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 **Texas City Independent School District**

Campus name [ ]   CDN **084906**   Vendor ID **1746002392**   ESC **4**   DUNS **074194945**

Address **1700 Ninth Avenue North**   City **Texas City**   ZIP **77590**   Phone **409-916-0100**

Primary Contact **Dr. James Willison**   Email **jwillison@tcisd.org**   Phone **409-916-0110**

Secondary Contact **Kimberly Richardson**   Email **krichardson@tcisd.org**   Phone **713-870-2851**

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 **Susan Myers**   Title **Deputy Superit**   Email **smyers@tcisd.org**

Phone **409-916-0111**   Signature *Susan Myers*   Date **01/21/2021**

Grant Writer Name **Kimberly Richardson**   Signature **Kimberly Richardson** Digitally signed by Kimberly Richardson Date: 2021.01.21 14:44:45 -06'00'   Date **01/21/2021**

⦿ 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
Academic Support for Reading/Language and Math TCISD Improvement Plan 2019-2020, Goal 1: Performance Objective 1: Improve the performance of all students to meet or exceed state averages as measured on state assessments.	The TCISD Cycle 11 ACE program will provide hands-on academic reading/ Language Arts activities that support regular day instruction and integrate Texas Home Learning lessons into afterschool programming.
Increase Student Attendance TCISD Improvement Plan 2019-2020, Goal 6: Performance Objective 5: Increase student attendance, improve graduation rates, decrease truancy referrals	The TCISD Cycle 11 ACE program will provide engaging activities based on student interest (voice and choice) and develop relationships to foster a sense of belonging and connection to caring adults. In addition, Family Engagement opportunities will promote involement in student education.
Improve Behavior TCISD - District Improvement Plan 2019-2020, Goal 6: Performance Objective 2: Assist students in developing socially appropriate problem solving skills.	The TCISD Cycle 11 ACE will utilize the social emotional learning (SEL) curriculum, Character Strong, to see the desired result of improved attendance and behavior. Character Strong features lessons designed to teach SEL and character development concurrently.

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 Cycle 11 Year 1 on July 31st, 2022, 75% of TCISD students who have regularly attended the 21st Century ACE program will demonstrate increased scores in the areas of Math and Reading, improved regular day school attendance, and an elevated understanding of the core social emotional learning principles.

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

Goal 1: 25% of ACE students targeted for Math and/or Reading needs grade level standards on state and/or local assessments.
Goal 2: 25% of ACE students targeted for attendance will demonstrate improvement in daily attendance.
Goal 3: By the end of the first quarter, 35% of students enrolled ACE will have participated in after school activity.

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RFA/SAS #   **701-21-102**   **2021-2022 Nita M. Lowey 21st CCLC Cycle 11, Year 1**   Page 2 of 15

6. Measurable Progress (Cont.)

Second-Quarter Benchmark

Goal 1: 55% of ACE students targeted for Math and/or Reading needs grade level standards on state and/or local assessments.

Goal 2: 55% of ACE students targeted for attendance will demonstrate improvement in daily attendance.

Goal 3: By the end of the first quarter, 55% of students enrolled ACE will have participated in after school activity.

Third-Quarter Benchmark

Goal 1: 85% of ACE students targeted for Math and/or Reading needs grade level standards on state and/or local assessments.

Goal 2: 85% of ACE students targeted for attendance will demonstrate improvement in daily attendance.

Goal 3: By the end of the third quarter, 85% of students enrolled ACE will have participated in after school activity.

7. Project Evaluation and Modification

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

The 21st CCLC program will develop a local evaluation following the recommendations found in the Texas ACE Local Evaluation Guide. Findings from the local evaluation will (1) assist in ongoing program improvements and (2) build a case for sustainability. A stakeholder team, assembled by the Project Director, will oversee tasks within each improvement stage and will develop a timeline for key events such as logic model completion, needs assessment update, and data collection. Attendance data will be collected and analyzed every two weeks to identify and address issues. In addition, the program will implement pre/post knowledge assessments for activities. Data will be collected quarterly from a variety of sources including surveys, observations, state and local assessments, focus groups, TX 21st and TCISD data. Performance data will be collected five times per year: baseline from prior year and/or upon enrollment in the program, and then once each quarter of the academic year. Collected data will be analyzed, reviewed collaboratively, and reported to determine the extent to which goals and objectives are met at each Center. Specific program evaluation questions will be developed to reveal whether or not program services match intended program goals, disclose program gaps, and highlight successes. Questions will include: (1) Were the baseline and quarterly data sufficient to show change? (2) Which activities/strategies provided the highest/lowest impact? (3) Did the program follow the planned activities and interventions? Data driven responses will enable project leaders to assess progress toward goals, objectives, and benchmarks. Campus programs will be modified each quarter when evaluation data indicates lack of progress in meeting goals. Possible action steps taken to improve program include: Additional analysis to determine root causes, adopt new ways to improve and measure outcomes, discontinue or adapt activities, and providing staff support. Action step procedures will be documented when benchmarks or summative SMART goals do not show progress. Documented examples of goal progression will illustrate the program's impact on participants, families, schools, and the community. The results will be shared with external and internal stakeholders for future sustainability. Demonstrating positive impact can help to secure funding and other resources that will allow the program to continue to operate.

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RFA/SAS # | 701-21-102 | 2021-2022 Nita M. Lowey 21st CCLC Cycle 11, Year 1 | Page 3 of 15

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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RFA/SAS # | 701-21-102 | **2021-2022 Nita M. Lowey 21st CCLC Cycle 11, Year 1** | Page 4 of 15

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.

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a. Texas City, located in Galveston County and 40 miles from the Port of Houston, is a suburb of Houston. It is surrounded by major highways, bordered by the petrochemical industry, and home to the Texas City Dike, the longest man-made fishing pier in the world, stretching 5.3 miles into Galveston Bay. A mapping of the community located assets and resources show a local library, railroad museum, food bank, community centers, and over 40 parks. Parents engaged in shift work at the petrochemical complex face unique challenges which are a need that could be served at all seven of the campuses proposed. Campus ACE programs fill the gap time between school and work by providing a safe place for children and increase employment potential and stability.

b. Texas City Independent School District serves over 8,200 students (Pre-K thru 12th grade) in 14 schools. The majority of students are Hispanic (39.9%) and African American (31.6%). District statistics representing long-lasting problems found throughout the community include: students with disciplinary placement (5.2%) is above the state percentage (1.5); students Economically Disadvantaged (78.6%) is above the state percentage (60.33); At-Risk (60.4%) is above the (50.6) state percentage. In order to assess the ongoing need for 21st CCLC programming Texas City Independent School District (TCISD) reviewed with both internal and external stakeholders how the services would address the district-wide needs assessment and needs identified in multiple local data sources. Internally, stakeholders from each proposed site were consulted for their input. External stakeholders were engaged through community meetings to discuss how local areas of need could be improved upon during afterschool time.

Using TEA 2020 Accountability Reports, seven district campus were identified as possible afterschool locations. Meeting grant criteria was confirmed. All seven have an At-Risk population above the (50.6) state percentage. Stakeholders were provided feedback opportunities to suggest different objectives/activities and through surveys, meetings, and focus groups. Stakeholders included district leadership, teachers, paraprofessionals, school staff, parents/guardians, community members, and students. Four are identified for Targeted Support. An overall picture of campus needs was determined through a center-level needs assessment. The following student populations (with estimated number of students/percent eligible per campus) were found to be "most in need" at each proposed site: Guajardo Elementary – Economically Disadvantaged Students (400/83.1%), Heights Elementary – ESL Students (90/20%), Kohfeldt Elementary – ESL Students (115/21.8%), Roosevelt Wilson Elementary – ESL Students (105/16.9%), Levi Fry Intermediate – English Learners (72/7.8%), Blocker Middle – Writing/Social Studies STAAR Scores (300/35%) and Texas City High – Reading/Mathematics STAAR Scores (550/32%).

c. Site Coordinators will implement a targeted recruitment plan and collaborate with campus staff to identify and recruit students most in need of services. A qualification rubric using risk factors aligned with quantifiable needs will be completed for each potential student. The identified risk factors will include: (1) lowest 30% in reading; (2) lowest 30% in math; (3) identified as academically at-risk by teachers; and (4) English Language Learners. Students meeting all risk factors will be enrolled first followed by students scoring one less risk factor. This process continues with each subsequent group having one less risk factor. Performance percentages will increase the lowest 50% after all efforts have been made to recruit students meeting the 30% criteria.

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RFA/SAS # | 701-21-102 | **2021-2022 Nita M. Lowey 21st CCLC Cycle 11, Year 1** | Page 5 of 15

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.

Intentional programming leads to success. "Structured programming that is intentional and specifically targets clear goals and outcomes is a central component of numerous studies examining the features of quality afterschool programs." (Taking a Deeper Dive into Afterschool: Positive Outcomes and Promising Practices, Afterschool Alliance, February 2014) The four best practices associated with intentional program design will drive center programing. (1) providing sequenced activities; (2) using active forms of learning and engaging students (3) focusing time and resources on skill development and instruction; (4) developing clear and explicit earning goals and letting students know what the goals are. Data will be gathered and analyzed quarterly to assess progress and the quarterly benchmarks. Results will measure progress, identify strengths, areas of improvement, and drive future program decisions and design. Academic standards as defined by the grant's measures of effectiveness by providing students with activities such as TEKS-aligned academic assistance in core subject areas; developing an increased interest in learning through innovative hands-on activities; integrating Character Strong curriculum/ activities to equipping students with the tools necessary to forge stronger and effective working relationships with adults which allows for greater engagement during their regular day learning and lowers the number of behavioral interventions. A center-level goal for Year 1: By July 31, 2022, 5th grade students who regularly attend 21st CCLC program will demonstrate academic growth in the subject area of math on local or state assessments. An ACE Student Specific Needs Assessment will be developed for each center by the Site Coordinator and center stakeholders. A foundation for intentional program design has been established based on individual campus needs.

Guajardo Elementary will focus on recruiting those students designated as Non-Proficient on the prior year STAAR to directly engage in targeted academic instruction in the areas of Reading and Mathematics.

Heights Elementary will focus on improving state assessment scores in the academic areas of Reading and Mathematics and recruiting students enrolled in the English as a Second Language (ESL) program.

Kohfeldt Elementary will place an emphasis on state assessment scores with an increased focus in the area of Writing. In addition to these focal areas, targeted recruitment will be conducted within the student population enrolled in the ESL program.

Roosevelt-Wilson Elementary will focus on recruiting students designated as Non-Proficient on the prior year STAAR to directly engage in targeted instruction in the area of Mathematics. Additional focus will be given to students enrolled in the ESL program.

Levi Fry Intermediate will place a focus on improving student performance on state assessments in the subject areas of Reading and Mathematics. An additional area of focus should be placed on students previously enrolled in ESL programs at the elementary level who may be at-risk for falling behind academically since having that support removed.

Blocker Middle will promote growth in the state assessment areas of Writing and Social Studies. Additional focus placed on increasing student engagement using targeted interventions to develop skills in the areas of time management, goal setting, and personal organization.

Texas City High will focus on improving students' performance in state assessments in the areas of Mathematics and Reading. Program staff will develop meaningful connections with students to promote improved school day attendance and graduation rates.

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RFA/SAS # | 701-21-102 | 2021-2022 Nita M. Lowey 21st CCLC Cycle 11, Year 1 | Page 6 of 15

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.

After school activities at all seven participating centers will include academic assistance from certified teachers in their respective core subjects; academic enrichment activities provided by certified teachers and/or paraprofessional staff members that will include literary, visual, and performing arts as well as STEM; and specialized services for English as a Second Language (ESL) students and their adult family members. Personal enrichment activities will such as aviation; an etiquette class; a music program; culinary arts; health and nutrition education; and physical fitness activities such as sports intramurals and zumba classes. Additional services include drug/alcohol prevention programming provided by DePelchin Children's Center; counseling services provided by Resolve It, Inc.; and SMART Family Literacy providing services to improve reading levels of both students and their parents. These activities are all separate and unique from the services provided during the regular school day, yet complimentary to the materials being taught to students during the school day as well as other student needs identified by the regular school day teachers. This will be ensured by consistent communication and collaboration between after school and regular school day staff. Adult family members will receive ESL and GED education services; information on higher education opportunities, including financial aid, "homework help" to teach parents how to help their children with homework assistance; and information on career opportunities such as resume/cover letter workshops, interviewing skills, and job skills related training opportunities.

The program is designed to offer a range of creative, engaging, and educational programming to both support and extend the academic and personal enrichment of the program's participants and their families. Academic Assistance and Enrichment activities will provide extended learning time to help reinforce the ideas students learn during the regular school day. Parents will received Homework Help classes to teach them how to effectively assist their students complete assignments, class projects, and presentations. Overall grades and standardized testing scores will improve for all participants. The hands-on, project-based academic enrichment activities will create student interest in the regular school day lessons. Student centered learning will ensure individualization based on each student's specific, personal needs and learning style. A variety of interesting and fun personal enrichment activities provided by quality partners will also keep students engaged in the learning process as well as see an overall improvement in their lives. It is expected that because of this, students will increase their attendance rates and be more engaged during the regular school day. This in turn has a ripple effect. Increased student engagement and attendance rates lead to an improvement in the high school's graduation rate and a similar improvement in the other grade level's promotion rates. The college and career readiness activities provided by partners will lead to more students showing an interest in pursuing higher education or a trade school upon graduation. The counseling and personal enrichment activities will lead to fewer instances of behavioral issues, shown through discipline referral statistics. The health and nutrition aspect of the program will lead students to live healthier through an increase in daily physical fitness; increased knowledge in nutrition and how to prepare healthy meals; an increase in physical endurance, strength and flexibility; and a decrease in body fat percentage or body mass index, resting heart rate, and other health factors. The ESL students and their adult family members will increase their proficiency in the English language due to the specialized services provided. Services provided to adult family members will improve their living conditions by obtaining their GED, continuing their education, or obtaining a higher quality job, which will in turn improve student home life.

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RFA/SAS # | 701-21-102 | 2021-2022 Nita M. Lowey 21st CCLC Cycle 11, Year 1 | Page 7 of 15

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

TCISD has formed partnerships with several organizations that have a proven track record of success in providing effective programs to children and youth.

TCISD has a planned partnership with the Galveston County Food Bank (GCFB) for the 21st CCLC Cycle 11 program. The partnership will be based around providing a healthy cooking class and a meal kit to students enrolled in 21st CCLC programming and their families. Two needs identified through external and internal stakeholder meetings were the availability of healthy food options within the community as well as the knowledge to use those foods in the preparation of healthy meals. TCISD will provide the ingredients and the participants. GCFB will provide the nutrition planning and cooking expertise. Similar programs have been implemented in the local county and have been sustained through smaller grants which GCFB has received from various foundations. This partnership would allow GCFB to expand access to the healthy eating program to include families from within TCISD's service area.

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9. Statutory/Program Requirements (Cont.)

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

The following evidence-based best practices will be utilized in the 21st CCLC Program's educational and related activities:

Active Learning - Active Learning class time is directed by, "what do students need to be able to do, and what do they need to know in order to do this?". As a result, most of the course content learning is outside of class, and class time focuses on how to use the content for solving relevant, interesting, and significant problems (University of Oklahoma Center for Teaching Excellence). Research suggests that audience attention in lectures starts to wane every 10 - 20 minutes. Active learning reinforces important material, concepts, and skills; provides more frequent and immediate feedback to students; addresses different student learning styles; provides students with an opportunity to think about, talk about, and process course material, creates personal connections to the material for students, which increases their motivation to learn; allows students to practice important skills, such as collaboration, through pair and group work; builds self-esteem through conversations with other students; and creates a sense of community in the classroom through increased student-student and instructor-student interaction (Cornell University Center for Teaching Excellence).

Total Physical Response - Total Physical Response (TPR) is a method for teaching language that combines speech and action. It is based on the physical response building coordination between speech and action. This method is commonly used teaching English as a second language where students learn new words while watching and imitating what the teacher says and demonstrates physically. The association between the action and speech leads to faster comprehension of vocabulary.

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 safety procedures are in place to ensure all TCISD students travel safely from each center and home. Site coordinators at the seven program sites will assess transportation needs of participating students and develop a dismissal plan which includes rosters for each transportation routine. TCISD students will attend program at their home campus so busing to morning or afternoon program is eliminated as a need. At the end of daily program, all students are escorted to a designated dismissal location. In an effort to foster relationships with parents/guardians and encourage adult participation, site coordinators will encourage parents/guardians to pick their student up at the end of program. Safety procedures for car riders and walkers accompanied by a parent/guardian are: (1) authorized parent(s) or the documented adult alternate must pick up child (2) alternate adult pick up must present photo ID matching center records (3) maintaining a dismissal log (4) all adults picking student up in a car must display the ACE provide identification card (5) center staff escorts students to their car.
If lack of transportation from program is a participation barrier, busing will be offered utilizing the TCISD transportation department. All district transportation policies will be followed when busing students for an off-site activity and busing from program to home. The site coordinator at each program will provide the transportation department with a bus rider roster detailing names of student and parent, address, and contact numbers. Roll call before the bus departs from the center provides drivers and monitors with attendance information.

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RFA/SAS # | 701-21-102 | **2021-2022 Nita M. Lowey 21st CCLC Cycle 11, Year 1** | Page 9 of 15

9. Statutory/Program Requirements (Cont.)

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

The Project Director and Family Engagement Specialist will work together to develop Cycle 11 promotional materials that advertise program locations, activities, and benefits. This information will be communicated to TCISD staff, students, parents, and the community. Materials will be translated into Spanish and other languages, as necessary.

Information outreach strategies include:
- Flyers and brochures to be sent home by students and through mailings
- Automated telephone messages sent to targeted students' homes
- Announcements made in the local newspaper
- Information posted on district and campus websites
- Community partners contacted via phone calls and information will be provided
- Information posted on the district's Facebook and Twitter pages
- Information sessions conducted on each campus served
- Advertisement posters displayed at each center
- Information handed out at school registration on every campus served
- Information sessions conducted at campus and district meetings
- Information posted on school marquees

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.

Each Cycle 11 Site Coordinator will meet with their campus administrator a minimum of once during the first three months of grant award to review the center-level needs assessment. Resources, common challenges and goals will be identified. Ways to coordinate funding will be identified such as providing additional staff development, engaging parents with additional learning sessions designed to develop homework assistance skills, and ways to expand social emotional learning components.

Program Priority 1 – 21st CCLC Program Integration:
The Cycle 11 program will integrate the Texas Home Learning into afterschool programming to support academic learning objectives. Texas Home Learning provides high quality instructional materials for grades pre-kindergarten through 12th grade. The nature of the Texas Home Learning lessons will allow the 21st CCLC program to offer targeted academic assistance based upon groupings of student needs. In addition, The Cycle 11 program will utilize the online professional development activities available through Texas Home Learning. Each of the Cycle 11 Site Coordinators hold individual training conferences with their staff to identify areas for improvement and develop a training schedule and timeline.
Short term goal: By December 15th, 2021, 50% percent of TCISD Cycle 11 front-line staff will have successfully completed one professional development workshop provided Texas Home Learning.
Long term goal: Annually, 80% percent of TCISD Cycle 11 front-line staff will have successfully completed two professional development workshop provided Texas Home Learning.

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RFA/SAS # | 701-21-102 | 2021-2022 Nita M. Lowey 21st CCLC Cycle 11, Year 1 | Page 10 of 15

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 resources provided by this grant will allow seven TCISD campuses to provide engaging activities designed to meet the needs of At-Risk students and their families. To help secure funding and other resources,success will be shared with internal and external stakeholders to demonstrating the positive impact of afterschool programing. Information about the programs benefits will also be shared with community members through ACE marketing activities which include a monthly newsletter and a strong social media presence.

TCISD staff is currently developing partnerships to enhance Cycle 11 programing and continue when funding ends. Through an additional collaboration of funds, students enrolled at a local college are matched with an ACE center's programing needs and interviewed for an ACE position. Appropriate candidates will join the ACE staff. The federal funds provided through the Cycle 11 grant will provide the employment opportunity for these students and federal funds through the college work-study program will pay their salaries. Other partnerships for continuation include the local food bank, a non-profit organization dedicated to improving child and adult literacy, and two mental wellness organizations. Funding provided under this grant will allow the time and opportunity for ACE staff to nurture these partnerships and build others.

TCISD will also form a 21st CCLC Advisory Board comprised of students, teachers, parents, and members of community agencies and businesses. The Project Director will collect and maintain documentation of board meetings, such as minutes and attendance lists. The Advisory Board will address 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)

The Family Engagement Specialist will distribute a general notice for volunteers of the program. All ACE staff will participate in ongoing solicitation of volunteers for programing and sustainability purposes. Volunteers coming forward with an interest in participating will be interviewed to determine qualities such as specialized skill, talents, hobbies/interests, qualifications, and experience with children. Interview results will be logged in volunteer file. During program planning and modification, the file will be consulted to match potential volunteers with intentional activities. Volunteers that fit the needs of a program will follow TCISD procedures and register with the district using the district's volunteer tracker and complete requirements such as background check. Once a volunteer has completed the necessary steps and is cleared to on a campus, the Project Director is notified by the district's Human Resource Department and the Site Coordinator is given clearance to proceed with the process. The volunteer must attend a site training to learn about district, campus, and site procedures and expectations.

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

RFA/SAS #   701-21-102   2021-2022 Nita M. Lowey 21st CCLC Cycle 11, Year 1   Page 11 of 15

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.

Students/parents will be contacted directly and enrollment encouraged. Student retention strategies include but are not limited to (1) providing engaging programing that embeds academics within project-oriented activities so the program does not feel like school (2) providing diverse opportunities for leadership, peer cooperation (3) developing positive relationships (4) framing the program in a fun light to avoid potential stigma (5) using data analysis to identify/address attendance issues/ barriers (6) enticing the student with high-interest, hands-on, and engaging activities (7) engage families, through focused outreach and inclusion of high-interest adult services (8) educating parents and students on the benefits of regular attendance in the ACE program (9) recruiting highly qualified staff who are popular among students.

SMART Goals for attendance and dosage: (1) By the end of the 2021-22 fall semester, each grantee center will have meet 45% of Proposed "Regular" Student target. (2) By the end of the 2021-22 spring semester, each grantee center will have meet 90% of Proposed "Regular" Student target. (3) By the end of the 2021-22 summer semester, each grantee center will have meet 100% of Proposed "Regular" Student and proposed Parent/Legal Guardian Targets.

12. Describe how the center-level needs assessments informed the proposed center operations schedule and corresponding staffing and budget plans. Describe how the plan will help meet the measures of effectiveness and student service targets while maintaining center-level quality.

The center-level needs assessment acts as a program guide, assisting in linking identified participant needs to daily center activities and the operational schedule / procedures necessary for successful implementation such as securing space for student and family activities and developing proactive policies and procedures.

Available resources are identified and linked to program objectives. Staffing plans are created by matching staff availability, qualifications/skills/interests with intended activities and determine the number of staff necessary to instruct / supervise activities. The center-level needs assessments also determines what areas of focus will be supported financially and budget plans are aligned to ensure prober budget and resource allocations.

The Project Director will hold regularly scheduled meetings with each Site Coordinator to measure effectiveness and student targets. Relevant data is collected and analyzed to identify and needs of students, families, campuses; determining root causes, they are prioritize and improvement strategies implemented. Monitoring implementation and goal progress is necessary to maintain quality. Ongoing formal and informal observations will be conducted by the Project Director and Site Coordinators. The findings reflect the quality of instruction, student engagement, and attendance. Programming will be adjusted to reflect findings.

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

RFA/SAS # | 701-21-102 | 2021-2022 Nita M. Lowey 21st CCLC Cycle 11, Year 1 | Page 12 of 15

10. Equitable Access and Participation

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

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

Group		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

11. PNP Equitable Services

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

○ Yes ● No

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

Are any private nonprofit schools participating in the grant?

○ Yes ○ No

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

Assurances

☐ The applicant assures that it discussed all consultation requirements as listed in Section 1117(b)(1), and/or Section 8501(c)(1), as applicable with all eligible private nonprofit schools.

☐ The applicant assures the appropriate Affirmations of Consultation will be provided to the TEA Private Schools Ombudsman in the manner and timeline to be requested.

☐ The applicant assures that the total grant award requested includes any funding necessary to serve eligible students from private nonprofit schools within the attendance area of the public schools to be served by the grant.

Equitable Services Calculation

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

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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

#	Activity	Amount
1.	1 full-time project drector (required)	$93,372
2.	7 full-time site coordinators (required)	$469,000
3.	1 full-time family engagement specialist (required)	$76,916
4.	other: administrative assistant, program staff to supervise and instruct students	$420,060
5.	employee benefits	$157,948

Professional and Contracted Services

#	Activity	Amount
6.	vendors to provide engaging student/family activities and professional develop	$175,000
7.		
8.		
9.		
10.		

Supplies and Materials

#	Activity	Amount
11.	student / family activity supplies	$152,204
12.	center and grantee operating supplies	$23,000
13.	technology such as laptops, monitors, docking stations, and printers to oversee programs	$25,000
14.		

Other Operating Costs

#	Activity	Amount
15.	student travel (busing)	$70,000
16.	travel and conference fees	$25,000
17.	educational field trips (allowable per program guidelines)	$12,500

Capital Outlay

#	Activity	Amount
18.		
19.		
20.		

Direct and indirect administrative costs: 0

TOTAL GRANT AWARD REQUESTED: $1,700,000

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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

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: 1746002392

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	084906105	Roosevelt-Wilson Elementary School 301 16th Avenue N, Texas City, TX 77590	0	K-4	155	50
2	084906102	Heights Elementary School 300 North Logan, Texas City, TX 77590	0	K-4	100	50
3	084906103	Kohfeldt Elementary 1705 13th Avenue North, Texas City, TX 77590	0	K-4	155	50
4	084906104	Manuel Guajardo, Jr. Elementary 2300 21st St N, Texas City, TX 77590	0	K-4	100	50
5	084906101	Levi Fry Intermediate 300 25th Ave. N. Texas City, TX 77590	0	5-6	155	50
6	084906041	Blocker Middle School 1800 9th Ave. N. Texas City, TX 77590	0	7-8	100	30
7	084906001	Texas City High School 1431 9th Ave. N. Texas City, TX 77590	0	9-12	100	30
8						
9						
10						

Texas ACE Center Operations Schedule (one per center)		Program Year 2021-2022

(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.

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	084906105	Roosevelt-Wilson Elementary School 301 16th Avenue N, Texas City, TX 77590	K-4	155	50
Feeder					
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start *(Must be approved in NOGA)*			
Fall Term	09/07/2021	12/14/2021	13
Spring Term	01/10/2022	05/10/2022	16
Summer Term	06/06/2022	07/07/2022	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			3:30	6:30			3:30	6:30	8:00			2:00
Tuesday			3:30	6:30			3:30	6:30	8:00			2:00
Wednesday			3:30	6:30			3:30	6:30	8:00			2:00
Thursday			3:30	6:30			3:30	6:30	8:00			2:00
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)	
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Special schedules include events such as Saturday community service/engagement, academic field trips, college field trips, and intentional at home learning opportunities/remote instruction.
Parent/Legal Guardian Activities	Parent/legal guardian activities offered through our Parent University at Roosevelt-Wilson Elementary School include activities such as Homework assistance, ESL, academic activities, physical fitness activities, and SEL (social-emotional learning) activities and

Texas ACE Center Operations Schedule (one per center)	Program Year 2021-2022

(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.

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	084906102	Heights Elementary School 300 North Logan, Texas City, TX 77590	K-4	100	50
Feeder					
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start *(Must be approved in NOGA)*			
Fall Term	09/07/2021	12/14/2021	13
Spring Term	01/10/2022	05/10/2022	16
Summer Term	06/06/2022	07/07/2022	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			3:30	6:30			3:30	6:30	8:00			2:00
Tuesday			3:30	6:30			3:30	6:30	8:00			2:00
Wednesday			3:30	6:30			3:30	6:30	8:00			2:00
Thursday			3:30	6:30			3:30	6:30	8:00			2:00
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)	
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Special schedules include events such as Saturday community service/engagement, academic field trips, college field trips, and intentional at home learning opportunities/remote instruction.
Parent/Legal Guardian Activities	Parent/legal guardian activities offered through our Parent University at Heights Elementary School include activities such as Homework assistance, ESL, academic activities, physical fitness activities, and SEL (social-emotional learning) activities.

<table>
<tr><td colspan="2" align="center">Texas ACE
Center Operations Schedule (one per center)</td><td colspan="2" align="center">Program Year
2021-2022</td></tr>
</table>

(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.

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	084906103	Kohfeldt Elementary 1705 13th Avenue North, Texas City, TX 77590	K-4	155	50
Feeder					
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start *(Must be approved in NOGA)*			
Fall Term	09/07/2021	12/14/2021	13
Spring Term	01/10/2022	05/10/2022	16
Summer Term	06/06/2022	07/07/2022	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			3:30	6:30			3:30	6:30	8:00			2:00
Tuesday			3:30	6:30			3:30	6:30	8:00			2:00
Wednesday			3:30	6:30			3:30	6:30	8:00			2:00
Thursday			3:30	6:30			3:30	6:30	8:00			2:00
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)	
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Special schedules include events such as Saturday community service/engagement, academic field trips, college field trips, and intentional at home learning opportunities/remote instruction.
Parent/Legal Guardian Activities	Parent/legal guardian activities offered through our Parent University at Kohfeldt Elementary School include activities such as Homework assistance, ESL, academic activities, physical fitness activities, and SEL (social-emotional learning) activities.

A1-4

Texas ACE Center Operations Schedule (one per center)		Program Year 2021-2022

(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.

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	084906104	Manuel Guajardo, Jr. Elementary 2300 21st St N, Texas City, TX 77590	K-4	100	50
Feeder					
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start *(Must be approved in NOGA)*			
Fall Term	09/07/2021	12/14/2021	13
Spring Term	01/10/2022	05/10/2022	16
Summer Term	06/06/2022	07/07/2022	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			3:30	6:30			3:30	6:30	8:00			2:00
Tuesday			3:30	6:30			3:30	6:30	8:00			2:00
Wednesday			3:30	6:30			3:30	6:30	8:00			2:00
Thursday			3:30	6:30			3:30	6:30	8:00			2:00
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)	
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Special schedules include events such as Saturday community service/engagement, academic field trips, college field trips, and intentional at home learning opportunities/remote instruction.
Parent/Legal Guardian Activities	Parent/legal guardian activities offered through our Parent University at Guajardo Elementary School include activities such as Homework assistance, academic activities, physical fitness activities, and SEL (social-emotional learning) activities.

Texas ACE **Center Operations Schedule (one per center)**		**Program Year** **2021-2022**

(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.

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	084906101	Levi Fry Intermediate 300 25th Ave. N. Texas City, TX 77590	5-6	150	50
Feeder					
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start *(Must be approved in NOGA)*			
Fall Term	09/07/2021	12/14/2021	13
Spring Term	01/10/2022	05/10/2022	16
Summer Term	06/06/2022	07/07/2022	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	7:30	8:30	4:10	6:10	7:30	8:30	4:10	6:10	8:00			2:00
Tuesday	7:30	8:30	4:10	6:10	7:30	8:30	4:10	6:10	8:00			2:00
Wednesday	7:30	8:30	4:10	6:10	7:30	8:30	4:10	6:10	8:00			2:00
Thursday	7:30	8:30	4:10	6:10	7:30	8:30	4:10	6:10	8:00			2:00
Friday	7:30	8:30	4:10	6:10	7:30	8:30	4:10	6:10				
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)	Special schedules include events such as Saturday community service/engagement, academic field trips, college field trips, and intentional at home learning opportunities/remote instruction.
Parent/Legal Guardian Activities	Parent/legal guardian activities offered through our Parent University at Levi Fry Intermediate School include activities such as Homework assistance, academic activities, physical fitness activities, SEL (social-emotional learning) activities, college and career activities, and distance learning opportunities.

Texas ACE Center Operations Schedule (one per center)		Program Year 2021-2022

(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.

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	084906041	Blocker Middle School 1800 9th Ave. N. Texas City, TX 77590	7-8	100	25
Feeder					
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start *(Must be approved in NOGA)*			
Fall Term	09/07/2021	12/14/2021	13
Spring Term	01/10/2022	05/10/2022	16
Summer Term	06/06/2022	07/07/2022	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			3:00	6:00			3:00	6:00	8:00			2:00
Tuesday			3:00	6:00			3:00	6:00	8:00			2:00
Wednesday			3:00	6:00			3:00	6:00	8:00			2:00
Thursday			3:00	6:00			3:00	6:00	8:00			2:00
Friday			3:00	6:00			3:00	6:00				
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)	Special schedules include events such as Saturday community service/engagement, academic field trips, college field trips, and intentional at home learning opportunities/remote instruction.
Parent/Legal Guardian Activities	Parent/legal guardian activities offered through our Parent University at Blocker Middle School include activities such as Homework assistance, academic activities, college and career activities, and distance learning opportunities.

Texas ACE Center Operations Schedule (one per center)		Program Year 2021-2022

(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.

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	084906001	Texas City High School 1431 9th Ave. N. Texas City, TX 77590	9-12	100	20
Feeder					
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start *(Must be approved in NOGA)*			
Fall Term	09/07/2021	12/14/2021	13
Spring Term	01/10/2022	05/10/2022	16
Summer Term	06/06/2022	07/07/2022	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			2:50	5:50			5:50	5:05	8:00			2:00
Tuesday			2:50	5:50			5:50	5:05	8:00			2:00
Wednesday			2:50	5:50			5:50	5:05	8:00			2:00
Thursday			2:50	5:50			5:50	5:05	8:00			2:00
Friday			2:50	5:50			5:50	5:05				
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)	Special schedules include events such as Saturday community service/engagement, academic field trips, college field trips, and intentional at home learning opportunities/remote instruction.
Parent/Legal Guardian Activities	Parent/legal guardian activities offered through our Parent University at Texas City High School include activities such as Homework assistance, academic activities, college and career activities, and distance learning opportunities.

Texas ACE Center Operations Schedule (one per center)		Program Year 2021-2022

(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.

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					
Feeder					
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start *(Must be approved in NOGA)*			
Fall Term			
Spring Term			
Summer Term			
Total number of weeks:			

Center Schedule												

Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												
Total Hours Per Week:												

Adjunct Sites, If applicable (site name and full address)	
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	
Parent/Legal Guardian Activities	

Texas ACE Center Operations Schedule (one per center)		Program Year 2021-2022

(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.

Center 9	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP	*Grade Levels Served*	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target
Center					
Feeder					
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start *(Must be approved in NOGA)*			
Fall Term			
Spring Term			
Summer Term			
Total number of weeks:			

Center Schedule

Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												
Total Hours Per Week:												

Adjunct Sites, If applicable (site name and full address)	
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	
Parent/Legal Guardian Activities	

Texas ACE Center Operations Schedule (one per center)		Program Year 2021-2022	

(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.

Center 10	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP	*Grade Levels Served*	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target
Center					
Feeder					
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start *(Must be approved in NOGA)*			
Fall Term			
Spring Term			
Summer Term			
Total number of weeks:			

Center Schedule

Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												
Total Hours Per Week:												

Adjunct Sites, If applicable (site name and full address)	
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	
Parent/Legal Guardian Activities	

Partnership Agreement Letter

Please let this letter serve as a preliminary partnership agreement between the **Texas City Independent School District (ISD)**, a Local Education Agency (LEA), and the **Galveston County Food Bank**, a non-profit organization within the City of Texas City, Texas, for application to the 2021-2022 Nita M. Lowey 21ᵗ Century Community Learning Centers, Cycle 11 Grant (Cycle 11). Upon receipt of Cycle 11 grant funds award, Texas City ISD and the Galveston County Food Bank will complete a Memorandum of Understanding (MOU) in order to finalize the expectations and responsibilities of each partner.

On the southwest shoreline of Galveston Bay, Texas City is the third largest city in Galveston County. The mission of Texas City Independent School District (TCISD) is to prepare our students to reach their full potential and excel in their chosen paths and the district's vision is "Together We Succeed".

The mission of the Galveston County Food Bank is to lead the fight to end hunger in Galveston County with the goal of providing easy access to nutritional food for the approximately 53,000 residents in Galveston County facing food insecurity. One pathway to reaching their goal is to equip families with the resources they need to cook nutritious, convenient, and safe meals. Two challenges facing this mission within the Texas City community are the availability of healthy eating options and a lack of knowledge in the community on how to prepare healthy meals.

With the shared goal of promoting healthy eating behaviors in the Texas City community and a commitment to improving the lives of all those living in Texas City, Texas City ISD and the Galveston County Food Bank are long-time collaborators. The Cycle 11 grant partnership will continue this relationship and expand access to high-quality services to students (and their families) attending the seven Cycle 11 campuses (four elementary schools: Guajardo, Heights, Kohfeldt, Roosevelt Wilson; two middle schools: Levi Fry Intermediate and Blocker Middle; one high school: Texas City High School).

The Cycle 11 partnership will allow the Galveston County Food Bank to bring services directly to Texas City ISD Cycle 11 campuses. A majority of the services and activities will focus on the planning and preparation of healthy meals. These activities will help address the specific, shared Cycle 11 objective of promoting a healthier lifestyle for the students and families in Texas City ISD. Working together to succeed, Texas City ISD and the Galveston County Food Bank will provide the following services (or the equivalent) to Cycle 11 campuses, students, and their families:

Activity / Services	Provider	Location	Frequency
Virtual Cooking Class	Galveston County Food Bank	Virtual	Once a Week
Meal Kit Distribution	Galveston County Food Bank and Texas City ISD	Galveston County Food Bank	Once a Week
Face-to-Face Cooking Demonstration	Galveston County Food Bank and Texas City ISD	Texas City ISD	Once a Month

Throughout the grant cycle, Texas City ISD and the Galveston County Food Bank will work together to monitor program success and sustainability. Staff from each partner organization will monitor the success of activities via attendance (sign in sheets), usefulness (surveys), academic tie-in (assessments) and will track student/parent participation at joint collaborations on school campuses and within the community. Food Bank staff will be invited to be active members of the ACE Advisory board.

As long time partners in the community, Texas City ISD and the Galveston County Food Bank plan to continue working together for many years to come. To develop sustainability, collaborative activities and services provided during the Cycle 11 grant period will be transitioned to school day activities, Galveston County Food Bank services, or other community activities as appropriate after the close of the grant.

Sincerely,

Susan Myers
Texas City Independent School District

1/21/21
Date

Molly Johnson MS RDLD
Galveston County Food Bank

10/21
Date