



**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 <input type="text"/>	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.

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

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
Academic Needs: Improved growth in Reading/ language arts and Math state assessments	Provide academic intervention in reading, math and demonstrate improved STAAR scores/ GPA by providing daily academic support activities and designated STAAR tutorial days facilitated by PSJA Teachers and contractual partnerships that will provide small group homework instruction and tutoring. Additionally, daily mentorship will be provided by on site 21st century support staff.
Attendance Needs: Students attending 21st CCLC will show a demonstrated improvement in GPA/ Attendance.	Attendance will be tracked for each individual student, incentives for attendance and recruitment will be implemented to address attendance needs. In addition to attendance tracking and incentives, 21st century staff will be trained alongside campus liasons to address student attendance needs and facilitate improvement.
Behavior/Discipline: Students attending 21st CCLC will have a demonstrated decrease in disciplinary referrals and a demonstrated improvement in teacher reported engagement in learning.	Behavioral placement and ISS numbers will be tracked as the year progresses with counseling, mentoring and intervention being utilized as needed. Parental participation and family activities will be implemented to ensure student engagement. Additionally, providing a safe afterschool environment will decrease the number of unsupervised students left at home after school.

5. SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

By the end of the school year, 80% of 21st CCLC regular students who attend 45 days or more will improve academic performance, attendance, behavior and discipline. These performance measures will be indicated by district, state, and student academic reports. Personalized goals for students grades 4-8 according to state assessment data in math and reading/language arts, and for students in grades 7-8 using previous years GPA data will be set. This will ensure that these goals are attainable for the students to meet and follow to ensure that the PSJA 21st CCLC Program will effectively facilitate student growth in the indicated categories. Revisiting goals and measuring progress at the end of each semester will help students and program site coordinators to track progression to ensure that goals are met by the end of 21st CCLC summer programming.

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

DEVELOP & IMPLEMENTATION STAGE JUN-NOV - PSJA ISD will follow ACE Blueprint guidelines to ensure 21st CCLC activities are organized and integrated into: 1) School Community Engagement, 2) Vision, Mission, Goals, 3) Continuous Quality Improvement and 4) Operations, academics, attendance, behavior and family engagement will be the focus as part of the overall program 5) Logic Model, staff will receive resources, materials, orientation and training for policies and procedures for student safety, lesson delivery, content knowledge, recruitment/retention and student assessment scores, pretest scores, attendance records and behavior for Fall Data Collection. Vendors for enrichment will be contacted and selected. District resources will be utilized ensuring communication to stakeholders and the public. Data collected will be analyzed and reviewed for action planning/Fall data submission.

For TEA Use Only:

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

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

ASSESS STAGE – DECEMBER/JANUARY, FEBRUARY/MARCH, APRIL/MAY

The 21st Century Director, center coordinators and other staff will collect, analyze and review data from the first benchmark for feedback and develop actions plans to address areas for continuous improvement. Using all data collections such as observations, grades, attendance reports, disciplinary reports as well as family engagement input and survey completions, an action plan will be created and program adjustments will be implemented to improve student outcomes. Additional recruitment and retention will be analyzed. Data collection will be reviewed and evaluated for adjustments to student action plans to improve engagement, learning, and behavior for Winter data submission. Data will be shared with all stakeholders during monthly meetings. An independent evaluator will be selected and secured to begin formal evaluation of program objectives and outcomes.

Third-Quarter Benchmark

REVIEW STAGE – JUNE/JULY

Action plan checklist, a final review of program goals, performance measure data, grant assurances, and an assessment of program implementation will be analyzed for evaluation and sustainability of the program. Summer program preparations and implementation using assessment data, grades and attendance for additional recruitment and retention of students to address needs of the program. Student pre-test scores will be compared to post-test scores for action plan adjustments. Recruitment numbers will be analyzed to maximize student impact and outcomes. The Family Engagement Specialist will inform all stakeholders of student needs. Working with stakeholders, an Annual Action Plan will be completed for review and submission to TEA. Progress and program implementation will guide Summer program, recruitment, retention and center organization.

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.

BEGINNING OF YEAR - Project Director (PD) will work with district staff to identify Independent Evaluator (IE). A formal agreement with an evaluator will assess the implementation and outcomes of each center over time. The IE will be contracted for research analysis of grades, attendance, behavior, parental involvement and other relevant issues to the after-school program. The PD and IE will outline a schedule for data collection and identify appropriate instruments. The PD and Site Coordinators (SC) will meet with the IE and program staff to establish data collection methods and assist with data analysis and project reports. Results of the evaluations will be used to refine, improve, and strengthen the program and to refine performance measures to accurately assess program effectiveness in meeting stated goals and objectives. Results will be made available to the principal, program staff, and community. A strategic plan will be shared with program stakeholders. A needs assessment will be conducted annually to identify specific needs of Texas ACE students and families. A Logic model will include outcomes aligned to center goals, objectives, student and family needs to serve as a tool for evaluation. WEEKLY - PD and SCs support personnel, and program teachers communicate about implementation of program activities as needed; project meetings with teachers, parents, and families as appropriate to adjust instructional activities. Data on attendance will be collected daily. MONTHLY- PD meets with district staff to communicate updates and program evaluation/ effectiveness; PD works with district-level content area specialists to keep instructional activities on track and aligned with research-based best practices. Data on grades and attendance will be collected every 3 weeks in line with progress and report cards. Data collection instruments will be both qualitative and quantitative and analysis procedures will utilize statistical and analytical presentation procedures to process and present. Implementation benchmarks, milestones, performance objectives for program will be monitored to determine progress. Detailed procedures and systems will be designed during the planning period, and include the following: collect participant grades for each six-week grading period, collect baseline STAAR scores; program trends, evaluations, attendance, program hours, discipline and parent participation data.

For TEA Use Only:

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

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.

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

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.

PSJA ISD has identified a definite need for the expansion of after school programming that is available in the region. While there is after school programming available at PSJA ISD as part of a fee-based “Project Care” program, and local Boys and Girls Club services, there is not a specific program that offers free academic enrichment opportunities during non-school hours. PSJA ISD has identified a strong need to have a well-rounded, after school program that is grounded in academics, student enrichment and mentorships to help students meet state and local student standards in reading and math at no cost. COMMUNITY NEED- According to the NCES Data Dashboard, 34.2% of families live below the poverty line and 41.8% of families receive food stamp/SNAP benefits. The Afterschool Alliance reports that across America, 1 in 5 kids are alone and unsupervised from 3 to 6 p.m. In Texas, there are 1.1 million children alone every day and families spend an average of \$100 per week for after school programs. Barriers to enrollment in after school programs were lack of need, cost, preference for alternative activities and concerns about program quality. In February of 2020, the Afterschool Alliance published a fact sheet on research conducted over the last 20 years on the 21st CCLC program and stated that children who regularly attend high quality out-of-school time programs perform better socially, emotionally, academically, less likely to use drugs, and are more likely to stay in school. DISTRICT NEED ASSESSMENT- A comprehensive campus-based needs assessment process was conducted by a district team of executive officers, administrators, directors, teachers, and the Grants Department to strategically identify and select the district’s top ten campuses with the highest need to host and operate a 21st CCLC program. The analysis included data at the regional, community, district and campus level including data that demonstrated student populations deemed “most in need” for each campus proposed. SCHOOL DISTRICT DATA- 100% of students at identified campuses meet preliminary eligibility criteria set by the grant guidelines to be eligible for schoolwide programs under ESSA, Title I, Part A, Section 1114. PSJA ISD serves over 32,000 students 93% of which are identified as Economically Disadvantaged (ED), 99% Hispanic, 75% are at-risk, and 41% as English learners. Using district TEA TAPR reports, Accountability Ratings, and School Performance data, the following categories were reviewed: overall rating, academic rating, academic growth rating, closing the gap rating and special populations. First priority was to target campuses implementing comprehensive support and improvement activities or targeted support under ESSA Title I, as well as those campuses representing the highest ED, and at-risk populations. As a result of these indicators, campuses with a 85% or higher ED population, 50% or greater of students at risk, and those with an accountability rating of a “B” or lower were identified. Finally, all identified campus principals and other stakeholders were invited to attend a needs analysis meeting to review the grants eligibility and criteria, the compiled data, and a listing of the selected campuses. Principals were given the opportunity to accept being a host site to serve as a 21st CCLC at their campus. This secured the administrator’s commitment and their invested time to conduct a center-level assessment (via online survey) and collaborative efforts to design the proposal. PLAN TO RECRUIT STUDENTS -PSJA ISD will provide 21st CCLC services at 10 campuses. Given the socio-economic characteristics of the district’s student population and the well-documented risk of challenges that they face (i.e. low performance, low participation of minorities) a recruitment campaign will enroll 1,000 K-8th grade students from an eligible pool of approximately 7,577 students who are currently enrolled at eight middle schools and two elementary campuses. Priority will be given to students who are most in need of academic intervention, enrichment and family needs when faced with challenges of enrollment overflow. This program will provide working parents with the security in knowing that their children are safe, receiving quality academic instruction, enrichment activities, and transportation home.

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.)

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.

PSJA ISD 21st CCLC program will provide opportunities for academic enrichment including providing tutorial services to help students, particularly students who do not meet state academic standards. All academic activities will follow the 21st CCLC best practices using intentional program design, and address one or more of the Texas Essential Knowledge and Skills (TEKS) objectives to ensure positive impact in meeting the program objectives to 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). The 21st CCLC Site Coordinator will participate in school support team meetings to ensure coordination between the school day and after school programming. Collectively, teachers, support staff, and contracted service providers will all assist in addressing the identified needs. Collaborative partnerships will be established to provide an array of academic and enrichment activities. Based on student needs, the services will be individualized and small group settings will guide instruction through tutorials and homework assistance. Enrichment activities are designed to not only assist students in mastering identified TEKS, but also to provide positive social experiences that many of the targeted students would not otherwise be able to access.

TUTORIALS & HOMEWORK ASSISTANCE.

Each student will have identified areas for improvement, as determined by the campus intervention team. Students will be assigned to specific tutorials based on benchmark testing grades and teacher referrals. All tutorial sessions will accelerate learning in targeted areas. Students will also have supervised homework sessions after school and have access to the library and computer labs during non-school hours to complete work and use district approved learning tools. All academic activities will be individualized to students' needs and interest. Academic activities will be aligned with day to day instruction. Teachers, support staff, and contracted service providers will assist in addressing the identified needs. The enrichment activities will reinforce and complement with the day to day instruction but will be addressed in a more hands-on and creative approach. All activities will be tracked daily and correlated to performance during the day.

For academic assistance the following high-quality services will be provided: Tutorials in core subjects (math, science, reading, and writing), homework help sessions, computer-based learning systems (number sense), critical thinking, problem solving programs, and intervention methods in language arts and math. ESL practices, peer-tutoring, reading clubs, STAAR review, STAAR testing boot camps, PSAT prep, ACT/SAT prep, virtual journals, E-diaries, computer literacy, computer-assisted learning and instruction. For intensive, TEKS-aligned and specific STAAR tutorials PSJA ISD will contract with private tutoring services to provide strategic, supplemental academic interventions for targeted students in core subject areas with a focus on mathematics and literacy. The lessons will mirror the STAAR Assessment Framework and follow guided review of the specific skills in the TEKS. In addition, test-taking strategies will be embedded in every lesson to help students master the test.

For Enrichment Activities the following high-quality services will be provided: youth development activities, community service, arts and crafts, robotics, technology education programs, STEM and STEAM, birding, drama, music, student clubs, chess, photography, tennis, karate, basketball, volleyball, dance, tumbling and gymnastics, physical fitness and wellness, nutrition and health education, self-defense, sports activities, leadership training, anger management, self-esteem courses, drug and violence prevention, gang prevention, community service projects, counseling/character education, time management and financial management workshops, resume writing, interviewing techniques and other programs tied to workforce skills.

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.)

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.

PROGRAM ACTIVITIES - Each center will develop an array of academic and enrichment activities. The activities to be offered at each campus will be determined through a detailed needs assessment. Allowable and balanced activities will be developed across the four components: Academic Assistance, Enrichment, Family and Parental Support Services and College and Workforce Readiness. All activities will be tracked daily and correlated to performance during the day to ensure student academic achievement, overall student success, and engaging activities for students. The 21st CCL centers will offer the following activities at least 5 days a week: INTENTIONAL ACADEMIC - based on campus level data (STAAR scores, promotion rates, discipline, attendance reports), student level of deficiency data (why students are not mastering certain skills), and needs of the students (voice choice). Currently, all campuses provide basic tutoring funded by other sources, however, the 21st CCLC funding will provide academic activities that are high interest extended learning opportunities that are individualized, high quality, and are targeted to increase students' math, reading and writing performance; HOMEWORK ASSISTANCE - local partnerships and contracted services will provide high quality tutorials using a fun approach to learning helping students develop confidence and skills needed. The differentiated instruction will be based on pre-assessment and/or academic performances to determine their learning needs and geared toward individualized and small group instruction to facilitate students' comprehension of courses. ACCELERATION PROGRAMS - Intensive intervention in reading and math through computer software will be established throughout extended library and computer labs to increase reading and writing performance; COUNSELING - to include prevention, intervention, advocacy, social/emotional issues, career development, anger management, gang prevention etc. to increase confidence and social/emotional skills needed to reduce disciplinary issues; COLLEGE & WORKFORCE - age appropriate activities providing post-secondary career options with topics/discussions in career exploration, college awareness, college visits, resume writing etc.; EXTRACURRICULAR - outdoor/indoor sports programs, theatre arts, cooking, and other highly engaging hands-on activities to enhance academic enrichment and promote health and wellness as well as creativity, critical thinking, collaboration, and communication; PARENTAL ENGAGEMENT - to improving student outcomes include: family literacy/adult ed., ESL, Pre-GED/GED, computer literacy, truancy prevention, workforce training, career employment skills training, and leadership opportunities. PLAN & OVERSIGHT - Upon school dismissal, participating students will remain on campus/center site. After checking in and snacks, all 21st CCLC students will be engaged in active learning though evidenced-based instruction techniques, academic supports, and behavior interventions. All 10 center-level programs will coordinate with the regular school day to address student needs and integrate program activities with campus curriculum. TEKS aligned interventions will be designed to improve student's benchmark, STAAR scores, and overall grades in Math, English/Language Arts, and other core subjects. The enrichment activities that correlate with and complement day to day instruction will be addressed in a hands-on and creative approach to sustain participation and improve student attendance. The scheduling of activities will be implemented by rotating students in age-appropriate groups. Each activity is accompanied by a daily sign in/out sheet to maintain accurate attendance data and to measure safety on an ongoing basis. 21st CCLC will provide students with the following engaging and interactive intentional academic and enrichment activities on a daily basis each term 5 days a week for a total of 15 hrs a week via 45 min rotations: 1.) Individualized and small group assistance focusing on completing daily homework assignments and school projects 2.) individualized small group intervention strategies for core academics in literacy, writing, and math 3.) innovative and intentional enrichment activities. Each center will operate a minimum of 34 weeks per year. For the fall and spring term a minimum of 15 hours per week, 120 m per day, five days per week including a summer term with a minimum of 6 hrs per day, 4 days per week, for 5 consecutive weeks with 1 FT site coordinator, 2 part time (PT) mentors, and 1 PT security officer who will provide daily oversight of the center. Additional PT support staff will provide homework assistance, enrichment activities, tutoring and/or instruction in core subject area as necessary.

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.)

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

PSJA ISD 21st CCLC will form strategic partnerships with engaging content providers who are aligned with the grants purpose and have an invested commitment to a shared vision for youth outcomes. External partners will include partnerships for program services (nonprofit organizations, community organizations, business, and local universities) who will provide programming through contractual services. Shared goals and contract of services will be communicated by signed formal agreements. These external partners provide high quality staff and unique opportunities to extend program offerings to content areas where the program does not have in-house expertise and allows students the opportunity to be exposed to new topics and interests and to learn about new subject matter to which they would not otherwise have access to. A few of our community partners will also contribute materials and in-kind support to enhance program quality and delivery which will be essential for sustainability after grant funds are no longer available. The 21st CCLC program will work closely with several different organizations to provide engaging academic (e.g., STEM, literacy) and enrichment activities that align with the Texas ACE and campus vision for the program, as well as student needs.

ACADEMIC PARTNERSHIP SERVICES:

Providing Certified Teachers Intensive Academic Intervention Training and Student Services on core subjects based on needs assessment; tutoring services; parent involvement training; and establish a Book Adventure Reading Club at each center. Use of effective strategy of personalized learning plans based on each student's individual needs.

ENRICHMENT PARTNERSHIP SERVICES:

Part-time Tutors will provide POWER HOUR math and core subject supplemental support; Youth Mentors will coordinate student activities; SMART MOVES Mentors will coordinate student prevention and youth development activities; and TRIPLE PLAY Mentors will coordinate student recreational and athletic activities. A one-time summer 21st CCLC local chess tournament. Structured lessons, tactics, mathematical problem-solving skills, and practice to increase math achievement. Providing drone, robotics, electronics, and VR activities. Student-ready resources, full teacher support, assessment tools, sample programs, and building instructions. Students will be given resources on how to continue their technology education beyond this camp through various online and local resources.

FAMILY AND PARENTAL SUPPORT PARTNERSHIP SERVICES:

Provide 21ST CCLC participants (parents and their families) educational opportunities that will include: Adult Education, THEA, GED, ESL, other workforce development and employment courses, college awareness, computer literacy, and/or life skill activities.

COLLEGE AND WORKFORCE READINESS PARTNERSHIP SERVICES:

Provide participants workforce and employment training, college awareness, life skills, and activities such as Job Shadow, Career/Leadership Camp, and College & Career Parent/Student Fairs. Relevant programming to adult family members of Texas ACE students related to career-oriented skill building, health and nutrition, community services, financial literacy and other topics that align with parent needs.

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.)

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

The 21st CCLC will have an intentional program design and delivery as a best practice for having a deliberate approach to meet academic and social emotional needs of students that are aligned to campus goals. All academic enrichment activities lesson planning, instructional delivery, and academic support services will have a high degree of calibration with state standards for Texas Essential Knowledge and Skills (TEKS). The Four-Component Activity Guide that includes academic assistance, enrichment, family and parental support services, and college and workforce readiness will define how services will be provided. Programs will provide motivations to maintain student needs and participation.

ACADEMIC ASSISTANCE- Collaborative grouping will be used in the 45 minute rotations. Cooperative learning environments promote student mastery of learning objectives, increase ability to remember concepts, change student attitudes towards the learning experience, allowing students to become skillful at communication. Teachers/tutors can individualize learning allowing for the opportunity to address student learning styles as well.

ENRICHMENT- Cross-curricular enrichment activities used will meet student's academic needs and enhance creativity using a variety of topics. Providing enrichment teaches students goal setting, teamwork, leadership, cognitive thinking abilities and time-management. Mentors will facilitate program activities and serve as role models that will encourage positive student growth and development.

FAMILY AND PARENTAL SUPPORT- Parental support will allow for parents to share the responsibility in their child's learning. Providing parental engagement in student learning is supported by Every Student Succeeds Act (ESSA). Additionally, parental engagement leads to community enrichment. **COLLEGE AND WORKFORCE READINESS-** Providing services and activities including career counseling, industry expert speakers, career research, soft skill training, and mock interviews will enhance workforce awareness amongst middle and elementary school students leading to early college interest, preparation and integration upon transitioning to the high school level. Improving future graduation rates, and eliminating the need for remedial and basic college courses.

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.

TRANSPORTATION NEEDS - PSJA ISD has 43 schools and of the 32,051 students served, 58% (18,500) are provided with daily bus transportation. Bus transportation is of great need as 91.9% of the student body is economically disadvantaged. The school district has its own transportation department and takes great pride in the safety of all students. All buses operate using Versatrans Routing & Planning school bus routing software to manipulate schedules and map out safe routes. Additional safety assurances include GPS tracking system and video cameras on all buses.

Procedures employed to ensure students TRAVEL SAFELY TO AND FROM centers: (1) Immediately following dismissal of the regular school-day, students report to designated center for sign-in (2) At the end of the project day Site Coordinators will ensure students are on the evening bus or are appropriately signed-out.

TRANSPORTATION PLAN - 21st CCLC Program will provide transportation on a daily basis. Logistics will be minimal due to the district proposal to have 10 centers located at campuses at which students are already enrolled. Site coordinators are responsible for arranging students safe travel to the center and to home. Students leaving early from the program are required to be signed out by an approved parent/guardian or designee.

Program participants will be required to have a Participant Registration Form that will designate student's transportation plan identifying how student will leave the program each day. The district will ensure a process is in place to document and address emergency situations, including an emergency readiness plan, emergency contact information, and follow-up documentation.

EDUCATIONAL FIELD TRIPS - Prior to students participating field trips requiring to leave the center, students will be given a Parental Consent Form to be signed by their parent or guardian and returned to 21st CCLC staff. The Parental Consent Form will advise parents/guardian of the time and date of departure/return, and destination. Upon return to campus, procedures for daily pick up of students will be employed.

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.)

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.

PSJA ISD will employ a multi level approach to market and advertise the program by leveraging Social Media, Parental Engagement Centers, and Contractual Partnerships. PSJA Communications Department will design, create, and disseminate both digital and printable posters and fliers for 21st CCLC program announcement using the ACE Resource Kit in both English and Spanish. These materials will include: 21st CCLC program's activities, locations, grade levels to be served, times and dates of operation as well as logos of partners.

SOCIAL MEDIA ANNOUNCEMENTS- Communications Department will post fliers on all school district's social media platforms to announce 21st CCLC program activities, locations, grade levels to be served, times and dates of operation (Facebook, Instagram, Snapchat, Twitter, TikTok). PSJA will post announcement fliers on the selected schools Parental Engagement Facebook pages, on school district website, as well as on the main pages of the selected schools within the program.

PARENTAL ENGAGEMENT CENTERS- District will create and print physical materials and fliers for posting at the selected school entrances as well as all Parental Engagement centers. Parental Engagement Parent Educators will make announcements and explain the program during parent meetings at each of the selected schools with the opportunity to sign up their child for the program.

CONTRACTUAL PARTNERSHIPS- Provide advertisement fliers to be posted at their locations to announce program to community and request that partners share program information via their social media accounts.

8. Demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources at each campus served. If applying for Program Priority 1- Program Integration, include a description of how the grant program will integrate with other TEA or local initiatives designed to increase specific academic student outcomes. Use data to explain how the program will realistically impact short- and long-term goals for student academic achievement.

The PSJA ISD 21st CCLC grant proposal components will be supplemental. All current state and federal grant resources (Title I, TEA, US Dept. Ed., entitlement grants) will remain intact and will coordinate with 21st CCLC services to ensure program alignment. For example, the current after school Title I funded tutoring services will remain intact and will not be supplanted by 21st CCLC program funding. Integration rather than duplication strategies are designed to lay the groundwork for a sustainable program that will continue to impact students beyond the grant period without supplanting current programming. The PSJA ISD 21st CCLC will use district academic curriculum that is aligned to the Texas Essential Knowledge and Skills (TEKS), to ensure quality instruction. The following resources will help complement and enhance the proposed programs utilizing district resources: Social emotional learning and counseling services, college career services, district adult education and parental engagement centers, child nutrition services, campus technology resources, district transportation services, district security and police services, public resources including campuses and facilities (district golf course, playgrounds, outdoor equipment, library, gymnasiums, drama department, computer labs, cafeterias).

PROGRAM IMPACT: District data baselines for Disciplinary Placements (0.8%) and Accountability Ratings for Academic Growth (C, 73%) will be used to guide and set realistic long and short term goals that will prioritize and facilitate student achievement and academic growth. Campuses participating in the 21st CCLC programs will demonstrate a positive trend in academic growth (> 73%) and a reduction of disciplinary placements (< 0.8%) over the course of grant programming. Goals will be aligned with current district short and long term goals for academic achievement, and data from 21st CCLC campuses will be compared to non 21st CCLC campuses to measure internal program effectiveness.

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.

The district will develop a SUSTAINABILITY PLAN that includes specific strategies to help ensure 21st CCLCs will remain in operation after grant funding. Special consideration has been given to key elements that must be sustained in order to ensure that services remain consistent. These key elements are as follows:

VISION – The district will provide a clear and shared mission (vision) statement of the goals and objectives of the program in order to generate support from all stakeholders. In addition, the district will define the scope of activities and scale of operation in order to ensure that stakeholders understand how the initiative fits within the larger community.

STRATEGIC FUNDING ORIENTATION – The district will identify the resources needed to sustain the proposed program. Expected fiscal needs include: use of existing resources, maximizing of available revenue (i.e. federal, state, local, and private), creation of partnerships, and exploring new state and local revenue.

BROAD-BASED COMMUNITY SUPPORT – Nurture community presence and support, encourage family involvement, and build partnerships fostering collaboration and financial support.

STRONG INTERNAL SYSTEMS – Develop a strong fiscal management, accounting, and personnel system.

SUSTAINABILITY PLAN – Develop a written sustainability plan that takes account of short/long-term needs, identifies challenges and obstacles, strategizes to garner needed resources and overcome challenges, identifies, and communicates with key partners. In addition to supporting the growth of the program through outreach, all collaborative partners will have a stake in sustaining the program. PSJA will unite with community stakeholders that have a strong affiliation to the program ensuring their continued support beyond program funding.

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)

PSJA ISD intends to use our own parents as committed volunteers in activities carried throughout 21st CCLCs. It is the mission of PSJA ISD's Parental Engagement Department to develop powerful, strong relationships with family, school and community partners, to help strengthen schools, improve student achievement and increase opportunities for families to become actively engaged in their child's learning. This is a seamless alignment with the 21st CCLC programs goal to engage and offer services to our families. Therefore, it only makes sense to embed their services into the design of our after school centers to assist carrying out intentional activities that the 4 components. PSJA ISD offers parents opportunities to continue education through free structured courses in partnership with a local IHE to earn certification or credentials in various fields. With assistance of additional local and public partners, parents are empowered to fulfill their educational needs. Parents will gain knowledge in careers, employability skills, entrepreneurship and computer literacy through program offerings. All services provided to parents are free of charge. To remain eligible, parents must volunteer a minimum of 15 hours at their child's designated campus each semester. The program is offered at nine different locations so that parents from all over the district can have access to opportunities. Operating a 21st CCLC program at 10 additional campuses at PSJA ISD will create an expansion of parental engagement sites and allow more volunteer opportunities for our parents to become informed and engaged in their child's school campus, become role models and ultimately provide valuable skills and trades for our 21st CCLC students. The parent volunteers will be responsible for leading a broad array of small group "How to" enrichment activities to our students after school. Middle school students will be offered basic "Entrepreneurship Programs" empowering our 21st CCLC students and parents to develop marketable skills and potentially become more self-sufficient. **POLICY**- A background check and internal agreement will be secured by every volunteer through the Parental Engagement Department. The 21st CCLC Parental Engagement Specialist will provide program orientation and assign site placement per center needs. The program volunteers will be responsible for Time Sheets/Sign In and Sign Out Logs.

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.)

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.

PSJA ISD. will take an intentional approach in recruitment targeting schools with student populations that not only reflect a need academically, but socio-economically as well. An awareness ad-campaign will be run by the district Communications Department (COM). COM will create graphics for physical recruitment fliers and ads, as well as help spread program info via social media with the intent of raising parental program awareness. Principals will also help disseminate program information via campus announcements, posting of program ad-materials, and direct parental engagement. Additionally, incentives will be offered for students who actively help recruit their peers to participate in the program. PSJA ISD 21st CCLC will impact 1000 students across the cities of Pharr, San Juan and Alamo with 10 centers each servicing 100 students. In addition to impacting 1000 students district-wide, each center is aiming to retain 90% of program participants still enrolled on the campus, and will establish a pipeline from elementary to middle school in effort to retain program participants that have moved from 5th to 6th grade. Each center will aim to have served a minimum of 40 unique students by the end of the Fall semester, 40 unique students by the end of the Spring semester, and a minimum of 20 unique students during Summer programs for a total of 100 per center. Attendance will be tracked on a daily basis at each center to measure progress towards meeting student attendance goals. Ongoing tracking of progress towards attendance goals will help identify which centers need more assistance in recruitment and retention allowing for strategic re-allocation of resources if needed. PSJA ISD feels confident that as per their internal needs assessment, 100 students is an attainable number of students at the selected campuses. In addition to ongoing tracking, an annual evaluation assessing the attendance and recruitment processes will be conducted for each center to ensure that each center is meeting program attendance and retention goals.

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.

By building relationships with campus leadership, analyzing campus and student assessment data, and using a 21st Century Center Needs Assessment, the 21st CCLC staff will address campus and student needs through a broad array of services, programs and activities during a non-school hour schedule. Staff will include a coordinator, a clerk, and a family engagement specialist to provide academic enrichment, and tutorial services to help students, especially students who attend low-performing schools and those who struggle to meet challenging state academic standards. Center staff will individualize or group students to address performance measures that meet campus and student needs and bring in contractual service partners for enrichment activities to provide a well rounded after school program.

BUDGET PLAN:

A budget will be accessible to the center coordinator to coordinate programs and activities such as a variety of contractual services partnerships that individualize activities and reinforce and/or complement the campus regular academic program. They include youth development activities, service learning, nutrition and health education, drug- and violence-prevention programs, counseling programs, arts, music, physical fitness and wellness programs; technology education programs, financial literacy programs, environmental literacy programs, mathematics, science, career and technical programs, internship or apprenticeship programs, and other ties to an in-demand industry sector or occupation for high school students that are designed to advance the regular academic program of participating students. The budget will be reasonable and necessary to implement the above proposed program, accomplish the program objectives and is aligned with the overall program design and requirements. The budget plan provides each proposed center with sufficient resources for delivering high quality programming including supplies, training and salary.

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

11. PNP Equitable Services

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

- Yes No

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

Are any private nonprofit schools participating in the grant?

- Yes No

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

Assurances

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

Equitable Services Calculation

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

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

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.	Program Director	\$65,000
2.	Program Site Coordinators (10)	\$550,000
3.	Family Engagement Specialist & Clerk	\$60,000
4.	Supplemental Extra Duty Staff	\$234,000
5.	Payroll Benefits	\$273,420

Professional and Contracted Services

6.	Student Mentoring/Enrichment Services	\$190,000
7.	Academic Assistance/Enrichment Services	\$40,000
8.	College/Career/Workforce Readiness Services	\$15,000
9.	Family and Parental Enrichment Services	\$20,000
10.	External Evaluator	\$30,000

Supplies and Materials

11.	Supplies and Materials	\$63,000
12.		
13.		
14.		

Other Operating Costs

15.	Student Transportation (10) sites @ \$6500 per center	\$65,000
16.	In-district/Out of District/Out of State Travel	\$21,100
17.	Supplies-Snack provided to all 10 sites @ \$1000 per site	\$10,000

Capital Outlay

18.		
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"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

For TEA Use Only:
 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: 108909

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	108909026	Augusto Guerra Elementary	0	PK-5	100	35
2	108909016	Daniel Ramirez Elementary	0	PK-5	100	35
3	108909042	Alamo Middle School	4	6-8	100	35
4	108909041	Stephen F. Austin Middle School	6	6-8	100	35
5	108909047	Jaime Escalante Middle School	4	6-8	100	35
6	108909046	Kennedy Middle School	4	6-8	100	35
7	108909044	Liberty Middle School	5	6-8	100	35
8	108909043	Lyndon B. Johnson Middle School	4	6-8	100	35
9	108909048	Audie Murphy Middle School	4	6-8	100	35
10	108909045	Raul Yzaguirre Middle School	6	6-8	100	35

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	108909126	Augusto Guerra Elementary, 807 FM 495, Alamo, TX 78516						PK-5	100	35			
Feeder													
Feeder													
Program Operations		Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks					
Summer Term Jump Start <i>(Must be approved in NOGA)</i>													
Fall Term		09/06/2021			12/17/2021			13 weeks					
Spring Term		01/03/2022			06/03/2022			17 weeks					
Summer Term		06/06/2022			07/07/2022			5 weeks					
Total number of weeks:								35 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	-	-	3:30	6:30	-	-	3:30	6:30	-	-	12:30	6:30	
Tuesday	-	-	3:30	6:30	-	-	3:30	6:30	-	-	12:30	6:30	
Wednesday	-	-	3:30	6:30	-	-	3:30	6:30	-	-	12:30	6:30	
Thursday	-	-	3:30	6:30	-	-	3:30	6:30	-	-	12:30	6:30	
Friday	-	-	3:30	6:30	-	-	3:30	6:30	-	-	-	-	
Saturday	-	-	-	-	-	-	-	-	-	-	-	-	
Sunday	-	-	-	-	-	-	-	-	-	-	-	-	
Total Hours Per Week:	15				15				24				
Adjunct Sites, If applicable (site name and full address)		Audie Murphy Middle School, 924 W. Sioux Rd., Alamo, TX 78516											
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 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	108909116	Daniel Ramirez Elementary, 1920 N. Hibiscus, Pharr, TX 78577						PK-5	100	35			
Feeder													
Feeder													
Program Operations		Start Date (MM/DD/YY):			End Date (MM/DD/YY):				Total Weeks				
Summer Term Jump Start <i>(Must be approved in NOGA)</i>													
Fall Term		09/06/2021			12/17/2021				13 weeks				
Spring Term		01/03/2022			06/03/2022				17 weeks				
Summer Term		06/06/2022			07/07/2022				5 weeks				
Total number of weeks:									35 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	-	-	3:30	6:30	-	-	3:30	6:30	-	-	12:30	6:30	
Tuesday	-	-	3:30	6:30	-	-	3:30	6:30	-	-	12:30	6:30	
Wednesday	-	-	3:30	6:30	-	-	3:30	6:30	-	-	12:30	6:30	
Thursday	-	-	3:30	6:30	-	-	3:30	6:30	-	-	12:30	6:30	
Friday	-	-	3:30	6:30	-	-	3:30	6:30	-	-	-	-	
Saturday	-	-	-	-	-	-	-	-	-	-	-	-	
Sunday	-	-	-	-	-	-	-	-	-	-	-	-	
Total Hours Per Week:	15				15				24				
Adjunct Sites, If applicable (site name and full address)	Lyndon B. Johnson Middle School, 500 E. Sioux Rd., Pharr, TX 78577												
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 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	108909042	Alamo Middle School, 1819 W. Highway 83, Alamo, TX 78516						6-8	100	35			
Feeder													
Feeder													
Program Operations		Start Date (MM/DD/YY):				End Date (MM/DD/YY):				Total Weeks			
Summer Term Jump Start <i>(Must be approved in NOGA)</i>													
Fall Term		09/06/2021				12/17/2021				13 weeks			
Spring Term		01/03/2022				06/03/2022				17 weeks			
Summer Term		06/06/2022				07/07/2022				5 weeks			
Total number of weeks:										35 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	-	-	3:15	6:15	-	-	3:15	6:15	-	-	12:30	6:30	
Tuesday	-	-	3:15	6:15	-	-	3:15	6:15	-	-	12:30	6:30	
Wednesday	-	-	3:15	6:15	-	-	3:15	6:15	-	-	12:30	6:30	
Thursday	-	-	3:15	6:15	-	-	3:15	6:15	-	-	12:30	6:30	
Friday	-	-	3:15	6:15	-	-	3:15	6:15	-	-	-	-	
Saturday	-	-	-	-	-	-	-	-	-	-	-	-	
Sunday	-	-	-	-	-	-	-	-	-	-	-	-	
Total Hours Per Week:	15				15				24				
Adjunct Sites, If applicable (site name and full address)		Stephen F. Austin Middle School, 804 S. Stewart Rd., San Juan, TX 78589											
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 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	108909041	Stephen F. Austin Middle School, 804 S. Stewart Rd., San Juan, TX 78589						6-8	100	35		
Feeder												
Feeder												
Program Operations		Start Date (MM/DD/YY):				End Date (MM/DD/YY):				Total Weeks		
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term		09/06/2021				12/17/2021				13 weeks		
Spring Term		01/03/2022				06/03/2022				17 weeks		
Summer Term		06/06/2022				07/07/2022				5 weeks		
Total number of weeks:										35 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	-	-	3:15	6:15	-	-	3:15	6:15	-	-	12:30	6:30
Tuesday	-	-	3:15	6:15	-	-	3:15	6:15	-	-	12:30	6:30
Wednesday	-	-	3:15	6:15	-	-	3:15	6:15	-	-	12:30	6:30
Thursday	-	-	3:15	6:15	-	-	3:15	6:15	-	-	12:30	6:30
Friday	-	-	3:15	6:15	-	-	3:15	6:15	-	-	-	-
Saturday	-	-	-	-	-	-	-	-	-	-	-	-
Sunday	-	-	-	-	-	-	-	-	-	-	-	-
Total Hours Per Week:	15				15				24			
Adjunct Sites, If applicable (site name and full address)		Alamo Middle School, 1819 W. Highway 83, Alamo, TX 78516										
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 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	108909047	Jaime Escalante Middle School, 6123 S. Cage, Pharr, TX 78577						6-8	100	100			
Feeder													
Feeder													
Program Operations				Start Date (MM/DD/YY):				End Date (MM/DD/YY):				Total Weeks	
Summer Term Jump Start <i>(Must be approved in NOGA)</i>													
Fall Term				09/06/2021				12/17/2021				13 weeks	
Spring Term				01/03/2022				06/03/2022				17 weeks	
Summer Term				06/06/2022				07/07/2022				5 weeks	
Total number of weeks:												35 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	-	-	3:15	6:15	-	-	3:15	6:15	-	-	12:30	6:30	
Tuesday	-	-	3:15	6:15	-	-	3:15	6:15	-	-	12:30	6:30	
Wednesday	-	-	3:15	6:15	-	-	3:15	6:15	-	-	12:30	6:30	
Thursday	-	-	3:15	6:15	-	-	3:15	6:15	-	-	12:30	6:30	
Friday	-	-	3:15	6:15	-	-	3:15	6:15	-	-	-	-	
Saturday	-	-	-	-	-	-	-	-	-	-	-	-	
Sunday	-	-	-	-	-	-	-	-	-	-	-	-	
Total Hours Per Week:	15				15				24				
Adjunct Sites, If applicable (site name and full address)		Kennedy Middle School, 600 W. Hall Acres Rd., Pharr, TX 78577											
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 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	108909046	Kennedy Middle School, 600 W. Hall Acres Rd., Pharr, TX 78577						6-8	100	35			
Feeder													
Feeder													
Program Operations				Start Date (MM/DD/YY):				End Date (MM/DD/YY):				Total Weeks	
Summer Term Jump Start <i>(Must be approved in NOGA)</i>													
Fall Term				09/06/2021				12/17/2021				13 weeks	
Spring Term				01/03/2022				06/03/2022				17 weeks	
Summer Term				06/06/2022				07/07/2022				5 weeks	
Total number of weeks:												35 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	-	-	3:15	6:15	-	-	3:15	6:15	-	-	12:30	6:30	
Tuesday	-	-	3:15	6:15	-	-	3:15	6:15	-	-	12:30	6:30	
Wednesday	-	-	3:15	6:15	-	-	3:15	6:15	-	-	12:30	6:30	
Thursday	-	-	3:15	6:15	-	-	3:15	6:15	-	-	12:30	6:30	
Friday	-	-	3:15	6:15	-	-	3:15	6:15	-	-	-	-	
Saturday	-	-	-	-	-	-	-	-	-	-	-	-	
Sunday	-	-	-	-	-	-	-	-	-	-	-	-	
Total Hours Per Week:	15				15				24				
Adjunct Sites, If applicable (site name and full address)		Jaime Escalante Middle School, 6123 S. Cage, Pharr, TX 78577 Liberty Middle School, 1212 S. Fir St., Pharr, TX 78577											
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 7	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP						Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target					
Center	108909044	Liberty Middle School, 1212 S. Fir St., Pharr, TX 78577						6-8	100	35					
Feeder	108909116	Daniel Ramirez Elementary, 1920 N. Hibiscus, Pharr, TX 78577						PK-5							
Feeder															
Program Operations				Start Date (MM/DD/YY):				End Date (MM/DD/YY):				Total Weeks			
Summer Term Jump Start <i>(Must be approved in NOGA)</i>															
Fall Term				09/06/2021				12/17/2021				13 weeks			
Spring Term				01/03/2022				06/03/2022				17 weeks			
Summer Term				06/06/2022				07/07/2022				5 weeks			
Total number of weeks:												35 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	-	-	3:15	6:15	-	-	3:15	6:15	-	-	12:30	6:30			
Tuesday	-	-	3:15	6:15	-	-	3:15	6:15	-	-	12:30	6:30			
Wednesday	-	-	3:15	6:15	-	-	3:15	6:15	-	-	12:30	6:30			
Thursday	-	-	3:15	6:15	-	-	3:15	6:15	-	-	12:30	6:30			
Friday	-	-	3:15	6:15	-	-	3:15	6:15	-	-	-	-			
Saturday	-	-	-	-	-	-	-	-	-	-	-	-			
Sunday	-	-	-	-	-	-	-	-	-	-	-	-			
Total Hours Per Week:	15				15				24						
Adjunct Sites, If applicable (site name and full address)		Kennedy Middle School, 600 W. Hall Acres Rd., Pharr, TX 78577													
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 8	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	108909043	Lyndon B. Johnson Middle School, 500 E. Sioux Rd., Pharr, TX 78577						6-8	100	35			
Feeder	108909116	Daniel Ramirez Elementary, 1920 N. Hibiscus, Pharr, TX 78577						PK-5					
Feeder													
Program Operations				Start Date (MM/DD/YY):				End Date (MM/DD/YY):				Total Weeks	
Summer Term Jump Start <i>(Must be approved in NOGA)</i>													
Fall Term				09/06/2021				12/17/2021				13 weeks	
Spring Term				01/03/2022				06/03/2022				17 weeks	
Summer Term				06/06/2022				07/07/2022				5 weeks	
Total number of weeks:												35 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	-	-	3:15	6:15	-	-	3:15	6:15	-	-	12:30	6:30	
Tuesday	-	-	3:15	6:15	-	-	3:15	6:15	-	-	12:30	6:30	
Wednesday	-	-	3:15	6:15	-	-	3:15	6:15	-	-	12:30	6:30	
Thursday	-	-	3:15	6:15	-	-	3:15	6:15	-	-	12:30	6:30	
Friday	-	-	3:15	6:15	-	-	3:15	6:15	-	-	-	-	
Saturday	-	-	-	-	-	-	-	-	-	-	-	-	
Sunday	-	-	-	-	-	-	-	-	-	-	-	-	
Total Hours Per Week:	15				15				24				
Adjunct Sites, If applicable (site name and full address)		Raul Yzaguirre Middle School, 605 E. FM 495, San Juan, TX 78589 Daniel Ramirez Elementary, 1920 N. Hibiscus, Pharr, TX 78577											
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	108909048	Audie Murphy Middle School, 924 W. Sioux Rd., Alamo, TX 78516						6-8	100	35			
Feeder	108909126	Augusto Guerra Elementary, 807 FM 495, Alamo, TX 78516						PK-5					
Feeder													
Program Operations				Start Date (MM/DD/YY):				End Date (MM/DD/YY):				Total Weeks	
Summer Term Jump Start <i>(Must be approved in NOGA)</i>													
Fall Term				09/06/2021				12/17/2021				13 weeks	
Spring Term				01/03/2022				06/03/2022				17 weeks	
Summer Term				06/06/2022				07/07/2022				5 weeks	
Total number of weeks:												35 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	-	-	3:15	6:15	-	-	3:15	6:15	-	-	12:30	6:30	
Tuesday	-	-	3:15	6:15	-	-	3:15	6:15	-	-	12:30	6:30	
Wednesday	-	-	3:15	6:15	-	-	3:15	6:15	-	-	12:30	6:30	
Thursday	-	-	3:15	6:15	-	-	3:15	6:15	-	-	12:30	6:30	
Friday	-	-	3:15	6:15	-	-	3:15	6:15	-	-	-	-	
Saturday	-	-	-	-	-	-	-	-	-	-	-	-	
Sunday	-	-	-	-	-	-	-	-	-	-	-	-	
Total Hours Per Week:	15				15				24				
Adjunct Sites, If applicable (site name and full address)		Raul Yzaguirre Middle School, 605 E. FM 495, San Juan, TX 78589 Augusto Guerra Elementary, 807 FM 495, Alamo, TX 78516											
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	108909045	Raul Yzaguirre Middle School, 605 E. FM 495, San Juan, TX 78589						6-8	100	35			
Feeder													
Feeder													
Program Operations		Start Date (MM/DD/YY):				End Date (MM/DD/YY):				Total Weeks			
Summer Term Jump Start <i>(Must be approved in NOGA)</i>													
Fall Term		09/06/2021				12/17/2021				13 weeks			
Spring Term		01/03/2022				06/03/2022				17 weeks			
Summer Term		06/06/2022				07/07/2022				5 weeks			
Total number of weeks:										35 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	-	-	3:15	6:15	-	-	3:15	6:15	-	-	12:30	6:30	
Tuesday	-	-	3:15	6:15	-	-	3:15	6:15	-	-	12:30	6:30	
Wednesday	-	-	3:15	6:15	-	-	3:15	6:15	-	-	12:30	6:30	
Thursday	-	-	3:15	6:15	-	-	3:15	6:15	-	-	12:30	6:30	
Friday	-	-	3:15	6:15	-	-	3:15	6:15	-	-	-	-	
Saturday	-	-	-	-	-	-	-	-	-	-	-	-	
Sunday	-	-	-	-	-	-	-	-	-	-	-	-	
Total Hours Per Week:	15				15				24				
Adjunct Sites, If applicable (site name and full address)		Lyndon B. Johnson Middle School, 500 E. Sioux Rd., Pharr, TX 78577 Audie Murphy Middle School, 924 W. Sioux Rd., Alamo, TX 78516											
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)													
Parent/Legal Guardian Activities													