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	Cranfills Gap Independent School District

Campus name	Cranfills Gap School	CDN	018908	Vendor ID	1746016478	ESC	12	DUNS	800472891

Address	505 S 2nd Street	City	Cranfills Gap	ZIP	76637	Phone	254-263-3388

Primary Contact	Monti Parchman	Email	monti.parchman@cranfillsgapisd.net	Phone	254-263-3388

Secondary Contact	Shana Campbell	Email	shana.campbell@cranfillsgapisd.net	Phone	254-263-3388

2. Certification and Incorporation

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

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

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

Authorized Official Name	Monti Parchman	Title	Superintenden	Email	monti.parchman@cranfillsgapisd.net

Phone	254-263-3388	Signature		Date	1/20/2021

Grant Writer Name	Monti Parchman	Signature		Date	1/20/2021

◉ 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 Achievement: The percent of students that Met Grade Level Standards for reading (34%) and math (38%) is well below the statewide percents for both reading (48%) and math (52%).	In order to positively impact academic achievement, students who have the most academic need will be identified and recruited. Academic enrichment opportunities, tutoring, and homework assistance will be aligned with core day lessons and TEKS. Core day teachers will be employed to ensure alignment between the school day and ACE.
Enrichment: CGISD is a rural community with 70.4% of students economically disadvantaged. Surveys indicated less than 20% of families have access to activities outside of school.	Providing opportunities including youth development and leadership, nutrition and health education, art, music, dance, and drug prevention, ACE will partner with colleges and outside vendors. These partnerships will allow students access to enrichment activities during ACE.
Family Support: 100% of the district has reported limited parental involvement with the campus. 60% of parents surveyed stated they were interested in attending parent activities which focused on family engagement and academic support.	The Family Engagement Specialist will personally contact and invite parents to events. A variety of parent activities will be offered including academic family nights, parenting strategies, financial literacy, and ESL. Family activities will be offered at various times to accommodate families schedules.

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.

80% of students that enroll in the 2021-2022 Nita M Lowey 21st CCLC program will attend a minimum of 45 days and participate in both academic and enrichment activities, which will result in increased academic achievement, increased school day attendance, and improved behavior by the end of the school year.

At the end of the school year, 60% of students attending the 2021-2022 Nita M. Lowey 21st CCLC program a minimum of 45 days will show an increase in academic achievement. Academic achievement will be measured by reading and math benchmark scores on local assessments for Kindergarten-3rd grade students and by reading and math STAAR scores for 4th-8th grade students.

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

To ensure program goals will be met, progress monitoring is necessary. Data will be analyzed by the project director (PD)/site coordinator (SC) on an ongoing basis with formal quarterly progress checks. Quarterly progress checks will occur at the end of October, January, and April. First-quarter benchmarks will include
1) 100% of students identified as most in need and recommended for ACE by core day teachers have been invited.
2) 100% of students enrolled in ACE have attended at least ten days.
3) 100% of ACE activities are high quality, engaging, intentionally designed, and aligned with core day TEKS.
3) Student interest surveys have been completed.

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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

The second-quarter benchmark meeting will occur at the end of January. Second-quarter benchmarks include:
1) SC has beginning of the year benchmark data for 100% of students enrolled in ACE.
2) SC has academic achievement tracking data from core day teachers for 100% of students enrolled in ACE.
3) 80% of students enrolled in ACE have attended at least 25 days.
4) 100% of ACE students are enrolled in academic assistance based on their individual academic needs.
5) 100% of the ACE activities are high quality, intentionally designed, engaging, and aligned with core day TEKS.
6) Student voice and choice is reflected in the activity schedule.

Third-Quarter Benchmark

The third-quarter benchmark meeting will occur in April. Third-quarter benchmarks include:
1) SC has ongoing academic tracking data from core day teachers for 100% of students enrolled in ACE.
2) SC has middle of the year benchmark data for 100% of the students enrolled in ACE
3) Middle of the year benchmark data has been analyzed and students not making progress have been identified.
4) 80% of students enrolled in ACE have attended at least 45 days.
5) 100% of ACE students are attending academic assistance based on their individual academic needs.
6) Student voice and choice is reflected in the activity schedule which has been updated based on student interest.

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.

Cranfills Gap ISD (CGISD) will utilize comprehensive evaluation data in its continuous improvement efforts to monitor the attainment of the goals and objectives of the grants. The Quality Assurance Process (QAP) as described in the Texas ACE Blueprint, will provide feedback throughout the year (fall, winter, spring). The project director (PD)/site coordinator (SC) will review feedback from the QAP to identify areas of improvement. Feedback and suggestions from the QAP will be implemented immediately.
Independent, objective feedback is critical for continuous quality improvement and ongoing sustainability. Therefore an independent evaluator with expertise in 21st CCLC programs will evaluate the grant. Through quarterly visits, the evaluator will assess program progress and provide oral and written feedback. Feedback from visits in conjunction with feedback from various stakeholders, student achievement data, and attendance data will be analyzed to determine whether or not ACE activities are being implemented as planned to achieve goals and objectives. The PD/SC will be responsible for reviewing data on an ongoing basis to determine if quarterly benchmarks are being met, to assess the effectiveness of programming, to identify programs that are not making adequate progress towards program goals, and developing action plans in response to findings.
The PD/SC will host monthly training during which center level data will be reviewed. Additionally, formal quarterly benchmark meetings will be held to assess the center's progress towards the overall program goals. During quarterly meetings, the PD/SC and campus administration will review evaluation feedback, student achievement data (benchmark scores, classroom grades), ACE attendance and enrollment patterns, and behavior reports. Action plans will be created for any centers not making adequate progress towards program goals. Action plans will identify steps necessary for the centers to take to ensure they meet their yearly goals. The PD/SC will follow up biweekly with the administrator to monitor the progress of the action plan.
Continual monitoring, assessing, and improving the program will allow programs to adapt and refocus throughout the year based on the needs of the students at our center.

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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.

A: CGISD conducted a data analysis to identify if the community and school could benefit from ACE resources and a needs assessment based on academic achievement data from TEA, District Improvement Plan, performance data, and census data. CGISD has a high population of students with academic needs, an increasing population of economically disadvantaged students, and an above-average percent of at-risk students. A variety of data sources including parent and student surveys, teacher surveys, disaggregated student-level achievement data, community surveys, and census data were analyzed. Survey data showed a high level of support from administrators, teachers, parents, and community members. Throughout the process common needs began to develop 1) There are large gaps in academic achievement between the at-risk population and their peers. 2) Students are not able to connect academic skills to the real world 3) There are large numbers of working two-parent and single-parent homes in the CGISD community with very limited child care. 4) Working parents are forced to leave younger children at home with their siblings. 5) Parents have limited education and lack the skills necessary to help with homework. 6) A large percentage of students rely on the bus for transportation needs.

B: Needs assessments indicated the number of students meeting grade-level standards in reading (34%) and math (38%) was significantly lower than the statewide percent (48%, 52%). When compared to their peers, achievement scores were significantly lower for at-risk and economically disadvantaged students. Therefore, at-risk and economically disadvantaged students that do not meet grade-level benchmark standards were deemed in need students.

C. Collaboration and communication between the project director (PD)/site coordinator (SC) and core day teachers will ensure that ACE is continually recruiting and serving the most in need students. The PD/SC will attend grade-level planning meetings and data meetings and provide tracking forms each six weeks to all teachers of all students. The PD/SC will reach out to students and parents to explain the program and provide registration forms. Additionally, core day teachers will have ACE referral forms to refer students to ACE based on academic performance, behavioral issues, attendance issues, or other concerns. The Cranfills Gap ISD ACE program will meet the needs of working families by providing safe and educational morning, after school, and summer programming that will be aligned with school day learning and TEKS. During fall and spring, all programs will offer snacks as well as transportation home. During summer, transportation will be offered to and from programming. Providing transportation and snacks will help ease the burden of working families and reduce barriers to academic success. Additionally, our ACE program will partner with community agencies to ensure ACE families have access to resources available to them. As family and community needs are fluid, Cranfills Gap ISD will continually assess the needs of families and students. Parent, student, and staff surveys will be done each semester and analyzed by ACE staff to ensure programming aligns with community and family needs.

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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.

CGISD will develop programming that will enhance students' academic success, increase school-day attendance, and improve school-day behavior. CGISD will offer before school learning time to provide homework assistance, academic enrichment, and strategic tutoring. After school, students will have a range of learning opportunities including homework assistance, tutoring in core academic areas, STEAM, technology, fitness, maker-space, youth development, and health and wellness. The goals of these activities are to provide academic enrichment and meaningful educational experiences for enriched learning.

At the grantee level the following student achievement goal will be used: At the end of the school year, 75% of students attending the 2021-2022 Nita M. Lowey 21st CCLC program a minimum of 45 days will show an increase in academic achievement.   Academic achievement will be measured by reading and math benchmark scores on local assessments for Kindergarten-3rd grade students and by reading and math STAAR scores for 4th-8th grade students. To ensure this goal is met, CGISD will 1) ensure all activities are intentionally designed based on the needs of students, 2) identify, recruit, and enroll the most in-need students 3) offer focused tutoring aligned to students needs (determined by benchmark data) 4) provide homework assistance to reinforce school day knowledge 5) integrate technology into learning 6) create high engagement enrichment activities with math and reading TEKS embedded in activities 7) embed academics into parent activities to equip parents with the skills necessary to provide academic support at home 8) monitor student progress and achievement 9) offer innovative summer programming to reduce the summer slide. In order for the grantee level SMART goal to be met, student growth must be traced and measured. SC will monitor student progress and ensure they are meeting progress benchmarks as set by the PD. The PD will provide training and support for ensuring progress. ACE will also focus on engaging families in their students' academic careers to provide a holistic approach to student success. Family activities will occur on an ongoing basis throughout the year. Programs will include academic family fun nights, parent workshops, GED/ESL workshops, and parent cafes. Academic family activites, such as Reading with a Twist, Shake it Up Math Games, and STEM Challenges will provide families the opportunity to engage in their children's education in a fun, innovative way. Additionally, educational development courses such as GED, ESL, and Money Management will be offered directly to parents to assist with educational development. Specific family program plans for our center will be based on campus and family needs.

While the overall SMART goal focuses on academic achievement gains, ACE will also increase student attendance and improve school day behavior. Improving academic achievement will positively impact student behavior. Additionally, all ACE programs will embed social-emotional learning into academic and enrichment plans and use The Toolbox: A SEL Curriculum to focus on social emotional learning. Research has shown that higher levels of social emotional learning are associated with lower incidents of behavior issues .   The PD/SC will utilize student tracking forms to track ACE student behavior. Specific SEL curriculum will be used based on identified behavior issues. ACE will work with the school to increase school day attendance in the following ways 1) offer parent education focusing on the importance of regular attendance 2) offer highly engaging enrichment activities based on students interest so students are excited to attend 3) communicate with school-day staff to monitor attendance. The PD/SC will monitor progress towards student achievement and attendance goals on a regular basis. If data indicates progress is not being made, the PD/SC will meet with campus administration to determine what changes must be made to ensure ACE goals are met.

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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.

Programming that will improve student academic achievement will be developed by the school district. These programs will be innovative, hands-on and engaging. A full-time project director (PD)/site coordinator (SC) will guide program implementation, activity design, and programming monitoring. A part-time family engagement specialist (FES) will guide the provision of academically focused family activities and identify the use of community resources to support family needs, and staffing needed to provide an adult to student ratio of 15:1. Afterschool programs provide quality experiences for children who would otherwise have access to such experiences (Fashola, 2002). Moreover, a good program provides life-long learning and helps students become more confident (Afterschool Alliance, 2014). In order to positively impact student achievement and success the following program design will be used. CGISD ACE will offer 15 hours of programming a week; 5 hours before school and 8 hours after school. Morning programming will focus on homework assistance, academic enrichment, and strategic tutoring. Afterschool programming will consist of an academic block and an enrichment block. All students will attend an academic class and enrichment class. Individual activities will vary based on the needs of the school, with some form of strategic tutoring in core subjects, homework assistance, academic lessons based on Texas Home Learning (THL) curriculum, TEKS aligned academic enrichment, social-emotional learning activities, youth development, technology education, family engagement activities, and college and career exploration and training. The enrichment schedule will be updated monthly and students will choose enrichment activities based on their interest. Additionally, CGISD ACE program will embed social-emotional learning into academic and enrichment plans and use The Toolbox: A SEL Curriculum to focus on social emotional learning. Family activities will be offered on an ongoing basis and will be based on the needs of the students and families of CGISD. Alignment and coordination with the regular school day will occur in several ways: 1) PD/SC will be housed on campus and attend all school day training, professional development, and meetings. 2) PD/SC will attend grade-level planning meetings to ensure ACE lessons are aligned with core day TEKS. 3) When possible, ACE will employ core-day teachers that have first-hand knowledge of students and core day lessons. 4) PD/SC will have access to core day lessons. 5) PD/SC will communicate with core day teachers regarding student progress and achievement. 5) PD/SC will review benchmark data for all ACE students. 6) PD/SC will utilize THL activities and lessons to supplement core day lessons. The aforementioned steps will ensure the ACE program is 100% aligned with the school day.

The PD/SC will be responsible for activities oversight and ensuring activities are engaging to students. Activity oversight will be an ongoing process. Student interest surveys will be used to drive activity design, as student voice and choice is critical to engagement. The PD/SC will train staff on the 5E Model-Engage, Explore, Explain, Elaborate, Evaluate, which fosters collaboration, active learning, and student engagement (Lesley University). PD/SC will attend training on planning hands-on, minds-on, engaging lessons. PD/SC will review all lesson plans before implementation. During programming, the PD/SC will perform classroom observations using the "ACE Student Engagement Tool" to determine student engagement levels. Feedback from observations will be shared with the staff. PD/SC will meet with staff to modify activities that yielded low levels of student engagement. Students will provide feedback on each activity using the "ACE Activity Feedback Form". The PD/SC will review feedback and adjust activities as necessary. To ensure the program is impacting student academic success and overall success, the PD/SC will meet regularly with school-day teachers, attend grade-level meetings, and monitor student benchmark scores. The program and activities will be modified as needed to provide the highest impact. The PD/SC will monitor all activities. The PD/SC will assist with implementing change by providing support and training.

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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

CGISD has been a partner and a part of this grant since its first administration. Cranfills Gap Independent School District was notified that it would not be included as a partner with ESC Region 12 for this cycle. Cranfills Gap ISD is not geographically located close to a school district that participates in the ACE program. With such a large geographic boundry of our rural district, transportation is a major barrier for students and families. Many parents commute as far as an hour one way for employment. Driving twenty miles to the nearest ACE offered school district is not an option for students or parents, as many parents are unable to transport their students home from school or after-school. We have very limited daycare. As a small, rural district, this grant will allow CGISD to bring these much-needed services to our students and families. CGISD ensures that all administrative and statutory requirements are met. CGISD will provide adequate space for the afterschool program to operate, space for the Project Director/Site Coordinator to office, assistance with student and teacher recruitment, and in-kind donations such as janitorial services, electricity, and building space, and will strive to provide students access to engaging science and math-based activities, direct access to professionals in the workforce, and grade-specific curriculum, aligned with TEKS and based on real-world situations.
Additionally, ACE staff will gain access to additional professional development that will increase their effectiveness in ACE and the school day. The skills and knowledge they gain will enhance learning for many years to come.

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| RFA/SAS # | 701-21-102 | 2021-2022 Nita M. Lowey 21st CCLC Cycle 11, Year 1 | Page 8 of 15 |

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 project director (PD)/site coordinator (SC) will work with administration to individualize the program based on the needs of the students. Student focus groups will be created to allow for student input into activity development and program improvement. Leadership opportunities will be made available for students within the ACE program. Therefore, CGISD ACE will implement a model of student programming that is aligned to the school day and features of the combination of academic assistance and enrichment, with an emphasis on college and career exploration. Texas Home Learning will be used as a curriculum guide to ensure TEKS and school day alignment. Staff will be trained to ensure they are creating innovative academic enrichment activities, hands-on, and engaging. Additionally, ACE will focus on building relationships with parents as family engagement is an integral component for student success, growth, and academic achievement (Hook, et al, 2001).

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.

There is a need for students to have a safe way to get home after programming. The large geographic boundaries of our rural district that will be served by the grant result in transportation being a major barrier for students and families. Many parents must commute to work an hour one way, for work, and are unable to transport students home from school or after-school. Therefore, grant funds will be used to remove this barrier and provide transportation to students and families.

Transportation from school to the center: This is not needed as CGISD provides morning transportation to school.

Transportation from the center to home: Upon enrollment in ACE, students will submit a registration form that includes a preferred method of dismissal and is signed by the parents or legal guardian. Options for dismissal include parent pick-up and/or bus transportation. The Site Coordinator will contact parents to confirm each student's dismissal. Any transportation changes must be requested, in writing, by a parent or legal guardian and sent directly to the Site Coordinator. The Site Coordinator will provide the ACE Bus List to the transportation manager for Afterschool Bus Routes to be created. The Site Coordinator will receive a copy of the students on each bus route. After ACE, all bus riders will be escorted by their ACE teacher to the bus and the Site Coordinator will check off student names as they enter the bus. Car riders will be escorted to the car pick up area and to be signed out and released to their parent/guardian. These safety checks ensure all students are safe and accounted for after ACE. Pre-Kindergarten, Kindergarten and 1st-Grade students will not be allowed to exit the bus if a parent/guardian is not home. The student will be returned to the campus and parents will be contacted.

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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.

Community stakeholders, families, school leaders, and CGISD administrators were all involved in the needs assessment and planning process for the grant. Therefore, stakeholders have a vested interest in the centers' success, are eager to share information about the community learning center within their community, and will be a vital part of the communication strategy. Information related to the centers' location, operational hours, and purpose along with promotional materials found on MyTexasAce will be shared with stakeholders via e-mail and at Community Taskforce meetings. Stakeholders will then disseminate the information to others in the community by word of mouth, our CGISD official website, social media, and speaking at local events.
Upon notice of the grant award,notice will be posted on the school's official website and all social media platforms. Furthermore, CGISD will send a campus-wide grant notification letter home with students and utilize their district-wide messenger to send notifications via text and phone. On an ongoing basis, the information will be shared at events such as an open house, parent night, and extracurricular events. Students will utilize technology skills acquired in enrichment to create videos and podcasts that can be shared with the media and on social media.
All communication will be shared in English as well as Spanish.

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.

Coordination of federal, state, and local resources effectively delivers necessary public resources to those identified as needing assistance. Historically, these populations have been difficult to reach. However, aligning resources and efforts will maximize the impact of all efforts and provides resources to families. 21st Century CCLC funds will be used to supplement, not supplant, district efforts to increase academic achievement, increase attendance, and decrease behavioral issues. The ACE program will: Utilize free and reduced food services to provide snacks/meals to ACE students. Expand current tutorials by providing additional staffing and transportation to reduce barriers. Expand summer programming by extending hours, and increasing staff. Work with the local community to provide ESL and GED classes. Providing monthly parent events and utilizing school facilities, at no cost, for fall, spring, and summer programs.
CGISD will integrate Texas Home Learning (THL) 3.0 into programming. THL 3.0 provides high-quality instructional materials that can be leveraged to enhance student learning and close learning gaps. As reading and math were identified as areas of academic need, math and reading portions of THL will be used. The diagnostic tools provided will allow ACE staff to identify individual student needs and learning gaps. Once needs are identified, THL curriculum will guide the creation of hands-on, engaging lessons. Identifying individual student needs and filling in learning gaps will increase student achievement in the short and long term.

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9. Statutory/Program Requirements (Cont.)

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

Partnerships between the district and the community are key to long-term program sustainability. A campus-based committee will provide guidance and planning for the long-term sustainability of ACE. To aid in the sustainability efforts, the project director will attend TEA sponsored training for sustainability and will reach out to programs that have successfully sustained in the past. The PD will then lead the planning for sustainability. During the first two years of ACE community members, families, and school staff will be surveyed to determine the specific needs of the community. Once sustainability needs are identified, the PD will share sustainability tools and strategies to come up with specific sustainability plans. The following grant wide sustainability efforts will include; providing a range of professional development activities to program staff to build capacity that will be useful beyond the scope of the grant, strengthening key partnerships within the community, providing sustainability training, providing curriculum and programs that will outlive the grant cycle.
CGISD is committed to continue OST programming after the grant period, as outlined in the attached letter of support signed by the CGISD board members.

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)

Volunteers from the community and local organizations not only provide services, but also a strong connection between the school, the neighborhood, and the broader community. Volunteers must provide high-quality services to students to further progress towards the goals and objectives of the program. Partnerships with local community organizations through the Community After School Task Force will provide social networks for community members to discover volunteer opportunities. The Community After School Task Force will recruit highly qualified community members to serve as volunteers. Promotional materials disseminated throughout the community will include information about volunteering with the ACE Program .

Once volunteers are identified, they will go through the volunteer process of the center, which will include a background check. The SC will work with campus administration to determine the best use of each volunteer based on their qualifications and the needs of the center. The SC will provide training in any policies and safety procedures that volunteers need to be aware of as well as training specific to afterschool programming. Volunteers will be given schedules and specific assignments and will be supervised by the site coordinator much in the same way as paid staff. Volunteers will be encouraged to provide feedback to staff on the program and student needs. Volunteers will be included in the project evaluation through surveys.

The FES will also work to encourage parents to participate in programs that will bring them into the schools as volunteers. Parent advisory groups will be created to plan and assist with family events. Parent advisory groups will be vital to increasing parent engagement and sustaining parent activities at the end of the grant cycle.

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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.

Higher levels of attendance (60 or more days) in 21st CCLE funded programs were associated with higher levels of TAKS-(Reading/ELA and mathematics) performance, reduced school-day disciplinary incidents and absences and supported grade-level promotion (AIR 21st CCLC Evaluation Report, 2013). For program goals to be met, student attendance must be regular, occurring multiple times a week for a minimum of two hours each time The following attendance goals will be used to ensure student attendance targets and dosage are met.
By December, ACE enrollment will be equal to or greater than their required student number. By the conclusion of the spring term, CGISD ACE center will have met its attendance target for the year.
Students identified as most in need will be recruited for ACE. Campus administrators, core day teachers, and the site coordinator (SC) will work in collaboration to select students. All potential students will be mailed an ACE invitation letter and registration form. The SC will follow up with any students that do not return the enrollment form. An ACE informational meeting will be held in August to explain the importance of regular ACE attendance. The SC will monitor attendance and reach out to students that are not attending regularly. The SC will work with the school to eliminate any attendance barriers that exist. Additionally, providing hands-on, engaging, student-led, student-selected activities will increase student enjoyment and ensure regular attendance. Consistent attendance in high-quality summer programs can reduce the summer slide. Therefore, during summer, ACE programs will serve 25% of their required students with an attendance rate of 75%. The SC and school administrators will identify students most in need for summer. All identified students will be personally invited by the SC. Attendance will be monitored and the SC will work with families to ensure all attendance barriers are reduced. Summer programming will include student-led project-based learning and field trips. Innovative, student-led programming will increase attendance rates as students will have ownership in their learning.

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.

After performing a comprehensive needs assessment of students, families, and campus needs, CGISD has strategically aligned the grant budget to provide the highest quality after-school program that will work to ensure student success. CGISD will staff a project director (PD)/site coordinator (SC) to oversee all aspects of the grant, and to oversee the day to day operations and A part-time family engagement specialist (FES) will be employed to serve the school and community in the grant. PD/SC will be housed at CGISD campus which will allow them access to core day teachers, staff, and administration. They will attend grade-level meetings, meet with campus administration, and attend monthly staff meetings. During ACE, they will monitor activities through formal and informal classroom observations. The PD/SC will use observational walk-through data, TX21st data entry, and feedback from parents, students, and campus administration to monitor for consistent programming, assess program activities, and ensure center level quality. The FES will work with PD/SC, campus administration, and local community to assess family needs and identify resources within the community to meet needs.
Center operations schedules and budgets were created based on center level needs. The proposed schedules reflect the needs of the district. Budgets were determined by the number of students served. Allocations include funds for front line staff, program supplies, contracts with outside vendors, and transportation for students.

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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

1.	1 Full time Project Director (PD)/Site Coordinator (SC)	$68,000
2.	1Part time Family Engagement Specialist (FES)	$35,000
3.	Benefits for PD/SC, FES	$20,000
4.	Salary and benefits for front line staff at each center	$75,000
5.		

Professional and Contracted Services

6.	Contract Services with colleges and vendors for center level activites	$5,000
7.	Fixed Cost for PD/SC, FES (phone, space, Internet access)	$2,000
8.	Independent Evaluator	$5,000
9.		
10.		

Supplies and Materials

11.	Supplies for family engagement purchased by FES	$2,500
12.	Supplies for site specific expenses including curriculum, consumables, and activites	$10,000
13.		
14.		

Other Operating Costs

15.	Travel for PD/SC and FES to trainings, and meetings	$3,000
16.	Student transportation between the center and home	$8,000
17.		

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs: 0

TOTAL GRANT AWARD REQUESTED: $213,500

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RFA/SAS # | 701-21-102 | **2021-2022 Nita M. Lowey 21st CCLC Cycle 11, Year 1** | Page 14 of 15

CDN `018908`   Vendor ID `1746016478`   Amendment # [ ]

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
	N/A

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Center Operations Schedule

County-district number or vendor ID: 018908

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	018908001	Cranfills Gap ISD, 505 S 2nd Street, Cranfills Gap, TX 76637, 254-263-3388	1	PK-12	100	50
2						
3						
4						
5						
6						
7						
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	018908001	Cranfills Gap ISD, 505 S 2nd Street, Cranfills Gap, TX 76637	PK-12	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)*	08/02/21	08/05/21	1
Fall Term	09/07/21	12/09/21	14
Spring Term	01/04/22	05/13/22	18
Summer Term	06/06/22	07/14/22	06
Total number of weeks:			39

Center Schedule

Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	7:00	8:00	3:30	6:00	7:00	8:00	3:30	6:00	7:30	11:30		
Tuesday	7:00	8:00	3:30	6:00	7:00	8:00	3:30	6:00	7:30	11:30		
Wednesday	7:00	8:00	3:30	6:00	7:00	8:00	3:30	6:00	7:30	11:30		
Thursday	7:00	8:00	3:30	6:00	7:00	8:00	3:30	6:00	7:30	11:30		
Friday	7:00	8:00			7:00	8:00						
Saturday												
Sunday												
Total Hours Per Week:	15				15				16			

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	GED, ESL, Money Management, Introduction to STAAR

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					
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 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					
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	

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					
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 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					
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 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					
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 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					
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 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	