



**2021-2022 Nita M. Lowey 21st Century Community Learning Centers (CCLC),
Cycle 11, Year 1
Competitive Grant Application: Due 11:59 p.m. CT, January 07, 2021**

NOGA ID

Application stamp-in date and time

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

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

Authorizing legislation: Public Law 114-95, Elementary and Secondary Education Act of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)

Grant period: From **07/01/2021** to **07/31/2022** **Pre-award costs:** **ARE NOT** permitted for this grant

Required attachments: Refer to the program guidelines for a description of any required attachments.

Amendment Number

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

1. Applicant Information

Name of organization

Campus name CDN Vendor ID ESC DUNS

Address City ZIP Phone

Primary Contact Email Phone

Secondary Contact Email Phone

2. Certification and Incorporation

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

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

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

Authorized Official Name Title Email

Phone Signature  Date

Grant Writer Name Signature  Date

Digitally signed by Maggie Rodriguez
Date: 2021.01.21 16:42:33 -06'00'

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
TAPR shows Point Isabel ISD JH English Learners score significantly lower than the state in "at meets grade level or above" in all subjects all grades. Only 56% attain that standard (78% in Texas). In social studies 39% and in science 41% meet standard (81% in Texas).	Staff for the 21st CCLC will incorporate daily reading, vocabulary, comprehension and hands on science activities for all of its students. Staff and the program partner will also provide individualized supplemental instruction (tutoring) and homework assistance in core academic subjects to help all program participants (At risk and EL) to meet state and local student academic achievement standards.
Point Isabel ISD area has a poverty rate twice that of the state of Texas with median income about half that of the state and with 40% of homes that don't have Internet connectivity (U.S. Census Quickfacts).	Working families in this district, of which 92.2% are of Hispanic descent, will be provided support through 21st CCLC literacy, computer software courses and other educational opportunities. These activities will be provided in the evenings and weekends at a centrally-located location to ensure working family attendance
PIISD students struggle on the ACT, on average scoring a 16.9 (20.6 in Texas) and Economically Disadvantaged students in the district score 16.4, including a 15.5 on the English Language Arts section, this is below the state's 20.3 average (per TAPR 2019-20).	With only 12% of Port Isabel residents 25 or older having a bachelor's degree or higher educational attainment (29.9% in Texas according to the U.S. Census) college in this district for some is an afterthought. College testing preparation such as training for ACT/SAT tests, organizing family college visits and providing financial aid support will change that culture in this poverty-stricken area.

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.

Point Isabel Independent School District (PIISD) will incorporate, within its four (4) 21st CCLC centers quality and daily academic support, enrichment activities and family engagement/parental involvement events, workshops and activities as a strategy to improve standardized test scores, attendance, behavior, grades and parental involvement and knowledge. By closely following the 21st CCLC Blueprint, PIISD will annually increase standardized test scores of program participants (of which at least 80% will be at risk and/or EL) in reading, writing, math and science, when compared to individual baseline data. Participants also will increase their ACT scores by 10%. Via teacher surveys, 75% of participating students will show improved grades and behavior based on disciplinary referrals. By 2026-27, the district will see overall improvements in ACT scores to reach an average of 18.5 up from the current 16.9.

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

PIISD ACE Program will use the following benchmarks for the first quarter:
 District will hire ACE staff to include: Project Director, Site Coordinators, and Family Engagement Specialist; Site Coordinators will monitor the Texas 21st CCLC Student Tracking System to collect data required to monitor progress, conduct evaluation, and provide reports to TEA; Collect quantitative student data (STAAR scores, TELPAS, SSI, TEJAS Lee, local benchmarks, etc.) to measure and monitor progress; Utilize attendance and student records to identify a minimum of 350 students and 59 family members enrolled in the program; ACE staff will work with counselors to evaluate strategies to improve academic achievements; and PIISD and ACE staff will hold stakeholder meetings to solicit feedback and keep stakeholders up to date on progress.

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

PIISD ACE Program will use the following benchmarks for the second quarter:

Site Coordinators will conduct student evaluation using the Texas 21st CCLC Student Tracking System to improve operations and student outcomes; ACE staff will collect quantitative data and submit to TEA for Project Evaluation and Monitoring; ACE staff will also use the Texas ACE Evaluation Guide, recorded webinars, and in-person technical support to assist with program evaluation and identify how program is meeting the needs of families and the community; Staff will set-up student activities with the United Way of Southern Cameron County; Attendance and Student Records will be used to see if the ACE Program is meeting goals on number of students and family members participating in activities; and Surveys will be provided regularly to students, parents, faculty, and community partners to solicit feedback about the quality and types of programming being offered.

Third-Quarter Benchmark

PIISD ACE Program will use the following benchmarks for the third quarter:

ACE staff will collect Spring Data and submit to TEA for Project Evaluation and Monitoring; ACE staff will use the results from TEA's Quality Assurance Process (QAP) to develop action plans to address areas of improvement; Attendance and Student Records will be used to identify number of students and family members participating in ACE Program activities; Results from STAAR test will be used to identify the number of students participating whose math, reading, writing, social studies, and science grades improved from Fall to Spring; Results from TELPAS and SSI, and TX-KEA will also be used to identify if students are meeting their goals; TAPR will be utilized to ensure that district is on target with TSI and College/Career/Military Readiness; Finalized campus budget for the 2022-23 school year, so each campus can plan accordingly, and meet eligibility requirements for grant continuation.

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.

To monitor the attainment of the goals and objectives, the school administration and Site Coordinators will conduct a Campus Needs Assessment at the beginning of each year. This assessment will identify both academic and non-academic areas that are hindering student progress and achievement at all centers and grade levels. Then, PIISD and the external TEA Technical Assistant Provider (TAP) will create a Gantt Milestone diagram, which will include the benchmarks listed above to guide the district and help ensure it remains on track. Evaluation data such as daily attendance, 6-week grades, annual STAAR scores, and behavioral referrals will be tracked and collected. Other data will be collected through Northwestern Evaluation Association (NWEA), Fall benchmarks, Spring Simulated Assessments, TEJAS Lee checkpoints, TELPAS, SSI, TX-KEA and Imagine Learning benchmarks.

PIISD will contract an External Evaluator for research analysis of this data and other relevant issues regarding the after-school program. The evaluator will provide the framework needed to conduct formative and summative evaluation processes to monitor ongoing project activities with the goal of adjusting and improving the program. ACE staff will monitor the Texas 21st CCLC Student Tracking System and collect the data required to monitor progress and conduct evaluation, including the Texas ACE Quality Assurance Process (QAP) monitoring, and standardized testing. The Texas ACE Capacity Development Process will be used with the intent to result in quality improvement action plans through self-assessments with ACE staff. Weekly entries will be made into the reporting system to ensure data is kept up to date and a clear picture of where the program stands to guide the direction of the program.

If it is determined the grant is not progressing effectively, actions will be taken to move the program back on track so that quarterly benchmarks can be met. Results of the evaluation data will be used to improve and strengthen the program and to refine performance measures to accurately assess effectiveness in meeting goals and objectives. Using data such as test scores and benchmarks will provide the students' start-point and guide the district on how to best help the students achieve their goals.

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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.

NEEDS: Port Isabel and its surrounding communities may have signs of wealth being close to the Gulf of Mexico and South Padre Island, but that is deceiving. There are multitude of hurdles that must be faced for students to succeed educationally and socially. The median income for a household in Laguna Heights was \$18,083, and the median income for a family was \$19,491. Males had a median income of \$15,677 versus \$14,861 for females. The per capita income was \$6,538. About 37.7% of families and 45.6% of the population were below the poverty line, including 55.4% of those under age 18 and 25.6% of those age 65 or over. Educational attainment also is a hurdle as only 12% of residents 25 or older have a bachelor's degree or higher (29.9% statewide). These community issues flood into the schools on the backs of the children. This 100% Title 1 district with more than 2,000 students (92.2% of whom are Hispanic, has 87.4% (1,893) Economically Disadvantaged (60.2% statewide), 85.3% at risk (1,847) compared to 50.5 statewide and 37.7% (817) English Learners, nearly twice the state's 20.3%). These types of economic struggles and demographic challenges lead to impacts on academic success, which is lacking in the Point Isabel District in several subjects and grade levels. At the elementary level, the district's students fail to "Meet grade level or above" in all eight STAAR subjects and grade levels tested. In junior high, the challenges jump to the English learners, who are well below state averages in the "at approaches grade level or above" in seven grade levels and subjects measured. Among the most alarming is in 7th grade math, where only 46% met that standard compared to 75% statewide, 8th grade math at 73% compared to 88% in the state and 8th grade science at 58%, compared to 81% in the state. In high school, the district's ACT scores need significant improvement in order for students to be able to attend the colleges of their choice. PIISD students record a 16.9 ACT score, compared to 20.6 in the state. Language Arts is the lowest scoring subject for students taking the test, per the 2018-19 numbers as cited in the 2019-20 TAPR. Community members were given the opportunity to provide input and suggestions. PIISD and its local stakeholders held meetings to discuss the Campus Needs Assessments and District Improvement Plan to design a 21st CCLC Model Program that is ideal for the community. Elements of the needs assessment included the review of students' state assessment results, attendance and graduation rates, disciplinary reports, instructional programs, and experience/capabilities of school staff.

Because of the significant district at risk population of 85.3% (1,847 students), it is imperative 65% of the students serviced in this program are at risk, with the understanding that these working families are financially constrained and have limited availability, mostly in the evenings and on weekends. The district will ensure those needs are being addressed.

- * Derry Elementary - 537 students enrolled, most in need are 78% (419) at risk, 45.8% (246) English Learners, and 88.5% are Economically Disadvantaged. This program will attempt to target at least 20% of those at risk (85 students).
- * Garriga Elementary - 484 students enrolled, most in need are 84.5% (411) at risk, 49.8% English Learners, and 92.1% Economically Disadvantaged. This program will attempt to target at least 35% of the English Learners (85 students)
- * Point Isabel Junior High - 466 students, most in need are 39.9% (185) English Learners, of which 50% (92) will be targeted.
- * Point Isabel High School - 675 students, most in need are 87.4% (589) at risk students, of which 15% (88) will be targeted.

RECRUIT/ASSESS: The administration and teachers will provide a list to the ACE staff of students at-risk of academic failure in one or more core subjects which will include English Learner students and students who have been truant, suspended, or expelled, to improve their academic achievement. These students will receive priority enrollment. ACE staff will contact these parents by calling them or conducting home visits to disseminate the positives of the program. ACE staff will utilize beginning of the year open house and registration to enlist students and families for the program. School announcements will also be made and staff will disseminate drive by fliers for parents during pickup time.

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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.

PIISD proposes to offer programs at its four (4) centers that will help students meet academic standards. Measurements of this effectiveness will be through improvement in state assessments, GPA, attendance, behavior, student engagement as well as parent involvement, social and emotional skills, college and career readiness and student surveys that state they are interested in the activities and also feel safe in their learning environment. This program will hire qualified personnel, while additional support will come from current teachers and paraprofessionals in the schools and contracted, experienced trainers and vendors. Overall, the effort will be to create a culture that thrives on individual attention and small groups to address the needs of each individual campus and its students.

GROWTH ASSESSMENT: The proposed program seeks, as its top goal, to improve academic performance, grade promotion rates, and graduation rates through academic activities. The activities will be provided after-school and during the summer at each campus by district, ACE staff and United Way partnership staff. Based on a need assessment performed, each of the participating students (of which 80% will be targeted EL and/or at-risk) will be offered one-on-one, group, and computer-based tutoring and homework assistance in core subjects. By providing participants with access to these varied resources and extended time, PIISD is confident it can address the identified academic needs. To improve ACT scores, especially in the language arts section, the ACE program will focus its attention on reading, writing and vocabulary at all levels. However, specified to high school students, individualized sessions will be held for ACT preparations. ACE staff will access PEIMS data, 6-week grades, and attendance reports to ensure progress is evident. If there is no progress, ACE staff will use data and feedback to develop action plans to address areas of improvement. ACE staff and TEA's 21st CCLC provider will analyze campus data to establish a baseline and identify the academic strengths and weaknesses for each grade-level.

STUDENT ENGAGEMENT: The ACE Program will use project-based learning strategies to transform classrooms into a highly engaged learning space. These strategies are a great starting point since they allow a teacher to increase engagement and learning without overhauling their lesson plans or materials.

SOCIAL/EMOTIONAL: PIISD will help students understand and manage emotions, achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. The short-term goals of the ACE Program are to promote students' social-emotional skills and positive attitudes, which in turn should lead to less emotional distress and better grades particularly now with COVID-19. PIISD partner, the United Way of Southern Cameron County, will provide mental health assessments and counseling. Site Coordinators also will be referring children who demonstrate behavioral problems such as bullying, suicide and self-esteem to the United Way services. These efforts are expected to have a positive impact on discipline referrals.

SAFETY: Students need to feel safe to learn and need to feel secure to want to participate. PIISD intends to provide a safe positive learning environment with fun supportive relationships and opportunities. The district will establish a team of educators, students, parents, law enforcement and juvenile justice officials, community, and business leaders to develop a plan for creating a safe, disciplined gun and drug free school and ensure anti-bullying techniques are taught and discussed regularly.

PARENTAL INVOLVEMENT: The ACE Program aims to encourage parents by offering them parenting and relationship seminars. PIISD will provide opportunities for parents and students to participate in activities together, creating a positive attitude toward education and school. The Family Engagement Specialist will implement various strategies to increase parental involvement.

SMART GOAL #1: PIISD 21st CCLC junior high participants (80% EL and/or ED) will improve their science and social studies scores for "at approaches grade level or above" by 10% based on annual benchmark scoring. This will lead to STAAR scores increasing to that performance measure to at least 55% in the district by 2026-27.

SMART GOAL #2: Elementary program participants (80% EL and/or ED) will increase their reading, writing and math scores for "at meets grade level or above" by 5% per year based on benchmark scoring.

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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.

PIISD will offer students and their families a variety of programs and activities that are supported by the 21st CCLC ACE Program. By utilizing the four (4) ACE components (academic, enrichment, parent and family, and college and workforce readiness) that includes SMART goals based on grade-level TEKS, this project will offer student activities to improve their academic achievement. The program will offer innovative, center-level, evidence-based educational activities that coordinate with regular school day instruction.

ACADEMICS: PIISD will work closely with the Site Coordinators and staff to receive crucial insight into lesson plan preparation and a certified-level knowledge of TEKS along with local and state classroom standards. Site Coordinators along with administrators, teachers, counselors, parents, and staff will be the key factor in the consistent alignment of ACE programming to regular school day instruction and targeting student needs. The ACE Program will be designed to help students meet state and local standards in core academic subjects and offer enrichment activities that complement the regular academic program. The ACE Program will provide high-quality activities that include small group instruction, targeted tutoring, project-based learning, homework assistance and academically aligned enrichment activities. Activities will utilize research-based software and innovative, proven instructional materials to increase reading skills, improve math application (only 58% of JH students "at approaches grade level or above" in math - 82% statewide), expose students to STEAM-driven activities such as robotics and coding (work with SpaceX, which is located a few miles from Port Isabel, so students are exposed to that job market availability), and promote interest in science and social studies concepts (only 39% of JH students "at approaches grade level or above" in social studies - 81% statewide). To monitor progress, each student will be pre-tested upon entry into the program, participate in on-going individual assessments, and will be post-tested at the end of each term. On-going assessments will measure progress and identify targeted areas in need of improvement. Small group tutorials will be provided by certified teachers (priority will be given to hiring regular day teachers) to offer academic support, enable students to have a personal relationship with a caring adult, and create a natural link between after school instruction and the school day. Among the specific activities include:

ENRICHMENT: PIISD will provide positive social, cultural, and recreational opportunities that will expand students understanding of community involvement and connect learning to real life experience. Students will engage in STEAM activities such as robotics, computer skills, science experiments (44% of JH students "at approaches grade level or above" in science - 81% statewide), and arts. Along with community service projects that teach students the importance of giving back, other specific activities will include swimming lessons, visits and extensive projects related to and involving Sea Turtle Inc. and other nature facilities, culinary arts because of the area's tourism market, dance/cheer, chess, Folklorico Dancing, Book Club, learning how to prepare taxes (through United Way), violin, running club, Karate, art, and ACT/SAT preparation for Career, College and Military Readiness.

PARENT/FAMILY: The intent is to increase parental participation in the educational and social progression of students. With the opportunity to attend academic activities, adults can have a meaningful engagement in their children's education and motivate them to stay and excel in school. Weekend family engagement activities will include college tours, STEAM projects, gardening, cooking and ACE showcase events.

COLLEGE/WORKFORCE READINESS: Activities allow for exploration of and exposure to post-secondary education opportunities and career fields. Local IHEs will provide college admission, financial aid and scholarship information. Students and parents will be able to attend IHEs' campus tours. The United Way of Southern Cameron County will provide career readiness for students such as career counseling and career development activities. A number of opportunities will be provided for students and parents throughout the year, including literacy workshops, workforce skills, job preparations, parental basics, college fairs, academic fairs and more.

OVERSIGHT: Continuous and regular attendance of the 21st CCLC program will be one gauge used to determine whether activities are engaging and interesting. Program staff will consistently monitor that attendance, including individual enrichment activities, and will utilize suggestions and resources from high quality teachers about what types of engaging and educational hands-on activities should be included to match school day lesson plans.

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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

Point Isabel Independent School District (PIISD) in collaboration with SpaceX in Boca Chica, just miles from PIISD, (Statutory Priority 2) proposes to offer various experiences to students, including providing mentors to students for skills and careers such as welding, engineering and culinary arts (due to the facility at Boca Chica, which has facilities for food service). SpaceX has personnel with expertise to provide quality hands-on learning experiences as well as coach and become role models for students in various career fields that exist at SpaceX. This partnership also would support a girls STEAM program providing women who work at the SpaceX facility to serve as mentors, teachers and coaches for local PIISD female students of all ages and skills. SpaceX personnel also would provide presentations and experiments focused on STEAM academics and enrichment.

These endeavors will expand the capacity of the the District to achieve its proposed goals, specifically with the STEAM-driven focus set forth by this program. None of these activities are currently available or accessible within the district. There is a completed letter of partnership included with this application and a more detailed Memorandum of Understanding (MOU) between PIISD and SpaceX will be drafted and signed during the first quarter benchmark period if this grant is awarded.

PIISD also will work with the United Way of Southern Cameron County, including its Volunteer Income Tax Assistance program. VITA is a cornerstone program of the United Way and can be instrumental in helping individuals and families in their journey to financial stability. VITA provides free tax preparation to low-to-moderate income wage earners. This joint effort with PIISD will involve students in the 21st CCLC program being Professionally trained to perform tax preparation for the community. The students will become IRS-certified volunteers, who will then provide basic return preparation with electronic filing to qualified individuals and couples residing in the community. PIISD will become a VITA site during selected 21st CCLC hours in order to provide safe and quality tax preparation services. This activity is expected to assist the high school students involved with their math, social skills to interact with the families and their ability to solve problems. The volunteer efforts also will provide a sense of pride in the students knowing they helped people who live in their community.

The United Way of Southern Cameron County has served the southern tip of Texas in Cameron County, including the U.S.-Mexico border areas of Brownsville, Los Fresnos, Laguna Vista, Laguna Heights, Port Isabel and South Padre Island, since 1955. The United Way of Southern Cameron County has worked with PIISD in the past and provides reading interventions for students struggling to read on grade level at both of the district elementary schools. Through this 21st CCLC program, United Way will expand its support of PIISD and its students through this burgeoning partnership that will ensure long-term sustainability of program activities.

In addition to SpaceX and United Way of Southern Cameron County, PIISD will work with the newly built South Texas Ecotourism Center, located in neighboring Laguna Vista, just a few miles from the district campus. This facility, which is expected to be complete by the time this grant program begins, will feature boardwalks, walking trails, blinds, and interpretive exhibits. PIISD will use this as part of its STEAM (Science, Technology, Engineering, Arts & Math) driven list of enrichment/academic activities.

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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.

To complement academic performance and achievement, PIISD will provide a program design that reflects research and plans for sustaining the program. ACE staff will study and share research-based, hands-on science, math, and reading curriculum to support students in meeting state and local standards. The ACE Program will provide positive youth development programs that will educate and engage students in productive activities such as leadership and skill-building opportunities. Positive Youth Development is based on research suggesting that protective and positive influences can help young people succeed. According to this research some of the elements that can protect young people and put them on the path to success include family support, caring adults, positive peer groups, a strong sense of self and self-esteem. There are other studies and research key to practices and the determination of the activities selected for this specific 21st CCLC program in the Point Isabel ISD.

Peer-reviewed research shows teacher-led tutoring has an impact on student performance. According to, "Do School-Based Tutoring Programs Significantly Improve Student Performance on Standardized Tests," (2015 in Research in Middle Level Education) results indicate "borderline students who received school-based tutoring from district teachers performed higher on standardized tests scores in the areas of mathematics and language arts than borderline students who did not participate in tutoring." This student-teacher relationship is consistently identified as a key factor for increasing student achievement. When students perceive teachers care about them, engagement increases, which affects attendance and test scores in a positive manner.

A study from the U.S. Travel Association has determined the importance of educational field trips regardless of gender, ethnicity or socioeconomic status. It stated, "youth who take educational field trips have better grades, higher graduation rates from high school and colleges and greater income (12% higher annually)" This shows college-readiness and overall student success can be greatly impacted by implementing quality field trips for all ages of students, but particularly for junior high and high school students, including college and university visits.

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.

Point Isabel ISD will provide a transportation plan that will be aligned with the needs of our students by utilizing the district's buses and drivers. By using regular school buses and the district trained and state certified bus drivers, PIISD will ensure all students requiring transportation are provided with the safest and most reliable method of transportation. Bus drivers have access to communication with the transportation department to report any delays and have access to first aid kits. To ensure the safety of all students, the transportation department will be kept abreast of discipline problems.

It will be the responsibility of each Site Coordinator, working with the school campus principal, to ensure buses are available to safely transport students and ensure that the students are on the evening school bus or are appropriately picked up by their parents or guardians. Transportation will be only home from programming because all of proposed centers are located on the district campus they serve, so there will be no transportation to the after-school center necessary. It is expected a relatively high percentage of students in the PIISD centers will need transportation home following the program via buses provided through 21st CCLC program funding. It is expected the remainder of students will receive transportation home from a parent/guardian. In both circumstances, there will be the same protocol, regardless of the age group served. Each participating student will be required to have a signed Parental/Guardian Consent form to identify the method in which the student will leave the program each day to go home. This document will be collected by the Site Coordinator who will have it so 21st CCLC staff know which children need to utilize buses to go home or who will be picked up at the school and who will be picking them up. Any students who leave the program early will be required to be signed out by an approved parent/guardian or another designated to be allowed to pick up the student and provide identification.

School officers will assist with monitoring the safety of students by overseeing activities and events that exceed the regular workweek to include hours beyond the regular school day, Saturday and in the summer.

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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.

To ensure effective dissemination of information about the community learning center, including the locations of its centers, to the community in a manner that is understandable and accessible, all printed and online literature will be in both English and Spanish. Fliers and electronic messages will be distributed and sent directly to parents notifying them of the expanded learning opportunities available to them for this new to the district after-school opportunity at all four district campuses. Fliers also will be posted at churches, businesses, and local community organizations to engage and inform the public about the after-school programming and its benefits to the district and community. Information on the location and learning center activities will also be communicated to the community via a variety of media outlets including newspaper, school marquees, announcements, and social media such as Facebook and others as well as on the Point Isabel district and campus websites. All of these items, as well as signage at the schools, will include the ACE logo. The most important component will be word of mouth by students who will love the dynamic age-appropriate academic and hands-on activities, caring staff, and a safe and bully free learning environment, which will motivate them to join and attend regularly.

At least twice per year, the 21st CCLC Program Director will present an update to the district's School Board Members and other stakeholders about the status of the program, whether it is meeting its goals and provide any other information desired, such as opportunities for participation and information about each specific center. The program's Advisory Committee will involve parents, community members, business owners and more to ensure awareness and buy-in of the after school program.

All outreach, marketing and communication materials will comply with the Texas ACE branding guidelines. To ensure compliance, ACE staff will use the branding guidelines resources such as webinars and 21st CCLC Blueprint.

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.

Overall, funds for this 21st CCLC program will be used to supplement not supplant funds from the federal, state, and local sources designated to support similar activities. The Superintendent, Business Manager, along with the ACE staff Project Director, will collaborate by combining public resources for targeted interventions. PIISD has a history of coordinating various TEA and other funds to better serve the needs of the district students/ teachers. These include Carl D. Perkins CTE grant, Perkins V grants and School Safety and Security grant.

PRIORITY PROGRAM INTEGRATION 1 – PIISD will integrate with other local initiatives to increase student outcomes. Perkins funding will be integrated through specific STEM activities prepared for by qualified CTE teachers as funded through the Perkins and geared toward the JH and HS students. Other resources include Title 1 Part A, Title II Part A, Title III, and Title IV Part A. The district's resources will expand services and activities for each campus. All ACE sites will use free and reduced food services for after school during the school year and breakfast and lunch during the summer. Each campus provides tutoring to all students in need of assistance provided by Title 1 funds and through local funding. Local Funds are used to purchase academic software which will be made available for after school activities. The school district receives state funding for transportation services and will use those bus services for activities, field trips and to take students home. The proposal will also seek to collaborate with the Region 1 ESC to provide adult educational services.

Programming will combine academics with creative activities to foster student and parents' empowerment and self-development to higher education and job skills. The district's local resources will expand services and activities. All ACE sites will use their school's gym, office space, classrooms, computer labs, libraries, Internet connections, and utilities during the school year and summer programs. The ACE staff will work with campus principals/staff to create synergy for students between after-school programming and the school day.

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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.

PIISD and its School Board members are committed to the success and long-term sustainability for after-school programming. The district understands the success of an after-school program depends on family and community involvement and seeks to establish a continuum of services in schools that provide academic support, family involvement, school staff development, and access to community social and human services. PIISD and key stakeholders will develop a plan for continuing a high-quality program after grant funding ends. This plan intends to utilize collaborative partners such as SpaceX, United Way of Southern Cameron County, Region One ESC, Workforce Solutions Cameron County, local colleges and universities such as Texas Southmost College and the University of Texas-Rio Grande Valley, and the local police departments to assist with providing various activities as well as solutions for sustainability and continued partnerships after the fund ends.

If PIISD receives the 21st CCLC, leaders will meet with stakeholders to form an Advisory Committee, which will hold meetings throughout the grant and implement the five steps outlined in the Texas ACE Blueprint regarding sustainability, which include: 1. The committee will continuously review grant participation and performance to determine a sustainability target. 2. The committee will review which service model is more effective by site to create an effective plan. 3. The resources utilized throughout the grant, will be inventoried, and cultivated so that they can be utilized at the conclusion of the grant to aid sustainability. 4. A partnership between the school district and city will focus on building buy-in from the community to move toward creating an external funding stream such as possible sales taxes to support the program. 5. A logic model will be created and presented to the school board to highlight the program accomplishments and build buy-in. These steps, when followed and implemented, will create an opportunity for the ACE staff to discuss and plan for program sustainability.

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)

PIISD plans to utilize and train volunteers to offer a more cost-effective program that can aid in sustaining the program beyond its funding cycle. The program at PIISD plans to recruit volunteers to support activities carried out through the activities offered in the 21st CCLC. Using volunteers is typically used for before and after school activities as a way of providing human capital to sustain a program. Port Isabel and its surrounding areas are fortunate to be a location many Winter Texans, as many as 90,000 in total throughout the Rio Grande Valley according to University of Texas-Rio Grande Valley research, spend significant time and also want to make a difference in their winter home communities. These retirees typically have time to offer, are well educated, some of which are former educators who also have significant knowledge in areas such as gardening, recreation, painting, arts and crafts, and more the 21st CCLC program is seeking knowledge.

ACE volunteers can serve as homework buddies, storytellers, help improve reading skills, help students with enrichment projects, encourage students to do their own thinking, help build their self-confidence, serve as mentors for at-risk and high school students, and provide one-on-one tutoring.

The district will seek volunteers who can benefit from working with our students, families, and staff. They will be utilized as valuable assets to the staff with the knowledge that volunteers can play a significant role in the program through guidance, knowledge and care for students. Being a volunteer requires following procedures.

Any volunteer interested will fill out a form that includes information about the volunteer's background. Those selected to assist with the program will be fingerprinted and undergo a criminal background check (following district procedures). Once these individuals are approved to volunteer, they will receive training by the ACE staff, specifically the Site Coordinator at the school they will be spending the most time at. To ensure that sufficient assistance is available, ACE staff will continue to seek volunteers throughout the school year.

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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.

PIISD will encourage attendance, by providing diverse, interesting and engaging activities, and offer students an opportunity to experience cultural and enrichment activities that they have not been exposed to before. PIISD's ACE Program will be structured to ensure input from students, staff, and parents and families are taken into account regarding activity choices and implementations. Innovative marketing strategies will also be developed and spread throughout the community to build interest to recruit and retain student participation. Also, maintaining accurate and current attendance records can support retention efforts and meet annual target goals. Site Coordinators will collect student attendance data and make parent contacts to address attendance concerns. All regular day staff at each center will also be well informed about the program and be urged to work toward encouraging student attendance and making enrollment suggestions. Students who are at-risk will be given priority for enrolling in the program.

The ACE Program will administer surveys and questionnaires to collect feedback and suggestions on the program activities that are being offered to encourage participation and ensure retention. ACE staff and the Family Engagement Specialist will provide trainings for parents and family members on the importance of attendance and how it affects academic performance. ACE staff will also receive training on absence-prevention measures to develop a programmatic response to student barriers and provide early outreach for those with excessive absences.

ATTENDANCE SMART GOAL FOR FALL/SPRING: During the school year, about 20% (435) of the K-12 students in the four (4) PIISD campuses (2,175 total) will be enrolled in the 21st CCLC program (65% will be at risk) and by the end of the school year about 80% (350) will reach the 45-day target for attendance 2 hours per day.

ATTENDANCE SMALL GOAL FOR SUMMER: During summer, at least 150 students in PIISD will attend 21st CCLC programming 12 or more days for 4 hours or more each day.

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.

PIISD Superintendent and the administrative team plus the TEA assigned partner will provide a highly effective and coordinated grant management process, center operations, and corresponding budget plan that will help meet the program objectives and student service targets while maintaining quality. The ACE Program funded staff will include all required personnel, including: full-time Project Director, Family Engagement Specialist, and Site Coordinators. All of these personnel will assist the administrators to ensure the grant is implemented with fidelity. External Consultants such as the evaluators and trainers will have proven knowledge/experience in 21st CCLC programs. Based on the special needs of each center, it was determined the program will operate for a total of 34 weeks. During the Fall and Spring, the center will be open for 29 weeks, 5 days per week, three (3) hours per day per center. The Summer Program will be a total of 5 weeks up to 6 hours 4 days per week, per center. Weekends during the school year will be reserved for events, field trips and family engagement activities to accommodate working families. These schedules at each center will assist in creating and maintaining consistency throughout the program. **CENTER OPERATIONS:** The Project Director will work with each principal to hire the campus Site Coordinator. Each campus will have a full-time Site Coordinator to coordinate the program activities, manage the program budget, obtain, analyze, and use campus and student data to develop a program to meet the needs of students, and oversee all reporting for the grant. **BUDGET PLAN:** PIISD developed the budget by identifying the needs analysis of their campus-level data, student-level deficiencies, and student and staff voice information. Each site identified the staff, supplies, and materials, and transportation needed. Staff pay is determined using PIISD pay scales matched to the job skill, cost for vendors, and supplies. These budgets were equalized and combined, existing resources were identified, and center and grantee level fixed costs were added to create a final budget. The budget is designed to serve as many students as possible in order to make the most impact with at-risk students and their families with limited resources spent on administration and other services not directly benefiting students.

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10. Equitable Access and Participation

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

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

Group	<input type="text" value="Parents"/>	Barrier	<input type="text" value="Lack of Support from Parents"/>
Group	<input type="text" value="Student and Parents"/>	Barrier	<input type="text" value="Cultural, Linguistic, or Economic Diversity"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>

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 be hired to oversee the 21st CCLC Program and provide oversight.	\$60,000
2.	Site Coordinators (4) will be hired to develop activities and track data at each site.	\$180,000
3.	Extra-duty pay for Teachers/TAs/Paraprofessionals/Bus Drivers.	\$207,180
4.	Family Engagement Specialist will implement activities to increase parental involvement.	\$31,200
5.	Employee benefits for participating personnel.	\$62,190

Professional and Contracted Services

6.	Partnering Agency - provide mental health assessments and counseling.	\$20,000
7.	External Evaluator - contracted to evaluate program activities and submit outcomes to TEA.	\$12,000
8.	Partnering Agency - provide mentors and activities in STEAM.	\$10,000
9.		
10.		

Supplies and Materials

11.	Supplies to be used by the FES to offer activities/workshops to increase parent involvement.	\$24,000
12.	Supplies needed by the Director & Site Coordinators to implement and monitor the program.	\$22,000
13.	Supplies needed to be able to implement after-school activities and programs.	\$25,875
14.	Technology to allow students to access online resources during the after-school program.	\$30,000

Other Operating Costs

15.	Travel to be used by ACE staff to travel between facilities and to attend required meetings.	\$24,000
16.	Funds will cover the cost for transporting students home after the program ends each day.	\$30,000
17.	Funds to cover the cost for nutritional snacks for parents that attend activities & workshops.	\$12,000

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs: 0

TOTAL GRANT AWARD REQUESTED: \$750,445

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Appendix I: Negotiation and Amendments

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

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

You may duplicate this page.

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

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

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

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Center Operations Schedule

County-district number or vendor ID: 031-909

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	031-909-001	Point Isabel High School 101 Port Road Port Isabel, Texas 78578-2433 (956) 943-0030	0	09-12	70	7
2	031-909-041	Point Isabel Junior High 17001 Hwy 100 Port Isabel, Texas 78578-2433 (956) 943-0060	0	06-08	70	10
3	031-909-101	Derry Elementary 1702 2nd Street Port Isabel, Texas 78578-2433 (956) 943-0070	0	PK-05	110	22
4	031-909-102	Garriga Elementary 200 W. Adams Port Isabel, Texas 78578-2433 (956) 943-0080	0	PK-05	100	20
5						
6						
7						
8						
9						
10						

Texas ACE Center Operations Schedule (one per center)						Program Year 2021-2022						
<i>(Part 3) Applicant will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 1	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP				Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target				
Center	031-909-001	Point Isabel High School 101 Port Road Port Isabel, Texas 78578-2433				09-12	70	7				
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		9/6/21		12/17/21		14						
Spring Term		1/10/2022		4/22/22		15						
Summer Term		6/6/22		7/15/22		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			4:05	7:05			4:05	7:05	9:00			3:00
Tuesday			4:05	7:05			4:05	7:05	9:00			3:00
Wednesday			4:05	7:05			4:05	7:05	9:00			3:00
Thursday			4:05	7:05			4:05	7:05	9:00			3:00
Friday			4:05	7:05			4:05	7:05				
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Remote instruction for the program will be made available depending on the nation's handling of the COVID-19 pandemic at the start of the 21 st Century Community Learning grant in the fall of 2021. PIISD will also offer program students field trips to local businesses, college and universities, and partnering agencies.										
Parent/Legal Guardian Activities		Parents of program students will be offered engaging activities through the 21 st CCLC such as financial literacy, GED, nutrition, and English Language.										

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	031-909-041	Point Isabel Junior High 17001 Hwy 100 Port Isabel, Texas 78578-2433					06-08	70	10			
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		9/6/21			12/17/21			14				
Spring Term		1/10/2022			4/22/22			15				
Summer Term		6/6/22			7/15/22			5				
Total number of weeks:								34				
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday			3:35	6:35			3:35	6:35	9:00			3:00
Tuesday			3:35	6:35			3:35	6:35	9:00			3:00
Wednesday			3:35	6:35			3:35	6:35	9:00			3:00
Thursday			3:35	6:35			3:35	6:35	9:00			3:00
Friday			3:35	6:35			3:35	6:35				
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Remote instruction for the program will be made available depending on the nation's handling of the COVID-19 pandemic at the start of the 21 st Century Community Learning grant in the fall of 2021. PIISD will also offer program students field trips to local businesses, college and universities, and partnering agencies.										
Parent/Legal Guardian Activities		Parents of program students will be offered engaging activities through the 21 st CCLC such as financial literacy, GED, nutrition, and English Language.										

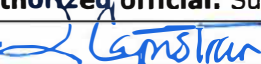
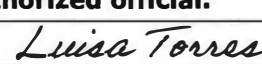
Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>													
Center 3	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target				
Center	031-909-101	Derry Elementary 1702 2nd Street Port Isabel, Texas 78578-2433					PK-05	110	22				
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			9/6/21			12/17/21			14				
Spring Term			1/10/2022			4/22/22			15				
Summer Term			6/6/22			7/15/22			5				
Total number of weeks:									34				
Center Schedule													
Day of the Week	Fall Term				Spring Term				Summer Term				
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	
Monday			3:05	6:05			3:05	6:05	9:00			3:00	
Tuesday			3:05	6:05			3:05	6:05	9:00			3:00	
Wednesday			3:05	6:05			3:05	6:05	9:00			3:00	
Thursday			3:05	6:05			3:05	6:05	9:00			3:00	
Friday			3:05	6:05			3:05	6:05					
Saturday													
Sunday													
Total Hours Per Week:	15				15				24				
Adjunct Sites, If applicable (site name and full address)													
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Remote instruction for the program will be made available depending on the nation's handling of the COVID-19 pandemic at the start of the 21 st Century Community Learning grant in the fall of 2021. PIISD will also offer program students field trips to local businesses, college and universities, and partnering agencies.											
Parent/Legal Guardian Activities		Parents of program students will be offered engaging activities through the 21 st CCLC such as financial literacy, GED, nutrition, and English Language.											

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	031-909-102	Garriga Elementary 200 W. Adams Port Isabel, Texas 78578-2433						PK-05	100	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		9/6/21			12/17/21			14					
Spring Term		1/10/2022			4/22/22			15					
Summer Term		6/6/22			7/15/22			5					
Total number of weeks:								34					
Center Schedule													
Day of the Week	Fall Term				Spring Term				Summer Term				
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	
Monday			3:05	6:05			3:05	6:05	9:00			3:00	
Tuesday			3:05	6:05			3:05	6:05	9:00			3:00	
Wednesday			3:05	6:05			3:05	6:05	9:00			3:00	
Thursday			3:05	6:05			3:05	6:05	9:00			3:00	
Friday			3:05	6:05			3:05	6:05					
Saturday													
Sunday													
Total Hours Per Week:	15				15				24				
Adjunct Sites, If applicable (site name and full address)													
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Remote instruction for the program will be made available depending on the nation's handling of the COVID-19 pandemic at the start of the 21 st Century Community Learning grant in the fall of 2021. PIISD will also offer program students field trips to local businesses, college and universities, and partnering agencies.											
Parent/Legal Guardian Activities		Parents of program students will be offered engaging activities through the 21 st CCLC such as financial literacy, GED, nutrition, and English Language.											

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

Partnership Agreement

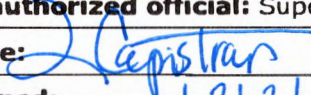
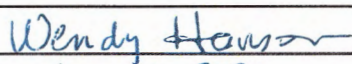
SpaceX is looking forward to working with the Point Isabel Independent School District as a 21st CCLC Partner. These partners have participated in the planning and design of this program and agree to support and participate in the activities as outlined in the application and within this document. A more detailed Memorandum of Understanding (MOU) will be agreed upon during the First Quarter Benchmark of this grant, if awarded.

Applicant School District/address		Point Isabel Independent School District 101 Port Road Port Isabel TX 78578
Name/address of Partner Organization	SpaceX South Texas (Boca Chica launch site) 52448, Boca Chica Boulevard Brownsville TX 78521	
Roles and responsibilities of Partner organization		
<p>The SpaceX Launch Facility and the Point Isabel Independent School District will participate as partners in this 21st Century Community Learning Center program by working together to provide information, activities, training, and support that are high quality, but not currently available in the centers. This partnership and the activities cited below also are sustainable over the long term. The roles and responsibilities of the partner organization, SpaceX, will be to:</p> <ol style="list-style-type: none"> 1. Provide mentors and activities for students in welding, engineering and culinary arts; 2. Build, sustain and create interest in a girls STEAM program and activities; 3. Provide personnel for presentations and experiments that focus on STEAM types of academics and enrichment. 		
Costs for services to be provided by the Partner organization		
<p>The Point Isabel ISD 21st CCLC program will pay for the cost of materials and supplies, being provided by SpaceX as noted above. This amount will be determined annually based on the requested scope of services, amount of materials and supplies and the numbers served.</p>		
Long-term sustainability of partnership and after school programming		
<p>This special partnership adds new types of programming that would not be possible without the support, expertise, leadership and knowledge SpaceX personnel possess. The involvement with SpaceX would garner interest from children of all ages in the ACE program and provide benefits that truly can't be quantified. The continued development of this forged partnership will lead to the potential for further joint efforts between not just SpaceX, but others as well. Both organizations will work to identify additional services and opportunities that can be sustained over time, including beyond the grant cycle.</p>		
Fiscal Agent - Applicant	Partner Organization	
Authorized official: Theresa A. Capistran	Authorized official: Luisa Torres	
Title of authorized official: Superintendent	Title of authorized official: Executive Assistant	
Signature: 	Signature: 	
Date Signed: 1-21-21	Date Signed: 1/20/2021	

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

Partnership Agreement

The United Way of Southern Cameron County is looking forward to working with the Point Isabel Independent School District as a **21st CCLC Partner**. These partners have participated in the planning and design of this program and agree to support and participate in the activities as outlined in the application and within this document. A more detailed Memorandum of Understanding (MOU) will be agreed upon during the First Quarter Benchmark of this grant, if awarded.

Applicant School District/address		Point Isabel Independent School District 101 Port Road Port Isabel TX 78578
Name/address of Partner Organization	United Way of Southern Cameron County 634 East Levee Street Brownsville TX 78520	
Roles and responsibilities of Partner organization		
<p>The United Way of Southern Cameron County and the Point Isabel Independent School District will participate as partners in this 21st Century Community Learning Center program by working together to provide information, activities, training, and support that are high quality, but not currently available in the centers. This partnership and the activities cited below also are sustainable over the long term, including four (4) continuation years of funding. The roles and responsibilities of the partner organization, United Way of Southern Cameron County, will be to:</p> <ol style="list-style-type: none"> 1. Provide mental health assessments/counseling for students in the 21st CCLC program; 2. Provide job and career resources, information, and support for 21st CCLC students in their pursuit to be career ready; and 3. Work in conjunction with Point Isabel Independent School District 21st CCLC students on the Volunteer Income Tax Assistance (VITA) program. United Way will support PIISD 21st CCLC students in becoming IRS-certified volunteers through professional training. United Way will support PIISD students in providing tax services for the qualifying residents in the community. 		
Costs for services to be provided by the Partner organization		
<p>The Point Isabel ISD 21st CCLC program will provide funding to the United Way of Southern Cameron County through grant monies for the cost of services, including any materials and supplies, being provided as noted above. This amount will be determined annually based on the requested scope of services needed and the numbers served.</p>		
Long-term sustainability of partnership and after school programming		
<p>This partnership is building and adding new types of services and programming that would not be possible without the support of the United Way of Southern Cameron County. The VITA program will support sustainability of the 21st CCLC through its ability to bring publicity and awareness to community members/residents who utilize the VITA services which will now be able to be formed by ACE students. The continued development of this forged partnership will lead to the potential for further joint efforts between not just this organization, but others as well. Both organizations will work to identify additional services and opportunities that can be sustained over time, including beyond the grant cycle.</p>		
Fiscal Agent - Applicant	Partner Organization	
Authorized official: Theresa Capistran	Authorized official: Wendy Hanson	
Title of authorized official: Superintendent	Title of authorized official: VP for Community Impact	
Signature: 	Signature: 	
Date Signed: 1-21-21	Date Signed: Jan. 19, 2021	