



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

Competitive Grant Application: Due 11:59 p.m. CT, January 21, 2021

NOGA ID

Application stamp-in date and time

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

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

Authorizing legislation:

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

Required attachments:

Amendment Number

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

1. Applicant Information

Name of organization

Campus name CDN Vendor ID ESC DUNS

Address City ZIP Phone

Primary Contact Email Phone

Secondary Contact Email Phone

2. Certification and Incorporation

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

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

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

Authorized Official Name Title Email

Phone Signature Date

Grant Writer Name Signature Date

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

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3. Shared Services Arrangements

Shared services arrangements (SSAs) are permitted for this grant.

Check the box below if applying as fiscal agent.

- The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing the fiscal agent and SSA member responsibilities. All participants understand that the "Shared Services Arrangement Attachment" must be completed and signed by all SSA members, and submitted to TEA before the 80% reserve on the NOGA is lifted.

4. Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Ten high-needs elementary schools lack no-cost, after school academic enrichment opportunities for high risk, low-income children.	The NEISD Community Learning Centers (NECLCs) seek to provide additional academic support beyond school hours by customizing academic enhancements that address the needs of participating students at each selected elementary school.
Of the 5,609 children enrolled at the 10 selected elementary schools, 64.4% are at-risk and 43.9% are limited English proficient.	The NECLCs will provide academic enrichment to ensure that a minimum of 90% of participating students read and perform math at grade-level by using targets and criteria provided by leadership at each of the selected elementary schools.
The parents of students at the 10 selected schools are low income, seek the expertise to help their children, and are unaware of training to help themselves and their families thrive.	The NECLCs will offer parents with children at the 10 targeted schools adult classes that offer certifications, apprenticeships and relevant personal and career enrichment opportunities.

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.

The goal of the North East Community Learning Centers (NECLCs) is to provide academic enrichment opportunities in reading and math to 1,050 high-needs elementary school children, and offer their parents career and personal advancement opportunities as well. Pre-program academic student data and parent surveys will determine a baseline; post-program data will reveal success through the grant period. The program seeks to increase to 90% the number of participating students reading and comprehending math at or beyond grade level while 80% of participating adults improve English proficiency, earn GEDs or receive career certifications. Students and parents will receive instruction from trained educators provided by a variety of partners from August 2021 through July 31, 2022 - the initial grant cycle.

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

While grant-funded enrichment starts the first day of school in 2021, preparation begins July 1, 2021. The following first quarter milestones to measure progress will be reached between July 1, 2021 and October 30, 2021: 1) recruit highly-qualified candidates for Program Director, Site Coordinators, and Family Engagement Specialist positions ; 2) determine names/addresses of qualifying students and parents from the 10 participating schools; 3) identify students who have been retained and personally invite them to the program; 4) send English and Spanish program notices/surveys to qualifying families; 5) open NECLCs to students/adults and determine academic baselines for each; 6) survey adults to determine career goals/educational needs; 7) consult with schools/partners to ensure NECLC programs enhance instruction and address challenges; 8) review student's first nine weeks grades.

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6. Measurable Progress (Cont.)

Second-Quarter Benchmark

The following second-quarter milestones to measure progress will be reached between November 1, 2021 - February 28, 2022: 1) Coordinate with campus leadership to ensure NECLCs enrichment activities enhance the school's second nine-weeks instruction; 2) Collect data from partners to ensure parents are benefiting from the provided programs and modify offerings to address weaknesses; 3) survey adults to ensure NECLCs are providing what they want/need; 4) decrease office referrals by 10% during this period; 5) ensure 60% of students attain benchmark growth using the NWEA (Northwest Evaluation Association) Measures of Academic Progress; 6) ensure 100% of students receive individualized tutoring in core subject areas; 7) review second nine-week grades/consult with school leadership to determine course correction if necessary.

Third-Quarter Benchmark

The following third-quarter milestones to measure progress will be reached March 1, 2022 - July 31, 2022: 1) End-of-Year Benchmark reveals 90% of students perform at grade level; 2) students enrolled in the program improve attendance by 10%; 3) office referrals decrease by 10%; 4) English-as-a-Second Language (ESL) students make measurable gains; 5) students exhibit an improved sense of self-worth and social responsibility as evidenced by pre/post testing; 6) 80% of adults enrolled in our partner's Adult Education courses attain measurable gains revealed through pre/post testing; 7) 25% of adults meet with career navigator and/or academic facilitator to develop/launch individualized career/education plans; 8) 100% of students have parents/family members participate in program activities as measured by program sign-in sheets and adult education data collection; 9) program leaders and partners review children and adult end-of-year achievement to determine service value and modifications if needed.

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 following 10 elementary schools will participate in the program: Colonial Hills, East Terrell Hills, El Dorado, Jackson-Keller, Larkspur, Oak Grove, Olmos, Regency Place, Ridgeview, and Walzem. Each campus submits student and academic data to the district's Planning and Research Department. The NECLC leadership will use district-compiled data and real-time data provided by individual teachers from each campus to evaluate the program's impact on each participating child continuously. NECLC leadership will seek math and reading grades for each child by name at the beginning of the program and then again at the end of each nine-week grading period. NECLC leadership will request and review each student's STAAR and Benchmark test results for an additional measure. Our goal is for 90% of participating students to read and comprehend math at grade level by the end of the first year of this grant program. Should we not see progress through the course of the grant period, we will coordinate with campus leadership, determine a plan unique to that school's population, and modify this program accordingly. The staff that this grant funds will be solely focused on this program and therefore positioned to pivot in real-time as needed.

This grant also will provide enrichment programs to the parents of children enrolled in the program such as career certifications, high school equivalency and general education development courses, resume writing, workplace skills, and other programs requested through demand and surveys. Each of the provided services designed for adults and listed later in this submission has its own review and evaluation components. The staff for each of the provided services will follow and document each adult's progress. Additionally, connections will be made between an adult's enrichment curriculum with how it impacts and benefits their children. Grades and other measures of progress, plus feedback from the adults, will shape any modifications necessary to ensure that we meet goals designed for the adults participating in the grant program.

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8. Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances.

Check each of the following boxes to indicate your compliance.

1. The program will take place in a safe facility that is properly equipped and easily accessible.
2. The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.
3. The program will target students who primarily attend schools eligible for schoolwide programs under ESEA as amended, Section 1114 and the families of such students.
4. Applicants that receive priority points for serving: 1) students in schools implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA as amended, Section 1111(d) and other schools determined by the local education agency to be in need of intervention and support and 2) students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities or who lack strong positive role models assure that they will target these students.
5. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy. Funds will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case, supplant federal, state, local, or non-federal funds.
6. The community has been given notice of an intent to apply and the application and any waiver request will be available for public review after submission of the application.
7. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
8. The applicant provides assurance to adhere to all Statutory Requirements, TEA Program Requirements, and Performance Measures, as noted in the 2021-2022 Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 11, Year 1 Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the grant program.
9. The applicant agrees to all applicable program-specific assurances as described in the 2021-2022 Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 11, Year 1 Program Guidelines.

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9. Statutory/Program Requirements

1. Applicants are required to evaluate community needs and resources and describe the results, including the resources available in the community, and how the program strategies and activities proposed to be carried out in the center(s) will address the identified needs of students and their families. In alignment with the information provided in the application, *Part I: Identify Address Needs*, please provide the following information related to needs assessment.

- a. Describe the needs assessment process, center-level needs assessment process, multiple sources of data used, and stakeholder feedback that occurred for this grant application.
- b. Describe the results including the student population deemed "most in need" for each campus proposed to be served and provide the estimated number of students that meet the need-based criteria, including the percent of eligible students at the campus that the program plans to serve.
- c. Describe the plan for how the center will continually assess and recruit the students most in need and how the plan addresses the needs of working families.

One hundred and five high-needs students in Pre-K through 5th grade at 10 elementary schools will be invited to enroll in a unique, no-cost opportunity for success and advancement. Each of the 10 selected schools has an "at-risk" student population greater than the state average. Additionally, nearly half of the selected campuses are identified as targeted support and improvement campuses, while the others have subpopulations targeted for improvement. Collectively, the 10 selected schools have 5,609 students. - 1,050 of these students and their parents will enroll in enrichment activities through community learning centers made possible through this grant. The parents of enrolled students also will have an opportunity to enroll at no charge in adult education classes. Bilingual staff and material will be available.

The intent of this program is to accomplish several goals: 1) ensure that 90% of participating students read and comprehend math at grade level by the end of the first grant cycle; 2) increase school attendance to 95% and above; 3) reduce office referrals by 10%; 4) ensure that 80% of participating parents succeed in Adult Education enrichment classes

We assessed needs in several ways. We surveyed parents to determine what they deemed essential for themselves and their children. We assessed student needs by consulting with the school leadership at the 10 selected campuses. The campus leadership reviewed grades for the high-needs students, and teachers shared challenges noted among the targeted students. Additionally, PEIMS data gathered, interpreted and provided by the district's Planning and Research Department revealed to us challenging areas that illuminated the need for specific enrichment activities. Also, we selected advancement options for the students' parents based on feedback from community stakeholders such as employers and grant-funded apprenticeship programs. The Adult Education Department has revealed a need from workforce employers for more GED, English speakers, and career certifications in select areas - this grant will channel adults to enrichment opportunities.

The results of our assessments revealed that the "at-risk" population at each campus range from 52.1% to a high of 75.1%. Additionally, 43.9% are Limited English Proficient. The statistics reveal a high potential for a continued cycle of a life of poverty. Of the 5,609 students enrolled at the 10 selected schools, 64.4% of the population are at-risk. The attendance rate at the 10 selected schools ranges from 89.9% to 94%. Of the 5,609 students at the 10 schools, 2,466 are Limited English Proficient; many of the students fall into both categories. Unfortunately, the number of students that meet the needs-based criteria exceeds funding limits. We will budget to serve 100 high-needs students from each campus at each community learning center for a total of 1,000 students. Our goal is to enroll 50% of the students' parents into Adult Education classes and 100% participating in program activities at their children's schools.

Coordination with campus leadership will ensure the recruitment of eligible students. Each campus will assess which high-needs students will benefit from the centers using campus data. The campus Family Specialist (FS) and the grant-funded Family Engagement Specialist (FES) assigned to each of the 10 campuses will invite students and their parents to enroll in this program. The NECLC's operating hours will operate from school dismissal to 6:30 p.m. which exceeds the 120 minutes per day requirement. We will offer a minimum of 360 minutes per day of services during the summer Monday through Fridays, which exceeds grant requirements. Adults will have enrichment courses in English and Spanish available throughout the week and year to accommodate work schedules.

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9. Statutory/Program Requirements (Cont.)

2. Programs must help students meet academic standards as defined by the measures of effectiveness (i.e., growth in state assessment, improved GPA, increased school day attendance, improved school day behavior, and increased student engagement in learning) listed in the Purpose of Program section of this RFA. (See Program Guidelines) Describe how the proposed program design will positively impact this set of measures at the grant and center levels. Provide data and SMART goals describing the expected estimated impact over time on one or more measure.

The NECLC concept is designed to increase math and reading scores, improve classroom behavior, increase attendance, increase student engagement in learning and provide enrichment opportunities for adults. The community learning centers each will serve 105 students during the academic year and summer; the program will operate each school day for a minimum of 120 minutes after school during the school year and 360 minutes during the summer through the end of July. The programming element for the parents of qualifying students seeks to arm parents with the knowledge to help their children and provide career advancement. The NECLC concept will be implemented with the collaboration and coordination of school leadership with community partners that share goals with this program.

At the community centers, qualified tutors and volunteers will apply TEKS-based enrichment and curriculum suggested by each participating campus; this will ensure that the needs of each campus are addressed after school and during the summer. Daily grades, report cards, and state assessments will be used to measure academic success. We can achieve the staffing of each NECLC with qualified staff by recruiting current district educators and volunteers who will serve as tutors and volunteers. Our continuing collaboration with inter-district departments will ensure a high-caliber of staff. We will reduce office referrals by focusing on character education, social-emotional learning, and positive behavior support training through the KIN afterschool partnership, Classwide Positive Behavior Support (CHAMPS) training, modeling, and behavior management that mirrors the school's positive behavior support model. We will monitor the success of this aspect of the program by collecting behavioral data from the campuses.

Small learning and tutoring groups, plus the creative implementation of enrichment activities, will cultivate student engagement. Grant funds will ensure that each of the 10 community centers will have the resources to provide 667 tutoring hours to children over the course of each grant year. This will allow us to target, assess and modify individual and group academic plans previously not available to families at no charge. We seek to use tutors from the District's Advancement Via Individual Determination program. AVID utilizes area college students that have excellent academic records and have experience working with children. AVID tutors follow individual learning plans customized for each child.

The involvement of parents in the centers will allow parents participating in the adult classes an opportunity to connect what they are learning through their enrichment activities with that of their child. Additionally, the grant's Family Engagement Specialist will check-in with families when a child has missed classes. Daily attendance data collected by each campus and shared with NECLC will reveal the impact of the activities crafted to increase student engagement and attendance.

Additionally, the NECLC leadership will collaborate with the campus administrators of Title 1 schools to expand tutoring hours to address a student's academic weaknesses. We will measure success using grades, benchmark tests, and STAAR results.

By the end of the first grant cycle we will see: 90% of participating children perform at or above grade level, attendance improve by 10%, office referrals decrease by 10%, 80% of adults enrolled in Adult Education courses attain gains, 25% of adults meet with career navigator and academic facilitator, and 100% of children have parents/family participate in program activities.

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9. Statutory/Program Requirements (Cont.)

3. Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. Include a plan for how the center-level programs will coordinate with the regular school day to address student needs and integrate program activities with the curricular program of the campus. Address activity oversight and how the program will ensure that activities are engaging for students.

This program will bridge the gaps between existing programs and services and families who are not aware that advancement opportunities exist or how to access them. Campus and district services, combined with community partnerships, will increase access, expand services, and enhance the curriculum that provides opportunities for children and their parents. The grant Program Director, Family Engagement Specialist, and 10 full-time coordinators will provide improved coordination between campus, district and partnerships with service providers.

Cross-curricula activities will include, but not be limited to 1) STEM-focused academic enrichment activities such as MakerSpace and Robotics; 2) Math labs with learning manipulatives that will include hands-on learning, interactive and on-line activities in a cooperative learning environment using books to reinforce learning; 3) Reading club activities to reinforce comprehension and interpretation evaluated by state tests; 4) TEKS-based hands-on programming in the sciences supported by local partner Texas AgriLife Extension; 5) life-skills programming to include financial literacy; 6) character education utilizing the KIN-developed program as well as Social Emotional Learning resources within the district.

Principals from each of the 10 participating elementary schools have committed to the NECLCs and their efforts. Throughout the grant period, we will develop relationships with teachers of students in the grant program and establish regular communication via e-mail, Instant Messaging, and personal meetings. Additionally, elementary school students in this district receive monthly activities and folders that align with TEKS and follow the scope and sequence of what each student is expected to learn each semester. This folder and input from the teachers will position us to provide enrichment activities that will enhance the classroom instruction and expectations. Additionally, we can adjust learning strategies to meet student needs as we receive Benchmark results sent to the Program Coordinator. Campus data, quarterly benchmarks, and growth on a collective and individual basis will provide information for discussions between NECLC staff, campus leadership, and other stakeholders. Educators funded by this grant will be assigned to cover individual and group student deficiencies. Enrichment activities, course corrections, and planning will be guided by data from the participating campuses for each participating student. A constant goal between the schools and the community learning centers is to ensure that we create programs that complement and enhance each other rather than duplicate them

In collaboration with the students' teachers, we will craft a rubric or template to design each program activity to include TEKS-based lesson plans and learning objectives. Pre and post-testing surveys will evaluate a student's understanding of topics and activities.

NECLC leadership will follow a similar approach when providing services to the parents of our participating children. Leadership will have constant communication with the educators providing services to the adults. Essential is the success of the adults in their pursuit of personal and career advancement. Just as essential is the connection that we make for them between what they are learning and how it impacts their children. We want to ensure that they are positioned to academically help their children with schoolwork at home. Periodically, the educators for the adult programs and the children's educators will meet to discuss how to blend and connect our efforts between the two populations. We want to make sure that each adult recognizes the "T" approach. The top horizontal portion of the "T" represents the breadth of knowledge, and the vertical portion represents the "depth" of knowledge in a subject that combines to position them to succeed in a given field.

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9. Statutory/Program Requirements (Cont.)

4. Describe the planned partnership between the applicant and the proposed eligible partner organization. Include how the partnership will contribute to achieving stated objectives and sustaining the program over time. Check the box if applying for priority points for such a partnership. To receive priority points, the applicant must provide information that demonstrates the activities proposed in the application are, as of the date of the submission of the application, not accessible to students who would be served; or that it would expand access to high-quality services available in the community.

TEA will provide the same priority to an application submitted by a local education agency (LEA) if the LEA demonstrates that it is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements of this grant. Check the box if applying for priority points under this special rule. If this box is checked, provide clear relevant evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements.

This applicant is part of a planned partnership

The applicant is unable to partner

Many of the partners listed below have proven consistent allies with the North East Independent School District in providing services to students and adults. Typically, participation in programs offered by the listed partners would not be accessible to our target audience due to fees and tuition. However, children and parents WILL NOT BE CHARGED when receiving services via these partners while participating in this grant program.

Partnerships will provide valuable services to both students and their parents in English and Spanish. This grant will allow us to attract additional partners that will expand reach and enrichment activities. Services and activities currently available through partnerships are not accessible to our targeted children and their parents because of registration fees and on-going charges that may be beyond our targets' financial comfort. A significant partner will be the Adult Education Department, which will offer self-improvement classes, certification classes, citizenship classes, and other enrichment classes. Parents enrolled in the NECLC grant program will not be charged fees to enroll. This partnership aims to elevate adults to a level at which they can elevate their families. Certification class options will position adults to work in jobs that will pay more than their current employment. Adult Education's own grant funding will allow continued enrollment in additional classes once the NECLC funding expires. Both children and parents will benefit from our partnership with AgriLife, a Texas A&M Expanded Food and Nutrition Education Program. AgriLife volunteers will be sent to each of the 10 NECLC locations to provide nutrition lessons to parents and students. Students in the after school program will receive cooking and nutrition lessons using TEKS math and science concepts. Adults will learn food safety, shopping on a budget and food preparation skills using hands-on activities and easy-to-understand materials. This partnership's objective is to provide clients knowledge of healthier and nutritious options to increase healthier living. Though called "Girls Who Code", this after school activity accepts boys as well. This non-profit organization provides STEM curriculum and coding languages. This partnership aims to increase interest in this profession and increase the number of women entering the STEM arena. Participation in "Girls Who Code" continues as children progress through middle school, high school, and into the "Girls Who Code" summer immersion program. The partnership with the Kids' Involvement Network (KIN) will provide professional development and training of NECLC staff built around the National Afterschool Association's Core Knowledge and Competencies for Afterschool and Youth Development Professionals. This training will position our staff to structure, plan and implement valuable and productive after school and summer hour activities. We will take advantage of KIN's recruitment program proven to recruit highly qualified staff through its partnerships with 14 major colleges and universities in the San Antonio area. Our continued memo of understanding with Excel Beyond The Bell will enhance our after school and summer offerings using academic, and emotional support approaches. The proven partner works with programs to determine "needs of the moment" to craft strategic and effective activities.

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9. Statutory/Program Requirements (Cont.)

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

The coupling of adult enrichment activities with activities designed for their children was purposely done for this reason: the National Coalition For Parent Involvement in Education reports that "no matter their income or background, students with involved parents are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior and adapt well to school." We want the parents of the children in the grant program to advance academically and receive career certifications. Success in these two arenas will elevate the family economically and help parents help their children with school work. In conjunction with the educators of the adult enrichment activities, NECLC leadership will ensure that they practice what they have learned during visits to their child's community centers and serve as tutors or lecture on what they are learning in their adult classes. Both child and parent will share in the effort to improve and demonstrate their learned proficiencies. Additionally, parents will be updated on their child's success and guided on how the parents can academically help their child at home. Representatives from the workforce arena will be invited to present to adult classes on how to prepare a path to their chosen career or how to financially plan. NECLC Leadership will recruit subject matter experts to provide children age-appropriate strategies on how to apply what they are learning in their lives and potential careers. Fifth graders will be counseled on which middle school courses will advance their dreams and help them connect their subject learning to college or career opportunities. Speakers from demographics reflecting students will be invited to explain their routes to success and connect school lessons and community learning activities to how it helped them prepare for their career or business.

6. Describe the transportation needs of participating students and how those needs will be addressed. Specifically describe how students participating in the program will travel safely to and from each center and home.

The Community Learning Centers will be located on the campuses of the 10 participating elementary schools. Students will arrive at the schools in the morning for regular school hours by school bus or driven by parents. At school dismissal, the students will be escorted to campus area designated as the Community Learning Center, at which they will receive enrichment and participate in activities. The activities will end at 6:30 p.m. at which time the parents will pick up their children. During the summer, parents will deliver, then pick up their children in their personal vehicles, or walk home - whichever is preferred by the parent.

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9. Statutory/Program Requirements (Cont.)

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

NECLCL leadership has devised a strategy that announces the creation of the 10 North East Community Learning Centers and their functions. NECLC leadership will e-mail the parents of each student with information regarding the CLC at their campus with the invitation to enroll their child and themselves in the program. The Family Engagement Specialist (FES) at each campus will send home notes with children re-emphasizing the e-mails, plus the FES will make announcements at school gatherings and prepare flyers for first-day of school packets. Additionally, the FES will meet with students who demonstrate a greater need for services and personally invite that child and parents to enroll in the classes. Also, the North East Independent School District will post announcements on the district home page and district Facebook page seeking participants. Each participating campus will do the same. Recruitment efforts for adult participants will be ongoing, with marketing done periodically through flyers, announcements at school gatherings, social media postings, and notices going home with students enrolled in the program. Additionally, we will seek testimonials from parents sharing how the program has helped their children. Also, we will seek testimonials from adults enrolled in Adult Education courses for similar feedback. Quotes from the testimonials will be used in recruitment efforts and announcements through the first and future grant cycles. A website exclusively for the NECLC program will highlight the features and benefits of the program for children and adults, which would include enrollment dates for Adult Education classes and how to register. We will produce informational and educational materials in English and Spanish to ensure that it is understandable and accessible.

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

The district departments and other entities with which we will partner receive funds from federal, state, local sources and tuition. The partnership with the Texas Ag Extension is federally-funded, while the services received from AgriLife from Texas A&M are funded with state funds. Collaborating with this program will be staff from Title 1 schools, which receive federal funds. Services and aid provided from "Girls Who Code" from and the KIN after school program are tuition-based. The district's Planning and Research Department are funded with a combination of local and state funds. Meanwhile, the Adult Education Department receives federal and state funds. This grant will help supplement and enhance services provided by the various partners.

Quarterly benchmark testing data will allow us to assess and craft a child's short-term and long-term growth plans, depending on their academic progress. Attendance, office referrals, and classroom participation data received directly from the campuses will allow us to craft plans to address concerns. Parents will receive quarterly surveys to gauge their perception of their child's growth. The surveys will measure academic, behavioral and social emotional development as perceived by their parents. Meanwhile, the Family Engagement Specialist and Program Director will use parent enrollment, attendance, and other data from our Adult Education partner to identify adults who need personal and educational support. This data will influence future class offerings designed to position our adult students as successful role models for their children.

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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.

For more than 19 years, the North East Independent School District partnered with the City of San Antonio to offer after school programs at more than a dozen schools. Recent economic developments and other demands have re-focused attention for each of the partners. At the earliest opportunity, this district seeks to renew negotiations with the city at a time beneficial to each entity to again offer afterschool programs. Such a union will allow services from this grant to continue beyond the grant life. Additional funding could be sought through non-profits and organizations in the city. Our goal is to continue offering free services to students using the eligibility requirements detailed in this grant. The second year of this grant's operation will reveal an accurate picture of financial and curriculum demands. This will allow us to brainstorm how a mix of district funds, additional grants, and non-profit contributions would combine to fund the North East Community Learning Centers beyond the life of this grant.

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 North East Independent School District maintains a bank of proven volunteers from which we can draw. Additionally, the Academy of Learning In Retirement (ALIR) program, comprised mostly of retired professionals, is an on-going partnership with the Adult Education Department and the Community Education Department. In the event that volunteers are needed, this department will interview and recruit individuals qualified in the subject area specific to a center's needs or the needs of individual students. We will partner with organizations such as the National Honor Society, Peer Assistance and Leadership, Unity Club, Winner's Circle, and DECA, which provides tailor-made lessons on financial literacy for elementary students. By using high school volunteers from schools into which our elementary students will eventually feed, we are reinforcing the sense of community and providing our at-risk you positive role models and leaders.

We will follow the district's protocol in screening volunteers, including fingerprinting, background checks and identification cards necessary to enter a district's educational facilities. Another layer of security for children during the school day includes a buzz-in system. Visitors must stand in front of a camera at the front entrance, identify themselves and the reason for the visit, then have someone in the office buzz open the security gate.

For TEA Use Only:

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

9. Statutory/Program Requirements (Cont.)

11. The level of attendance in the program (i.e., dosage) is correlated with certain positive student outcomes. Describe the program's strategies for recruiting and retaining students in the program over time. Provide SMART goals specifically related to student attendance targets and dosage for a typical school year (fall, spring) and separately for summer.

According to The National Center for Children In Poverty, "absenteeism in kindergarten was associated with negative outcomes such as greater absenteeism in subsequent years and lower achievement in reading, math, and general knowledge." The topics listed in this report are the areas that we have targeted for improvement. Students and their parents will be recruited in collaboration with the grant-funded Family Engagement Specialist and the district-funded family specialist. Each qualifying student and parent will be personally invited to enroll in the age-appropriate enrichment activities. With only 105 student spots available at each of the 10 centers, a waitlist will supply replacements should families move and be forced to drop.

We seek to maintain a 95% attendance rate at each campus and each community center for 100% of the participating students. Campus attendance is taken automatically and sign-in sheets will be maintained at the community learning centers. We will achieve this goal using the grant-funded Family Engagement Specialist at each center, who will continuously communicate with the district-funded specialist at the campus; both will consult to catch problems early and provide individualized support. Both will identify, respond and address the factors behind the absences. The importance of attendance will be periodically shared with parents via hardcopy letters, phone calls, texts, and e-mails. We are considering creating a buddy system in which students are paired and rewarded for attending only if both have perfect attendance. This system will prompt each buddy to ensure the other attends. This system will be used for the school year and summer programs.

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 North East Community Learning Center program was crafted with input from parents of students attending the 10 targeted elementary schools. Nearly 14,000 parents were sent surveys that asked such questions as the need for afterschool care, summer camps, tutoring, and topics that would benefit their children such as ESL, Nutrition & Health, Service Learning, Drug and Violence Prevention, Financial Literacy, Technology Education, Art, Music, etc. The adults were asked for input regarding services for themselves in such areas as GED, ESL, Career Certification Courses, Pre-apprenticeship Training, Parenting, Nutrition, how to help children in reading and math, and other areas. Nearly 91% of respondents indicated an interest in free after school programs and/or summer camps at their child's school. Parents said that they valued an after school program that dismissed at 6:30 p.m. The district's years in the after school arena have made it clear that parents, especially those in the low socioeconomic communities we intend to serve, need quality after school care and summer programs enhanced with enrichment activities. Following consultation with the district department that runs the tuition-based KIN afterschool and summer programs, it was agreed to operate the community centers during the same hours in the interest of equity; children participating in this grant program **WOULD NOT BE CHARGED** fees or tuition. The grant's staffing budget was calculated on the required positions, staff-to-student ratio, scheduled program hours, and the anticipated enrollment of 105 students at each of the 10 community learning centers. A major portion of the budget will address the need for tutoring services, as reflected by 94.2% of the parents stating their children would benefit from tutoring. We would recruit the services of tutoring professionals and enrichment partners with which the district has a proven history such as Mad Science, Complete Chess, Drama Kids, Snapology, Brainiac, and Bits, Bytes and Bots. These are science, reading and math-based activities for which there would not be a charge for students participating in this grant.

For TEA Use Only:

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

10. Equitable Access and Participation

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

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

Group		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)	

For TEA Use Only:

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

12. Request for Grant Funds

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

Payroll Costs

1.	Program Administration	\$565,068
2.	Site Assistants	\$687,917
3.	Tutors	\$112,550
4.	Extra Duty Pay	\$11,255
5.		

Professional and Contracted Services

6.	Contractors	\$130,000
7.	Fingerprinting	\$4,100
8.		
9.		
10.		

Supplies and Materials

11.	Consumables	\$124,050
12.	Laptops	\$10,080
13.		
14.		

Other Operating Costs

15.	Travel	\$5,000
16.		
17.		

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

For TEA Use Only:

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

Appendix I: Negotiation and Amendments

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

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

You may duplicate this page.

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

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

Section Being Negotiated or Amended

Negotiated Change or Amendment

[Empty text box for section name]

[Empty text box for negotiated change or amendment]

[Empty text box for section name]

[Empty text box for negotiated change or amendment]

[Empty text box for section name]

[Empty text box for negotiated change or amendment]

[Empty text box for section name]

[Empty text box for negotiated change or amendment]

[Empty text box for section name]

[Empty text box for 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:

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	015910120	Regency Place Elementary - 10222 Broadway, San Antonio, TX 78217, (210) 407-6411	0	PK-5	105	150
2	015910114	Walzem Elementary - 4618 Walzem Rd, San Antonio, TX 78218, (210) 407-8411	0	PK-5	105	150
3	015910105	East Terrell Hills Elementary - 4415 Bloomdale, San Antonio, TX 78218, (210) 407-2811	0	PK-5	105	150
4	015910112	Ridgeview Elementary - 8223 McCullough Ave, San Antonio, TX 78216, (210) 407-6611	0	PK-5	105	150
5	015910103	Colonial Hills Elementary - 2627 Kerrybrook Ct, San Antonio, TX 78230, (210) 407-2411	0	PK-5	105	150
6	015910107	Jackson-Keller Elementary - 1601 Jackson Keller Rd, San Antonio, TX 78213, (210) 407-4411	0	K-5	105	150
7	015910111	Olmos Elementary - 1103 Allena Dr, San Antonio, TX 78213, (210) 407-6011	0	K-5	105	150
8	015910108	Larkspur Elementary - 1802 Larkspur Dr, San Antonio, TX 78213, (210) 407-4611	0	K-5	105	150
9	015910121	El Dorado Elementary - 12634 El Sendero St, San Antonio, TX 78233, (210) 407-3011	0	PK-5	105	150
10	015910110	Oak Grove Elementary - 3250 Nacogdoches Rd, San Antonio, TX 78217, (210) 407-5611	0	PK-5	105	150

Texas ACE Center Operations Schedule (one per center)						Program Year 2021-2022						
<i>(Part 3) Applicant will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 1	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP				Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target				
Center	015910120	Regency Place Elementary - 10222 Broadway, San Antonio, TX 78217, (210) 407-6411				PK-5	105	150				
Feeder												
Feeder												
Program Operations		Start Date (MM/DD/YY):		End Date (MM/DD/YY):		Total Weeks						
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term		08/16/21		12/17/21		18						
Spring Term		01/03/22		05/27/22		21						
Summer Term		05/30/22		07/15/22		6						
Total number of weeks:						45						
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday			3:15	6:30			3:15	6:30	8:00			2:00
Tuesday			3:15	6:30			3:15	6:30	8:00			2:00
Wednesday			3:15	6:30			3:15	6:30	8:00			2:00
Thursday			3:15	6:30			3:15	6:30	8:00			2:00
Friday			3:15	6:30			3:15	6:30	8:00			2:00
Saturday												
Sunday												
Total Hours Per Week:	16.25				16.25				30.00			
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	High School Equivalency/General Education Development Courses, English as a Second Language courses, Career/Workforce Certification programs, Parent Nights, Family Nights, Nutrition Classes, Parenting Classes, Tutoring Sessions, Citizenship Courses, Computer Classes, Workplace Skill Workshops, Resume Writing, Pre-Apprenticeship Training											

Texas ACE Center Operations Schedule (one per center)						Program Year 2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 2	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP				Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target				
Center	015910114	Walzem Elementary - 4618 Walzem Rd, San Antonio, TX 78218, (210) 407-8411				PK-5	105	150				
Feeder												
Feeder												
Program Operations		Start Date (MM/DD/YY):		End Date (MM/DD/YY):		Total Weeks						
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term		08/16/21		12/17/21		18						
Spring Term		01/03/22		05/27/22		21						
Summer Term		05/30/22		07/15/22		6						
Total number of weeks:						45						
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			2:55	6:30			2:55	6:30	8:00			2:00
Tuesday			2:55	6:30			2:55	6:30	8:00			2:00
Wednesday			2:55	6:30			2:55	6:30	8:00			2:00
Thursday			2:55	6:30			2:55	6:30	8:00			2:00
Friday			2:55	6:30			2:55	6:30	8:00			2:00
Saturday												
Sunday												
Total Hours Per Week:	17.92				17.92				30.00			
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	High School Equivalency/General Education Development Courses, English as a Second Language courses, Career/Workforce Certification programs, Parent Nights, Family Nights, Nutrition Classes, Parenting Classes, Tutoring Sessions, Citizenship Courses, Computer Classes, Workplace Skill Workshops, Resume Writing, Pre-Apprenticeship Training											

Texas ACE Center Operations Schedule (one per center)						Program Year 2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 3	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP				Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target				
Center	015910105	East Terrell Hills Elementary - 4415 Bloomdale, San Antonio, TX 78218, (210) 407-2811				PK-5	105	150				
Feeder												
Feeder												
Program Operations		Start Date (MM/DD/YY):		End Date (MM/DD/YY):		Total Weeks						
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term		08/16/21		12/17/21		18						
Spring Term		01/03/22		05/27/22		21						
Summer Term		05/30/22		07/15/22		6						
Total number of weeks:						45						
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			2:55	6:30			2:55	6:30	8:00			2:00
Tuesday			2:55	6:30			2:55	6:30	8:00			2:00
Wednesday			2:55	6:30			2:55	6:30	8:00			2:00
Thursday			2:55	6:30			2:55	6:30	8:00			2:00
Friday			2:55	6:30			2:55	6:30	8:00			2:00
Saturday												
Sunday												
Total Hours Per Week:	17.92				17.92				30.00			
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	High School Equivalency/General Education Development Courses, English as a Second Language courses, Career/Workforce Certification programs, Parent Nights, Family Nights, Nutrition Classes, Parenting Classes, Tutoring Sessions, Citizenship Courses, Computer Classes, Workplace Skill Workshops, Resume Writing, Pre-Apprenticeship Training											

Texas ACE Center Operations Schedule (one per center)					Program Year 2021-2022							
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 4	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP			Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target					
Center	015910112	Ridgeview Elementary - 8223 McCullough Ave, San Antonio, TX 78216, (210) 407-6611			PK-5	105	150					
Feeder												
Feeder												
Program Operations		Start Date (MM/DD/YY):		End Date (MM/DD/YY):		Total Weeks						
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term		08/16/21		12/17/21		18						
Spring Term		01/03/22		5/27/22		21						
Summer Term		05/30/22		07/15/22		6						
Total number of weeks:						45						
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			2:45	6:30			2:45	6:30	8:00			2:00
Tuesday			2:45	6:30			2:45	6:30	8:00			2:00
Wednesday			2:45	6:30			2:45	6:30	8:00			2:00
Thursday			2:45	6:30			2:45	6:30	8:00			2:00
Friday			2:45	6:30			2:45	6:30	8:00			2:00
Saturday												
Sunday												
Total Hours Per Week:	18.75				18.75				30.00			
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	High School Equivalency/General Education Development Courses, English as a Second Language courses, Career/Workforce Certification programs, Parent Nights, Family Nights, Nutrition Classes, Parenting Classes, Tutoring Sessions, Citizenship Courses, Computer Classes, Workplace Skill Workshops, Resume Writing, Pre-Apprenticeship Training											

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022					
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 5	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target			
Center	015910103	Colonial Hills Elementary - 2627 Kerrybrook Ct, San Antonio, TX 78230, (210) 407-2411					PK-5	105	150			
Feeder												
Feeder												
Program Operations				Start Date (MM/DD/YY):		End Date (MM/DD/YY):		Total Weeks				
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term				08/16/21		12/17/21		18				
Spring Term				01/03/22		05/27/22		21				
Summer Term				05/30/22		07/15/22		6				
Total number of weeks:								45				
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday			3:15	6:30			3:15	6:30	8:00			2:00
Tuesday			3:15	6:30			3:15	6:30	8:00			2:00
Wednesday			3:15	6:30			3:15	6:30	8:00			2:00
Thursday			3:15	6:30			3:15	6:30	8:00			2:00
Friday			3:15	6:30			3:15	6:30	8:00			2:00
Saturday												
Sunday												
Total Hours Per Week:	16.25				16.25				30.00			
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	High School Equivalency/General Education Development Courses, English as a Second Language courses, Career/Workforce Certification programs, Parent Nights, Family Nights, Nutrition Classes, Parenting Classes, Tutoring Sessions, Citizenship Courses, Computer Classes, Workplace Skill Workshops, Resume Writing, Pre-Apprenticeship Training											

Texas ACE Center Operations Schedule (one per center)					Program Year 2021-2022							
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 6	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP			Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target					
Center	015910107	Jackson-Keller Elementary - 1601 Jackson Keller Rd, San Antonio, TX 78213, (210) 407-4411			K-5	105	150					
Feeder												
Feeder												
Program Operations		Start Date (MM/DD/YY):		End Date (MM/DD/YY):		Total Weeks						
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term		08/16/21		12/17/21		18						
Spring Term		01/03/22		05/27/22		21						
Summer Term		05/30/22		07/15/22		6						
Total number of weeks:						45						
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday			3:15	6:30			3:15	6:30	8:00			2:00
Tuesday			3:15	6:30			3:15	6:30	8:00			2:00
Wednesday			3:15	6:30			3:15	6:30	8:00			2:00
Thursday			3:15	6:30			3:15	6:30	8:00			2:00
Friday			3:15	6:30			3:15	6:30	8:00			2:00
Saturday												
Sunday												
Total Hours Per Week:	16.25				16.25				30.00			
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	High School Equivalency/General Education Development Courses, English as a Second Language courses, Career/Workforce Certification programs, Parent Nights, Family Nights, Nutrition Classes, Parenting Classes, Tutoring Sessions, Citizenship Courses, Computer Classes, Workplace Skill Workshops, Resume Writing, Pre-Apprenticeship Training											

Texas ACE Center Operations Schedule (one per center)					Program Year 2021-2022							
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 7	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP			Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target					
Center	015910111	Olmos Elementary - 1103 Allena Dr, San Antonio, TX 78213, (210) 407-6011			K-5	105	150					
Feeder												
Feeder												
Program Operations		Start Date (MM/DD/YY):		End Date (MM/DD/YY):		Total Weeks						
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term		08/16/21		12/17/21		18						
Spring Term		01/03/22		05/27/22		21						
Summer Term		05/30/22		07/15/22		6						
Total number of weeks:						45						
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			2:55	6:30			2:55	6:30	8:00			2:00
Tuesday			2:55	6:30			2:55	6:30	8:00			2:00
Wednesday			2:55	6:30			2:55	6:30	8:00			2:00
Thursday			2:55	6:30			2:55	6:30	8:00			2:00
Friday			2:55	6:30			2:55	6:30	8:00			2:00
Saturday												
Sunday												
Total Hours Per Week:	17.92				17.92				30.00			
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	High School Equivalency/General Education Development Courses, English as a Second Language courses, Career/Workforce Certification programs, Parent Nights, Family Nights, Nutrition Classes, Parenting Classes, Tutoring Sessions, Citizenship Courses, Computer Classes, Workplace Skill Workshops, Resume Writing, Pre-Apprenticeship Training											

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>													
Center #	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target				
Center	015910108	Larkspur Elementary - 1802 Larkspur Dr, San Antonio, TX 78213, (210) 407-4611					K-5	105	150				
Feeder													
Feeder													
Program Operations			Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks				
Summer Term Jump Start <i>(Must be approved in NOGA)</i>													
Fall Term			08/16/21			12/17/21			18				
Spring Term			01/03/22			05/27/22			21				
Summer Term			05/30/22			07/15/22			6				
Total number of weeks:									45				
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			2:45	6:30			2:45	6:30	8:00			2:00	
Tuesday			2:45	6:30			2:45	6:30	8:00			2:00	
Wednesday			2:45	6:30			2:45	6:30	8:00			2:00	
Thursday			2:45	6:30			2:45	6:30	8:00			2:00	
Friday			2:45	6:30			2:45	6:30	8:00			2:00	
Saturday													
Sunday													
Total Hours Per Week:	18.75				18.75				30.00				
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	High School Equivalency/General Education Development Courses, English as a Second Language courses, Career/Workforce Certification programs, Parent Nights, Family Nights, Nutrition Classes, Parenting Classes, Tutoring Sessions, Citizenship Courses, Computer Classes, Workplace Skill Workshops, Resume Writing, Pre-Apprenticeship Training												

Texas ACE Center Operations Schedule (one per center)						Program Year 2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 9	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP				Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target				
Center	015910121	El Dorado Elementary - 12634 El Sendero St, San Antonio, TX 78233, (210) 407-3011				PK-5	105	150				
Feeder												
Feeder												
Program Operations		Start Date (MM/DD/YY):		End Date (MM/DD/YY):		Total Weeks						
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term		08/16/21		12/17/21		18						
Spring Term		01/03/22		05/27/22		21						
Summer Term		05/30/22		07/15/22		6						
Total number of weeks:						45						
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			2:55	6:30			2:55	6:30	8:00			2:00
Tuesday			2:55	6:30			2:55	6:30	8:00			2:00
Wednesday			2:55	6:30			2:55	6:30	8:00			2:00
Thursday			2:55	6:30			2:55	6:30	8:00			2:00
Friday			2:55	6:30			2:55	6:30	8:00			2:00
Saturday												
Sunday												
Total Hours Per Week:	17.92				17.92				30.00			
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	High School Equivalency/General Education Development Courses, English as a Second Language courses, Career/Workforce Certification programs, Parent Nights, Family Nights, Nutrition Classes, Parenting Classes, Tutoring Sessions, Citizenship Courses, Computer Classes, Workplace Skill Workshops, Resume Writing, Pre-Apprenticeship Training											

Texas ACE Center Operations Schedule (one per center)					Program Year 2021-2022							
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 10	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP			Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target					
Center	015910110	Oak Grove Elementary - 3250 Nacogdoches Rd, San Antonio, TX 78217, (210) 407-5611			PK-5	105	150					
Feeder												
Feeder												
Program Operations		Start Date (MM/DD/YY):		End Date (MM/DD/YY):		Total Weeks						
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term		08/16/21		12/17/21		18						
Spring Term		01/03/22		05/27/22		21						
Summer Term		05/30/22		07/15/22		6						
Total number of weeks:						45						
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday			3:15	6:30			3:15	6:30	8:00			2:00
Tuesday			3:15	6:30			3:15	6:30	8:00			2:00
Wednesday			3:15	6:30			3:15	6:30	8:00			2:00
Thursday			3:15	6:30			3:15	6:30	8:00			2:00
Friday			3:15	6:30			3:15	6:30	8:00			2:00
Saturday												
Sunday												
Total Hours Per Week:	16.25				16.25				30.00			
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	High School Equivalency/General Education Development Courses, English as a Second Language courses, Career/Workforce Certification programs, Parent Nights, Family Nights, Nutrition Classes, Parenting Classes, Tutoring Sessions, Citizenship Courses, Computer Classes, Workplace Skill Workshops, Resume Writing, Pre-Apprenticeship Training											

December 17, 2020

Northeast Independent School District

To whom it may concern,

The Texas A&M AgriLife Extension Service, Expanded Food and Nutrition Education Program (EFNEP) would like to offer our support to the Northeast Independent School District (NEISD) and thank them for the successful partnership we have maintained over the past few years. The partnership with NEISD has helped us to improve the lives of families in our community by exposing them to life changing education and resources.

EFNEP is a flagship nutrition education program funded by USDA's National Institute of Food and Agriculture (NIFA). We are located in every state and U.S. territory and administered by the land-grant university in each state. Since 1969 EFNEP has worked in the most populated Texas counties, providing food and nutrition education to vulnerable limited resource families and youth. The objectives of EFNEP are to assist low-income families and youth acquire the knowledge, skills, and changed behavior necessary for nutritionally sound diets, to contribute to their personal development, the improvement of the total family diet, and nutritional welfare.

EFNEP greatly appreciates the collaboration with NEISD as we depend on strong partnerships with other community organizations to make our program a success.

We would be excited to continue to support and maintain a partnership with NEISD by offering their students and/or parents our nutrition and health education programs through the 21st Century grant.

Thank you again and we hope to continue to see you and your clients in our classes.

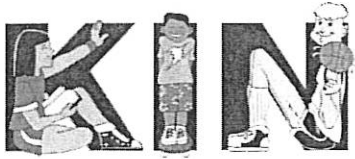
Best regards,

Chelsea Bishop Smith

Chelsea Bishop Smith, MPH
Program Manager and Coordinator
Expanded Food and Nutrition Education Program
Texas A&M AgriLife Extension Service



Dario Dominguez
EFNEP Extension Agent, Bexar County
Texas A & M AgriLife Extension Service
8844 Tradeway Street | San Antonio, TX 78217



KIDS' INVOLVEMENT NETWORK

North East Independent School District • Community Education

8750 Tesoro Drive, San Antonio, Texas 78217 (210) 407-0140

e-mail: kin@neisd.net

To Whom It May Concern,

The Kids' Involvement Network (KIN) is pleased to offer this letter of partnership to support North East Independent School District's application for the Nita M. Lowey 21st Century Community Learning Centers, Cycle 11, Year 1 grant. KIN has been an established provider of high-quality afterschool care in the San Antonio area for 30 years.

KIN will assist in the administration of these programs by providing the following services, free of cost:

- Training - KIN's training and professional development is built around the National Afterschool Association's (NAA) Core Knowledge and Competencies for Afterschool and Youth Development Professionals. Through our comprehensive training program, staff receive professional development in child youth/growth and development, youth engagement, cultural competency and responsiveness, safety and wellness, leadership, learning environments and curriculum, and behavior management.
- Staffing - KIN's staffing and recruitment programs are modeled around best practices in the Out-of-School-Time industry. Through our many partnerships in the San Antonio area, including 14 major colleges and universities, we are able to continuously recruit, hire, and retain highly qualified staff for all of our afterschool programs.
- Curriculum - KIN's curriculum is built around TEKS based hands-on programming designed to guide students to expand thinking and problem-solving skills, develop the ability to work cooperatively, improve interpersonal skills, appreciate the joy of learning, and become lifelong learners and leaders in their communities. Students engage in activities that instill a sense of responsibility and desire to help create a more thoughtful and caring world.

KIN has presented their best practices at multiple state and national afterschool conventions, including Foundations, National Afterschool Association, Texas ACE, Texas Community Education Association, and OSTI-CON.

We look forward to partnering with North East ISD in their 21st CCLC venture.

Sincerely,

Caprica Wells, EdD
Executive Director



Memorandum of Understanding

The signatory agency agrees that:

- A. This MOU neither expands nor limits those authorities vested in the signatory agencies by their respective governing bodies and articles of incorporation to conduct their affairs and carry out their programs.
- B. This MOU in no way restricts the signatory agencies from participating with other public, private, or nonprofit agencies, organizations, or individuals.
- C. This MOU is neither a fiscal nor funds obligation document for the signatory agencies.
- D. Any data, information, logos, or endorsements provided by the member agencies to the network and its agents is to be held as confidential and not for external use except as agreed to by the CEO Roundtable and authorized by the respective agency CEO.
- E. Modifications to this MOU shall be made by mutual consent of [2/3] of the voting members in good standing of the CEO Roundtable. Proposed written modification shall be provided to all voting members at least 30 days prior to being subjected to a vote.
- F. Any of the signatory agencies may choose to withdraw from the MOU by providing a 30-day written notice at any time.
- G. This agreement and its amendments may be extended in three-year increments by the voting members in good standing on, or prior to, the date of expiration.
- H. The signatory agencies may terminate the MOU by mutual consent of [2/3] of the voting members in good standing of the CEO Roundtable. A motion to dissolve shall be provided to all voting members at least 30 days prior to being subjected to a vote.

The signatory agency is bound to this MOU as of the date of the last signature, and it will expire three years from that date unless extended or terminated at an earlier date as provided in term H above.

Official Name of Excel Partner Agency

CEO Roundtable Representative (Agency Chief Executive Officer or Approved Equivalent)

Name Patti Boren, NEISD Community Ed.
Interim Executive Director

Signature

Date 11/13/19

MEMORANDUM OF UNDERSTANDING





Agency Delegate Representation

NOTE

Excel Member Agencies commit to engaging a delegate to serve on a working group.

Additionally, Excel Member Agencies commit to organizational enrollment of a Youth Development Coach and Integration Champion in the Excel Academy by 2022.

Working Group Representative

Name Brittany King / Jay Tillman
Email bking@neisd.net / jtillm@neisd.net
Working Group Community Engagement and Mobilization

Participation in Excel Academy

- Enrolled in Inaugural Cohort (2019-2020)
- Enrolling in 2020-2021 Cohort
- Enrolling in 2021-2022 Cohort

NEISD 2020-2021





North East Independent School District

8961 Tesoro Drive, Suite 414, San Antonio, TX 78217

Family Engagement

TO: 21st Century Community Learning Centers, Cycle 11 committee
FROM: Araceli G. Dominguez, NEISD Family Engagement Liaison
THROUGH: Dr. Esmeralda Munoz, Executive Director for Learning Support Services
DATE: December 18, 2020
SUBJECT: Nita M. Lowey 21st Century Community Learning Centers, Cycle 11, year 1 grant

North East ISD's Family Engagement Program is pleased to offer this letter of partnership to support North East Independent School District's application for the Nita M. Lowey 21st Century Community Learning Centers, Cycle 11, Year 1 grant. NEISD Family Engagement has been an established provider of effective two-way family engagement for the parents and community members within the North East ISD community for 21 years.

NEISD Family Engagement Program will aid and support this new initiative by providing the following services, free of cost:

- Meaningful partnership with each campus Family Specialist to ensure the structure and processes of the family engagement culture is carried thru to the after-school program for a well-rounded program
- Collaborate and share all community resources to aid families in overcoming barriers to student academic success
- Partner up to offer the Family Engagement Leadership Academy to all parents

The Family Engagement Program was recently awarded the TEA Parent and Family Engagement Promising Practice Award for 2019-2020.

We look forward to partnering with North East ISD in their 21st CCLC venture.

Sincerely,

A handwritten signature in black ink that reads "Araceli G. Dominguez". The signature is fluid and cursive, with a large loop at the end.

Araceli G. Dominguez, MS Organizational Development & Leadership



Adult Education

North East Independent School District

107 W. Rampart Dr. – San Antonio, Texas 78216
(210) 356-7550 – adulted@neisd.net


North East Independent School District's Adult Education Department provides the following services to our community:

- High School Equivalency Classes: preparation to take the GED or HiSET battery of test to obtain a High School diploma. Classes in English and Spanish.
- English as a Second Language Classes: Basic to Advanced levels.
- English for Professionals: Classes directed towards Internationally Trained Professionals to help them apply for jobs in their areas of expertise.
- Citizenship Classes: helping students navigate the citizenship application process and get ready to pass the citizenship test.
- Workforce Certification Programs: Dental Assistant, Medical Billing and Coding. Coming in the spring: HVAC. RNA and Welding certifications. Adult Education offers full scholarships to students who qualify.
- Digital and Financial Literacy workshops
- College -bound classes: introduction to college application, FAFSA, college entrance tests.
- Job readiness classes: resume writing, interview skills, job application process, job research

Our application process is very simple and consists of just two steps: completing an online form and then taking an entrance (placement) test. All our students must go through initial testing as well as progress testing after they have attended a minimum of 50 hours. Post-testing allows us to measure skills gains. All our student data is entered into TEAMS (Texas Educating Adults Management System). This is the data management system for federally funded adult education and literacy programs in Texas.

We are excited to partner with Community Education in their proposed 21st CCLCs. This partnership will work to increase the reach of Adult Education in multiple school attendance areas. These high need communities are often difficult for us to reach. The proposed Family Specialist that works with the CCLCs would be able to disseminate our information to increase our efficacy in the community. These services will serve to enrich the families academically, financially, and socially.

Sincerely,


Sofia Schiavoni

North East ISD Adult Education Supervisor
Ferrari Learning Center
107 W Rampart
San Antonio, TX 78216