grants. Therefore, in addition to slowly integrating manageable pieces of the ACE Program into future school budgets, the districts will also hope to receive buy-in and financial support from the partnerships established through this grant program. An example of sustained partnerships is the local workforce board, which was established through the P-TECH Planning Grant awarded in 2019. Since the successful acquisition of this grant, Raymondville ISD has continued their partnership with the workforce to ensure students transition into Licensed Practical and Licensed Vocational Nursing, a high-demand targeted occupation, upon high school completion.

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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.

Raymondville ISD and La Villa ISD will use information gathered on research- and evidence-based practices to help identify and implement the best program practices. The districts will also reach out to previously funded applicants to discuss “what to do” and “what not to do”. This added support will help to build the foundation in which the program and activities will be developed. The districts will ensure the activities and contracted consultants are evidence-based and have supporting research of their ability to positively impact the proposed objectives.

Academic Performance - Small group and one-on-one tutoring will be provided by teachers, paraprofessionals, and volunteers. A meta-analytic report suggested that, “out-of-school-time programs positively affected the reading and math achievement of students at-risk for school failure, whether programs were offered after school, during the summer, or on Saturdays. Programs of moderate duration (45-85 hours) had the greatest impact on both reading and math achievement”. (Source: Lauer, Akiba, Wilkerson, Apthorp, Snow, and Martin-Glenn, 2006)

Positive Youth Development - A mentoring program will be provided by Willacy County’s Coastal Land Resource Center and the police departments to promote an increase in attendance and decrease disciplinary referrals. Findings indicate that “students who have a mentor are more likely to stay in school, attend college, volunteer, hold positions of leadership, and become mentors themselves.” (Source: Amelia Harper, March 2018)

Postsecondary and Workforce Preparation - Job placement, workforce skills training, and college tours will be provided by the local workforce and partnering colleges. A key part of deciding which college to go to is finding a good fit. A campus visit allows students to really get a feel for the college, by walking around the quad, sitting in on a class, and visiting the dorms (<https://bigfuture.collegeboard.org/find-colleges/campus-visit-guide/why-visit-colleges>). Dependent upon COVID-19 safety guidelines at the time, virtual tours will be provided to students instead.

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 Community Learning Centers will be housed at four of Raymondville ISD’s campuses and two of La Villa ISD’s campuses. These campuses will help to ensure that each center is safe and easily accessible. The districts will ensure that students travel safely to and from each center and home by following local transportation policies and providing qualified adult supervision.

During regular program hours, transportation will be provided to students after the program ends. During summer hours, transportation will include picking-up and dropping off students at their homes. For adjunct sites (e.g. Coastal Land Resource Center), transportation will be provided from the center to the adjunct site, as well as, from the adjunct site back to either the designated center or to the students’ homes, based on the time the activity at the adjunct site ends. For field trips, centers may provide students the opportunity to take part in field investigations, this may include touring colleges (e.g. UTRGV, TSTC), museums (e.g. Willacy County Historical Museum, Museum of South Texas History), nature centers (e.g. La Jarra Ranch Nature and Birding Preserve, Estero Llano Grande State Park), etc. During these trips, students will be picked-up at their designated center and then returned to the center. The following procedures will be utilized to ensure students’ safety to and from the Community Learning Centers:

- Immediately following the dismissal of their final regular school-day class, students will report to the designated area on campus and sign in.
- At the end of the program day, the Site Coordinators will ensure that students are on the evening school bus or are appropriately picked up by parent, guardian, or designated individual.
- All students eligible to participate in either field trips or other activities off site, will be required to wear a name tag that clearly identifies them as part of the program. Upon returning to the campus center, the procedures in place for transportation home and picking up will be utilized.

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9. Statutory/Program Requirements (Cont.)

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

The districts have developed a plan for disseminating information which encompasses every phase of the program. During the onset of the program, each of the center sites will create flyers and notices that will provide details regarding the location of the center, contact information, hours of operation, and list of services that will be available. The notices will be sent home with students at the participating campuses and the flyers will be posted throughout the participating campuses, as well as, around the community. Target areas in the community will include grocery stores, laundromats, apartment complexes, restaurants, community centers (e.g. public libraries, etc.) and other locations where it can be easily accessible to the community members, parents/guardians, and other family members can be sure to see it.

The centers will continue to provide the parents/guardians, family members, and community members with regular updates as the program progresses. This will include notifications of meetings to be held to discuss any changes to the program design, updates on new activities to be offered, announcements of workshops and guest speakers, field investigations that may be provided to students, visits to adjunct sites, and more. To ensure that the information is disseminated clearly for all of the aforementioned stakeholders, any and all disseminated information will be provided in both English and Spanish, the common languages for our region.

The districts will invite members of the communities and family members to sit on the Advisory Council. The Advisory Council will provide continuous feedback and involvement from the community in order to increase awareness of the program. By including community and family members on the Advisory Council, the districts can ensure that these stakeholders are aware of the program and that their views, opinions, and suggestions are heard.

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.

Raymondville ISD and La Villa ISD will utilize existing resources including: personnel not funded from grant; maintenance personnel; and coordinate with other district/campus programs. The districts will invite the 21st CCLC personnel to participate in staff development opportunities throughout the school year as a collaborative effort to better serve the participating students and their families. The existing school facilities and equipment will also be utilized for training teachers and partners.

In addition, the campuses will coordinate and integrate multiple federal and state programs they have received (e.g. P-TECH Success, ADSY, JET, Dual Credit CTE, and Perkins Reserve) and local funds to enhance and supplement the services of the teachers, students, and parents. Technology and CTE equipment purchased through federal and state funds will be utilized to allow participants to use the computer equipment beyond the regular school schedule. In addition, professional development training obtained through this grant will be a tremendous resource that will aid in sustaining this program during and beyond the grant cycle. This acquired resource coordinated with Title I, Part A (100% of the student population is Title I for each district) and state compensatory funds will ensure student gains are realized during and beyond the grant cycle. The districts' grant administrator will ensure that all services enhance, supplement, and enrich the regular classroom environment. (Program Priority 1)

Most effective use of public resources: This program will be cost-effective because existing resources such as office space, classrooms, computer labs, telephones, Internet connections, utilities, and administrative staff will be utilized as in-kind. Furthermore, the proposed program is replicable to other districts that have similar student and academic demographics as Raymondville ISD and La Villa ISD.

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

9. Statutory/Program Requirements (Cont.)

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

A preliminary plan was developed which will serve as the foundation for the sustainability of the ACE Program at each center. First, the districts will begin by forming partnerships with local agencies that can provide on-going support and access to resources at little to no cost. This will include the Police Departments, Fire Departments, local Colleges and Universities, Workforce Solutions of the Lower Rio Grande Valley, Department of Health and Human Services, and the Texas Department of Agriculture. Between these partners, the districts can obtain volunteers to help with tutorials, homework, presentations, and activities. In addition, the current supports provided to parents and members of the community will continue.

Funds provided through the grant will also be a great resource since they will be instrumental to purchasing non-consumable supplies and materials that can continue to be utilized in the schools for which they are acquired for several years after program funding ends. These items will include technology for after school computer labs, sports equipment, reusable STEM robotic materials, and more.

Finally, funds will be utilized to cover the staff who will: develop these partnerships, implement sustainable strategies, and work with the finance, curriculum, school operations, and human resources departments to coordinate the efficient use of local, state, and federal funds in the identification of funding sources so the 21st CCLC program can be sustained after the TEA funding 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)

Raymondville ISD and La Villa ISD plans to partner with Coastal Land Resource Center to solicit volunteers in an effort to offer a more cost-effective program that can aid in sustaining the program beyond its funding cycle. The 21st CCLC staff will first meet with Coastal Land Resource Center to explain the program that is being offered and detail the various activities that will be offered during the program. The 21st CCLC staff will request that upper classmen that are pursuing careers in education and/or social services at Coastal Land Resource Center will be asked to serve as volunteers for the centers. These volunteers may be asked to serve as mentors for at-risk and high school students, provide homework assistance, supervise various enrichment activities (i.e. sports, art, music, etc.), and provide one-on-one tutoring. These students will be encouraged to serve as volunteers because of the invaluable experience that they will obtain working with these at-risk students. Any individual that volunteers for 20 hours or more will be provided with a letter of recommendation that will be signed by the principal of the campus that they volunteer at.

Screening and placing volunteers: Raymondville ISD district policy requires that every volunteer undergo a background check before being allowed to volunteer on a site or school sponsored function. A valid driver's license or ID must be provided to conduct the background check. Volunteers must visit the HR office to complete a volunteer application one week prior to volunteering on campus. Applications will be valid for the current school year only and volunteers will need to renew their status at the start of each school year or upon request. Screened volunteers will be provided training prior to interacting with students to ensure the students are managed properly and safely. Applicants who are bilingual and/or have experience in education and program-specific activities will receive preference if they apply.

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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.

As previously mentioned, the districts will develop a recruitment plan to continually assess and recruit and retain the students most in need and address the needs of working families. An initial needs assessment will be conducted to determine student interests, what parents are looking for in the program, and what students are interested in during after school hours. The survey feedback will be reviewed by administrators and 21st CCLC staff to make informed decisions on developing and modifying the recruitment plan.

Strategies for recruiting and retaining students are as follows:

- Recruit students in pairs or groups
- Distribute flyers and posters advertising the program to students and parents
- Offer postsecondary and workforce opportunities (high school student)
- Engage parents through parental involvement workshops
- Provide programmatic responses to barriers such as transportation.

Raymondville ISD intends to target 450 students across four centers and La Villa ISD intends to target 75 students across 2 centers. The 21st CCLC staff will closely monitor student attendance and adjust their attendance improvement strategies, such as utilizing resources like incentives for retaining students to ensure the targeted student participation numbers are being met.

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.

RISD and LVISD conducted a thorough needs assessments on each of the participating campuses. The districts' were able to identify their target population, target number of students, areas of improvement needed, and activities needed for improvement utilizing the needs assessment. Based on this information, the districts were able to develop a proposed budget and program plan which will help meet the measures of effectiveness and student service targets while maintaining center-level quality. The proposed centers will operate five days a week for three hours a day during the fall and spring. A summer program will be offered for five weeks for six hours a day on Mondays through Thursdays. This will allow students to be provided with academic assistance during the school year and the districts to combat against summer learning loss. The following program budget has been developed: (1) Payroll Costs: The districts will hire a Project Director, Family Engagement Specialist (FES), and six Site Coordinators to implement and manage the program. Funds have also been budgeted for bus drivers and extra-duty pay. (2) Professional and Contracted Services: An external evaluator will be contracted review, analyze, and provide feedback on the data collected over the course of the program year to ensure academic achievement and efficacy and program effectiveness. STREAM trainings and resources will offer competency-based, collaborative, and hands-on learning opportunities to engage students in the relevant integration of STEM concepts. Professional development consultants will provide research- and evidence-based trainings geared towards leadership building, PBIS, and parental involvement to 21st CCLC staff. (3) Supplies and Materials: FES supplies will be to implement activities designed to increase parents' opportunities for active and meaningful engagement in their childrens' education. Site Coordinator supplies will be utilized to purchase materials needed to implement enrichment activities and monitor the program. Project Director supplies will be utilized to oversee the program and develop sustainability initiatives. Center-level supplies will be utilized to purchase STEM kits and curriculum, PBIS incentives, and materials required to support activities designed to increase students' involvement.

For TEA Use Only:

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

10. Equitable Access and Participation

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

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

| | | | |
|-------|---------------------------------------|---------|---|
| Group | <input type="text" value="Parents"/> | Barrier | <input type="text" value="Strategies for lack of support from parents."/> |
| Group | <input type="text" value="Students"/> | Barrier | <input type="text" value="Strategies for Cultural, Linguistic, and Economic Diversity."/> |
| Group | <input type="text"/> | Barrier | <input type="text"/> |
| Group | <input type="text"/> | Barrier | <input type="text"/> |

11. PNP Equitable Services

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

- Yes No

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

Are any private nonprofit schools participating in the grant?

- Yes No

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

Assurances

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

Equitable Services Calculation

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

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12. Request for Grant Funds

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

Payroll Costs

| | | |
|----|--|-----------|
| 1. | Project Director will over see the program at the grantee-level and ensure objectives are met. | \$65,000 |
| 2. | Family Engagement Specialist will provide opportunists to increase parent involvement. | \$43,000 |
| 3. | Site Coordinators will over see the program at each center. | \$330,000 |
| 4. | Bus drivers, teachers, & paraprofessionals who ensure students access to quality programs. | \$316,350 |
| 5. | Benefits for staff hired through the 21st CCLC Grant. | \$113,153 |

Professional and Contracted Services

| | | |
|-----|--|----------|
| 6. | Technical Assistance, Trainings, Resources, and/or Activities not offered by TEA. | \$70,885 |
| 7. | External Evaluator will coordinate the collection and prepare and submit evaluations to TEA. | \$18,000 |
| 8. | Coastal Land Resource Center will teach about natural environments & its affect on us. | \$40,000 |
| 9. | | |
| 10. | | |

Supplies and Materials

| | | |
|-----|--|----------|
| 11. | FES utilized funds to purchase supplies to offer programs for families. | \$29,615 |
| 12. | Site Coordinator & PD will utilize funds to purchase supplies needed to monitor their program. | \$52,185 |
| 13. | Technology supplies will be utilized to purchase materials needed for instruction. | \$20,000 |
| 14. | Student supplies will be utilized to purchase materials needed to offer quality programs. | \$35,000 |

Other Operating Costs

| | | |
|-----|--|----------|
| 15. | Funds will be utilized to offer nutritional snacks during family functions. | \$18,000 |
| 16. | Travel for staff to attend functions and to travel between centers. | \$16,000 |
| 17. | Cost of fuel and vehicle maintenance for buses utilized to transport students. | \$66,197 |

Capital Outlay

| | | |
|-----|---|----------|
| 18. | Computer on Wheels will be used in the parent resource room during planned workshops. | \$30,000 |
| 19. | | |
| 20. | | |

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

For TEA Use Only:

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

Appendix I: Negotiation and Amendments

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

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

You may duplicate this page.

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

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

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

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

Center Operations Schedule

County-district number or vendor ID: 425-903

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 | 245903105 | L.C. Smith Elementary School, 700 N. 1 st , Raymondville, 78580, (956) 689-8172 | 0 | PK-05 | 125 | 65 |
| 2 | 245903102 | Pittman Elementary School, 258 E. Harris, Raymondville, 78580, (956) 689-8173 | 0 | PK-05 | 150 | 75 |
| 3 | 245903041 | Myra Green Middle School, 693 E. Monroe Ave, Raymondville, 78580, (956) 689-8171 | 0 | 06-08 | 100 | 50 |
| 4 | 245903001 | Raymondville High School, 419 FM 3168, Raymondville, 78580, (956) 689-8170 | 0 | 09-12 | 75 | 30 |
| 5 | 108914041 | La Villa Middle School, 500 E. 9 th St., La Villa, 78562, (956) 262-4760 | 0 | 06-08 | 30 | 15 |
| 6 | 108914001 | La Villa Early College High School, 200 W. Highway 107, La Villa, (956) 262-4715 | 0 | 09-12 | 45 | 20 |
| 7 | | | | | | |
| 8 | | | | | | |
| 9 | | | | | | |
| 10 | | | | | | |

| Texas ACE | | | | | | | Program Year | | | | | |
|---|--|--|----------|--------|----------------------|--------|---------------------|-----------------------------------|---------------------------------------|--------|----------|--------|
| Center Operations Schedule (one per center) | | | | | | | 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 | 245903105 | L.C. Smith Elementary School, 700 N. 1 st , Raymondville, 78580, (956) 689-8172 | | | | | PK-05 | 125 | 65 | | | |
| 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> | | N/A | | | N/A | | | N/A | | | | |
| Fall Term | | 08/23/21 | | | 12/17/21 | | | 14 | | | | |
| Spring Term | | 01/03/22 | | | 06/10/22 | | | 15 | | | | |
| Summer Term | | 06/13/22 | | | 07/15/22 | | | 5 | | | | |
| Total number of weeks: | | | | | | | | 34 Weeks | | | | |
| Center Schedule | | | | | | | | | | | | |
| Day of the Week | Fall Term | | | | Spring Term | | | | Summer Term | | | |
| | AM Start | AM End | PM Start | PM End | AM Start | AM End | PM Start | PM End | AM Start | AM End | PM Start | PM End |
| Monday | | | 3:40 | 6:40 | | | 3:40 | 6:40 | 8:00 | | | 2:00 |
| Tuesday | | | 3:40 | 6:40 | | | 3:40 | 6:40 | 8:00 | | | 2:00 |
| Wednesday | | | 3:40 | 6:40 | | | 3:40 | 6:40 | 8:00 | | | 2:00 |
| Thursday | | | 3:40 | 6:40 | | | 3:40 | 6:40 | 8:00 | | | 2:00 |
| Friday | | | 3:40 | 6:40 | | | 3:40 | 6:40 | | | | |
| Saturday | | | | | | | | | | | | |
| Sunday | | | | | | | | | | | | |
| Total Hours Per Week: | 15 hours/week | | | | 15 hours/week | | | | 24 hours/week | | | |
| Adjunct Sites, If applicable (site name and full address) | N/A | | | | | | | | | | | |
| Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips) | Due to constraints imposed upon the district by COVID-19, remote instruction has become a regular part of students learning. Although vaccines are now available, there is no way to be sure how soon, regular class instruction may become possible. Therefore, the centers are prepared to offer special schedules to accommodate restrictions that may be caused by the virus. In addition, trips to local museums may be conducted to increase students' knowledge of their culture and history, and trips to local colleges and businesses may be conducted to increase students' college and career readiness. | | | | | | | | | | | |
| Parent/Legal Guardian Activities | Through the local workforce, job placement, job trainings, childcare assistance, and financial literacy workshops will be offered to the families of participants. | | | | | | | | | | | |

| Texas ACE Center Operations Schedule (one per center) | | | | | | | Program Year 2021-2022 | | | | | |
|---|--|---|----------|--------|----------------------|--------|---------------------------|-----------------------------------|---------------------------------------|--------|----------|--------|
| <i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i> | | | | | | | | | | | | |
| Center 2 | 9 Digit campus ID # | Name of Center/Feeder School, Physical Address, City, ZIP | | | | | Grade Levels Served | Proposed "Regular" Student Target | Proposed Parent/Legal Guardian Target | | | |
| Center | 245903102 | Pittman Elementary School, 258 E. Harris, Raymondville, 78580, (956) 689-8173 | | | | | EE-05 | 150 | 75 | | | |
| 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> | | N/A | | | N/A | | | N/A | | | | |
| Fall Term | | 08/23/21 | | | 12/17/21 | | | 14 | | | | |
| Spring Term | | 01/03/22 | | | 06/10/22 | | | 15 | | | | |
| Summer Term | | 06/13/22 | | | 07/15/22 | | | 5 | | | | |
| Total number of weeks: | | | | | | | | 34 Weeks | | | | |
| Center Schedule | | | | | | | | | | | | |
| Day of the Week | Fall Term | | | | Spring Term | | | | Summer Term | | | |
| | AM Start | AM End | PM Start | PM End | AM Start | AM End | PM Start | PM End | AM Start | AM End | PM Start | PM End |
| Monday | | | 3:40 | 6:40 | | | 3:40 | 6:40 | 8:00 | | | 2:00 |
| Tuesday | | | 3:40 | 6:40 | | | 3:40 | 6:40 | 8:00 | | | 2:00 |
| Wednesday | | | 3:40 | 6:40 | | | 3:40 | 6:40 | 8:00 | | | 2:00 |
| Thursday | | | 3:40 | 6:40 | | | 3:40 | 6:40 | 8:00 | | | 2:00 |
| Friday | | | 3:40 | 6:40 | | | 3:40 | 6:40 | | | | |
| Saturday | | | | | | | | | | | | |
| Sunday | | | | | | | | | | | | |
| Total Hours Per Week: | 15 hours/week | | | | 15 hours/week | | | | 24 hours/week | | | |
| Adjunct Sites, If applicable (site name and full address) | N/A | | | | | | | | | | | |
| Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips) | Due to constraints imposed upon the district by COVID-19, remote instruction has become a regular part of students learning. Although vaccines are now available, there is no way to be sure how soon, regular class instruction may become possible. Therefore, the centers are prepared to offer special schedules to accommodate restrictions that may be caused by the virus. In addition, trips to local museums may be conducted to increase students' knowledge of their culture and history, and trips to local colleges and businesses may be conducted to increase students' college and career readiness. | | | | | | | | | | | |
| Parent/Legal Guardian Activities | Through the local workforce, job placement, job trainings, childcare assistance, and financial literacy workshops will be offered to the families of participants. | | | | | | | | | | | |

| Texas ACE Center Operations Schedule (one per center) | | | | | | | Program Year 2021-2022 | | | | | |
|---|--|--|----------|--------|----------------------|--------|---------------------------|-----------------------------------|---------------------------------------|--------|----------|--------|
| <i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i> | | | | | | | | | | | | |
| Center 3 | 9 Digit campus ID # | Name of Center/Feeder School, Physical Address, City, ZIP | | | | | Grade Levels Served | Proposed "Regular" Student Target | Proposed Parent/Legal Guardian Target | | | |
| Center | 245903041 | Myra Green Middle School, 693 E. Monroe Ave, Raymondville, 78580, (956) 689-8171 | | | | | 06-08 | 100 | 50 | | | |
| 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> | | N/A | | | N/A | | | N/A | | | | |
| Fall Term | | 08/23/21 | | | 12/17/21 | | | 14 | | | | |
| Spring Term | | 01/03/22 | | | 06/10/22 | | | 15 | | | | |
| Summer Term | | 06/13/22 | | | 07/15/22 | | | 5 | | | | |
| Total number of weeks: | | | | | | | | 34 Weeks | | | | |
| Center Schedule | | | | | | | | | | | | |
| Day of the Week | Fall Term | | | | Spring Term | | | | Summer Term | | | |
| | AM Start | AM End | PM Start | PM End | AM Start | AM End | PM Start | PM End | AM Start | AM End | PM Start | PM End |
| Monday | | | 3:55 | 6:55 | | | 3:55 | 6:55 | 8:00 | | | 2:00 |
| Tuesday | | | 3:55 | 6:55 | | | 3:55 | 6:55 | 8:00 | | | 2:00 |
| Wednesday | | | 3:55 | 6:55 | | | 3:55 | 6:55 | 8:00 | | | 2:00 |
| Thursday | | | 3:55 | 6:55 | | | 3:55 | 6:55 | 8:00 | | | 2:00 |
| Friday | | | 3:55 | 6:55 | | | 3:55 | 6:55 | | | | |
| Saturday | | | | | | | | | | | | |
| Sunday | | | | | | | | | | | | |
| Total Hours Per Week: | 15 hours/week | | | | 15 hours/week | | | | 24 hours/week | | | |
| Adjunct Sites, If applicable (site name and full address) | Willacy County Resource Center, 1238 Port South Drive Port Mansfield, TX 78598 | | | | | | | | | | | |
| Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips) | Due to constraints imposed upon the district by COVID-19, remote instruction has become a regular part of students learning. Although vaccines are now available, there is no way to be sure how soon, regular class instruction may become possible. Therefore, the centers are prepared to offer special schedules to accommodate restrictions that may be caused by the virus. In addition, trips to local museums may be conducted to increase students' knowledge of their culture and history, and trips to local colleges and businesses may be conducted to increase students' college and career readiness. | | | | | | | | | | | |
| Parent/Legal Guardian Activities | Through the local workforce, job placement, job trainings, childcare assistance, and financial literacy workshops will be offered to the families of participants. | | | | | | | | | | | |

| Texas ACE Center Operations Schedule (one per center) | | | | | | | Program Year 2021-2022 | | | | | | |
|---|--|--|----------|--------|----------------------|--------|---------------------------|---------------------|-----------------------------------|---------------------------------------|----------|--------|--|
| <i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i> | | | | | | | | | | | | | |
| Center 4 | 9 Digit campus ID # | Name of Center/Feeder School, Physical Address, City, ZIP | | | | | | Grade Levels Served | Proposed "Regular" Student Target | Proposed Parent/Legal Guardian Target | | | |
| Center | 245903001 | Raymondville High School, 419 FM 3168, Raymondville, 78580, (956) 689-8170 | | | | | | 09-12 | 75 | 30 | | | |
| 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> | | N/A | | | N/A | | | N/A | | | | | |
| Fall Term | | 08/23/21 | | | 12/17/21 | | | 14 | | | | | |
| Spring Term | | 01/03/22 | | | 06/10/22 | | | 15 | | | | | |
| Summer Term | | 06/13/22 | | | 07/15/22 | | | 5 | | | | | |
| Total number of weeks: | | | | | | | | 34 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 | | | 4:22 | 7:22 | | | 4:22 | 7:22 | 8:00 | | | 2:00 | |
| Tuesday | | | 4:22 | 7:22 | | | 4:22 | 7:22 | 8:00 | | | 2:00 | |
| Wednesday | | | 4:22 | 7:22 | | | 4:22 | 7:22 | 8:00 | | | 2:00 | |
| Thursday | | | 4:22 | 7:22 | | | 4:22 | 7:22 | 8:00 | | | 2:00 | |
| Friday | | | 4:22 | 7:22 | | | 4:22 | 7:22 | | | | | |
| Saturday | | | | | | | | | | | | | |
| Sunday | | | | | | | | | | | | | |
| Total Hours Per Week: | 15 hours/week | | | | 15 hours/week | | | | 24 hours/week | | | | |
| Adjunct Sites, If applicable (site name and full address) | Willacy County Resource Center, 1238 Port South Drive Port Mansfield, TX 78598 | | | | | | | | | | | | |
| Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips) | Due to constraints imposed upon the district by COVID-19, remote instruction has become a regular part of students learning. Although vaccines are now available, there is no way to be sure how soon, regular class instruction may become possible. Therefore, the centers are prepared to offer special schedules to accommodate restrictions that may be caused by the virus. In addition, trips to local museums may be conducted to increase students' knowledge of their culture and history, and trips to local colleges and businesses may be conducted to increase students' college and career readiness. | | | | | | | | | | | | |
| Parent/Legal Guardian Activities | Through the local workforce, job placement, job trainings, childcare assistance, and financial literacy workshops will be offered to the families of participants. | | | | | | | | | | | | |

| Texas ACE Center Operations Schedule (one per center) | | | | | | | Program Year 2021-2022 | | | | | |
|---|--|---|------------------------|--------|---------------|----------------------|---------------------------|-----------------------------------|---------------------------------------|--------|----------|--------|
| <i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i> | | | | | | | | | | | | |
| Center 5 | 9 Digit campus ID # | Name of Center/Feeder School, Physical Address, City, ZIP | | | | | Grade Levels Served | Proposed "Regular" Student Target | Proposed Parent/Legal Guardian Target | | | |
| Center | 108914041 | La Villa Middle School, 500 E. 9 th St., La Villa, 78562, (956) 262-4760 | | | | | 06-08 | 30 | 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> | | | N/A | | | N/A | | | N/A | | | |
| Fall Term | | | 08/23/21 | | | 12/17/21 | | | 14 | | | |
| Spring Term | | | 01/03/22 | | | 06/10/22 | | | 15 | | | |
| Summer Term | | | 06/13/22 | | | 07/15/22 | | | 5 | | | |
| Total number of weeks: | | | | | | | | | 34 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 | | | 4:15 | 7:15 | | | 4:15 | 7:15 | 8:00 | | | 2:00 |
| Tuesday | | | 4:15 | 7:15 | | | 4:15 | 7:15 | 8:00 | | | 2:00 |
| Wednesday | | | 4:15 | 7:15 | | | 4:15 | 7:15 | 8:00 | | | 2:00 |
| Thursday | | | 4:15 | 7:15 | | | 4:15 | 7:15 | 8:00 | | | 2:00 |
| Friday | | | 4:15 | 7:15 | | | 4:15 | 7:15 | | | | |
| Saturday | | | | | | | | | | | | |
| Sunday | | | | | | | | | | | | |
| Total Hours Per Week: | 15 hours/week | | | | 15 hours/week | | | | 24 hours/week | | | |
| Adjunct Sites, If applicable (site name and full address) | N/A | | | | | | | | | | | |
| Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips) | Due to constraints imposed upon the district by COVID-19, remote instruction has become a regular part of students learning. Although vaccines are now available, there is no way to be sure how soon, regular class instruction may become possible. Therefore, the centers are prepared to offer special schedules to accommodate restrictions that may be caused by the virus. In addition, trips to local museums may be conducted to increase students' knowledge of their culture and history, and trips to local colleges and businesses may be conducted to increase students' college and career readiness. | | | | | | | | | | | |
| Parent/Legal Guardian Activities | Through the local workforce, job placement, job trainings, childcare assistance, and financial literacy workshops will be offered to the families of participants. | | | | | | | | | | | |

| Texas ACE Center Operations Schedule (one per center) | | | | | | | Program Year 2021-2022 | | | | | |
|---|--|--|----------|--------|----------------------|--------|---------------------------|-----------------------------------|---------------------------------------|--------|----------|--------|
| <i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i> | | | | | | | | | | | | |
| Center 6 | 9 Digit campus ID # | Name of Center/Feeder School, Physical Address, City, ZIP | | | | | Grade Levels Served | Proposed "Regular" Student Target | Proposed Parent/Legal Guardian Target | | | |
| Center | 108914001 | La Villa Early College High School, 200 W. Highway 107, La Villa, (956) 262-4715 | | | | | 09-12 | 45 | 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> | | N/A | | | N/A | | | N/A | | | | |
| Fall Term | | 08/23/21 | | | 12/17/21 | | | 14 | | | | |
| Spring Term | | 01/03/22 | | | 06/10/22 | | | 15 | | | | |
| Summer Term | | 06/13/22 | | | 07/15/22 | | | 5 | | | | |
| Total number of weeks: | | | | | | | | 34 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 | | | 4:15 | 7:15 | | | 4:15 | 7:15 | 8:00 | | | 2:00 |
| Tuesday | | | 4:15 | 7:15 | | | 4:15 | 7:15 | 8:00 | | | 2:00 |
| Wednesday | | | 4:15 | 7:15 | | | 4:15 | 7:15 | 8:00 | | | 2:00 |
| Thursday | | | 4:15 | 7:15 | | | 4:15 | 7:15 | 8:00 | | | 2:00 |
| Friday | | | 4:15 | 7:15 | | | 4:15 | 7:15 | | | | |
| Saturday | | | | | | | | | | | | |
| Sunday | | | | | | | | | | | | |
| Total Hours Per Week: | 15 hours/week | | | | 15 hours/week | | | | 24 hours/week | | | |
| Adjunct Sites, If applicable (site name and full address) | N/A | | | | | | | | | | | |
| Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips) | Due to constraints imposed upon the district by COVID-19, remote instruction has become a regular part of students learning. Although vaccines are now available, there is no way to be sure how soon, regular class instruction may become possible. Therefore, the centers are prepared to offer special schedules to accommodate restrictions that may be caused by the virus. In addition, trips to local museums may be conducted to increase students' knowledge of their culture and history, and trips to local colleges and businesses may be conducted to increase students' college and career readiness. | | | | | | | | | | | |
| Parent/Legal Guardian Activities | Through the local workforce, job placement, job trainings, childcare assistance, and financial literacy workshops will be offered to the families of participants. | | | | | | | | | | | |

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

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

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

| Texas ACE Center Operations Schedule (one per center) | | | | | | Program Year 2021-2022 | | | | | | |
|---|---------------------|---|----------|----------------------|-------------|---------------------------|-----------------------------------|---------------------------------------|-------------|--------|----------|--------|
| <i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i> | | | | | | | | | | | | |
| Center 10 | 9 Digit campus ID # | Name of Center/Feeder School, Physical Address, City, ZIP | | | | Grade Levels Served | Proposed "Regular" Student Target | Proposed Parent/Legal Guardian Target | | | | |
| Center | | | | | | | | | | | | |
| Feeder | | | | | | | | | | | | |
| Feeder | | | | | | | | | | | | |
| Program Operations | | Start Date (MM/DD/YY): | | End Date (MM/DD/YY): | | Total Weeks | | | | | | |
| Summer Term Jump Start <i>(Must be approved in NOGA)</i> | | | | | | | | | | | | |
| Fall Term | | | | | | | | | | | | |
| Spring Term | | | | | | | | | | | | |
| Summer Term | | | | | | | | | | | | |
| Total number of weeks: | | | | | | | | | | | | |
| Center Schedule | | | | | | | | | | | | |
| Day of the Week | Fall Term | | | | Spring Term | | | | Summer Term | | | |
| | AM Start | AM End | PM Start | PM End | AM Start | AM End | PM Start | PM End | AM Start | AM End | PM Start | PM End |
| Monday | | | | | | | | | | | | |
| Tuesday | | | | | | | | | | | | |
| Wednesday | | | | | | | | | | | | |
| Thursday | | | | | | | | | | | | |
| Friday | | | | | | | | | | | | |
| Saturday | | | | | | | | | | | | |
| Sunday | | | | | | | | | | | | |
| Total Hours Per Week: | | | | | | | | | | | | |
| Adjunct Sites, If applicable (site name and full address) | | | | | | | | | | | | |
| Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips) | | | | | | | | | | | | |
| Parent/Legal Guardian Activities | | | | | | | | | | | | |

**21st CENTURY COMMUNITY LEARNING CENTER (CCLC)
PARTNERSHIP AGREEMENT BETWEEN**

Raymondville Independent School District
419 FM 3168

Raymondville, Texas 78580

And

Willacy County

576 West Main Avenue #142

Raymondville, Texas 78580

This Agreement is entered into by and between **Raymondville Independent School District (ISD)** and **Willacy County**.

It is mutually agreed that the purpose of this Agreement is to guide a working relationship between Raymondville ISD, herein referred to as “District,” and Willacy County, herein referred to as “Organization,” to expand the capacity to achieve shared goals and provide educational support and experiences to students, this Agreement will become effective as of the 3rd day of January 2021.

1. The **district** will:

- a. Aid in the development of the students’ learning experience that is in keep with the grant’s objectives for the enrichment activities and compatible with the type of service the organization offers.
- b. Assign a faculty representative (Program Project Director) from the district to serve as a liaison between the district and organization.
- c. Be available for emergency situations involving students and discuss any concerns or issues.
- d. Assure student observance of policies and procedures of the organization.
- e. Provide transportation to and from the facility.
- f. Serve as the fiscal agency and be responsible for identifying students most in need of mentoring services and assisting them in submitting any information needed to be assigned a mentor.
- g. Submit data to the funding agency in a timely manner.
- h. Process payments in a timely manner.
- i. Provide the Partner with sufficient notice of any meetings that need to be attended.

2. The **organization** will:
 - a. Will ensure each mentor passes a criminal history background check and provide the district with contact information and a copy of the results to the criminal history background check for each mentor.
 - b. Provide use of the facilities to students for services and activities.
 - c. Be available to meet with the Project Director to discuss any concerns or issues.
3. Representatives of the district and organization will meet at least monthly to jointly review the use of the organization's facilities.
4. The district shall not discriminate in the assignment of students to this organization based on sex, race, color, creed, national origin, age, veteran's status, or handicap where otherwise qualified.
5. The principal location where services will be provided shall be at the Coastal Land Resource Center, located at 1238 Port South Drive, Port Mansfield, Texas 78598, and any other place or places that may be mutually agreed on by the parties of this Agreement.

This Agreement will be governed by and construed in accordance with the laws of the State of Texas. The terms of this Agreement shall be automatically renewed unless either party to the Agreement shall notify the other in writing of its intention not to renew. This Agreement may be terminated by either party for any reason with 90 days written notice given to the other party.

In witness whereof, this Agreement is entered into as of the date first written above.

Raymondville Independent School District

Willacy County



 Stetson Roane, Superintendent



 Aurelio Guerra, County Judge

01-15-21

 Date:

1/15/21

 Date: