



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

**Competitive Grant Application: Due 11:59 p.m. CT, January 07, 2021**

NOGA ID

Application stamp in date and time

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

Competitive grant applications and amendments to [competitivegrants@tea.texas.gov](mailto:competitivegrants@tea.texas.gov)

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

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

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

**Amendment Number**

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

**1. Applicant Information**

Name of organization

Campus name  CDN  Vendor ID  ESC  DUNS

Address  City  ZIP  Phone

Primary Contact  Email  Phone

Secondary Contact  Email  Phone

**2. Certification and Incorporation**

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

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

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

Authorized Official Name  Title  Email

Phone  Signature  Date

Grant Writer Name  Signature  Date

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
Edcouch-Elsa ISD students only passed at a 69% average ("approaches grade level or above") on their STAAR scores for all grades on all subjects, in comparison to the state standards of 78% (2019-20 TAPR).	Under the Texas 21st CCLC Program, student instructors and volunteers will provide academic tutoring and mentorship to at-risk students by incorporating enrichment activities in their after-school program that complement their regular academic schedule.
According to the US Census Bureau, 36.7% and 38.8% of persons living in Edcouch and Elsa are in poverty, resulting in 97% of district students being classified as economically disadvantaged (2019-20 TAPR).	Under the Texas 21st CCLC Program, the district will provide activities for families of Edcouch-Elsa ISD that will target meaningful engagement in their children's education. Activities such as high school equivalency, English language, and life skills courses will help engage Edcouch-Elsa families.
Only 37.3% of economically disadvantaged students are college-ready upon graduating, well below the state average of 50% (2019-20 TAPR).	Edcouch-Elsa ISD will provide supplemental instruction for TSI, SAT, and ACT exams during their after-school program, particularly targeting economically disadvantaged students for the purpose of increasing their college readiness.

**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.

**SPECIFIC:** Create seven 21st CCLC centers that will improve student academic achievement by offering educational enrichment opportunities and increase parental involvement by providing meaningful engagement opportunities. **MEASURABLE:** Success will be measured through growth in state assessments, improved GPA, increased school-day attendance, improved school-day behavior, and increased student engagement in learning. **ACHIEVABLE:** Buy-in from various organizations, including the South Texas Literacy Coalitions and Cities of Elsa and Edcouch, will make the program achievable. **RELEVANT:** Edcouch-Elsa ISD has a high poverty level (ED: 98.5%) and low performing campuses, as seen in the needs above (STAAR, college readiness, etc.). **TIMELY:** If awarded the 21st CCLC grant, Edcouch-Elsa will have the seven centers operating by fall 2021.

**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**

- Attend Kick-off meeting in Austin in July or August 2021.
- Gather 21st CCLC relevant baseline data based on performance measures listed in the TEA Guidelines. (i.e. attendance rates, GPA, etc.)
- Hire staff: Program Director, Site Coordinators, Family Engagement Specialist, etc.
- Market the program, specifically, to students who are identified as at-risk.
- Survey kids and parents/guardians to gauge what kind of activities both are interested in.
- Meet with Site coordinators to discuss budgets and receive input on activities they would like to implement.

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

- Staff will collect data daily through the Texas ACE Quality Assessment Process to submit to TEA.
- Reach 50% of the district's attendance goal (K-8th 2 hours and 9-12th 1 ½ hours count as attendance during fall/spring).
- Program Director will administer a survey to students and parents to determine academic enrichment and engagement activities they would like to see implemented.
- Site Coordinators will meet with teachers bi-weekly to measure academic performance for program students.
- Develop and actualize Family Engagement activities for parents.
- Continue building on recruitment strategies to welcome more students into the program.
- Program staff will review survey results and address effectiveness of program and make necessary changes.

**Third-Quarter Benchmark**

- Ensure the Project Director attends the TEA-required meeting in February 2022.
- Measure staff performance through peer and self-evaluations.
- Ensure center-level staff regularly attend scheduled program-specific in-person training.
- Grades 4-8 will demonstrate a 10% growth in mathematics state assessments
- Grades 4-8 will demonstrate a 5% growth in reading/language arts state assessments.
- Students participating in the program will maintain a 90% school attendance rate.
- Meet 75% of 45-day target numbers for students and parents (grades K-8 must attend 45+ days for 120 minutes a day during fall and spring and grades 9-12 must attend 45+ days during the entirety of the school year).

**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.

**DATA:** Data that will be monitored for project evaluation are standardized and local testing scores, daily attendance for the ACE program and school day, student behavior, and 6-week classroom grades. This data will be entered into the TX21st CCLC database and follow the Texas ACE Quality Assurance Process (QAP). The QAP will be utilized by the district to receive TEA-approved guidance and feedback from trained monitors. Feedback/guidance will be provided three times annually. This feedback will allow the district to develop activities to improve their program operations and student outcomes further. Additionally, student and parent surveys will be conducted once a month to evaluate program performance. Every month, Site Coordinators and the Program Director will meet with administrators and other program stakeholders to discuss center-level data gathered through the QAP and surveys. With a focus on academic, college-ready, and family engagement needs, staff will evaluate and discuss data related to the centers' optimal operations in achieving the district's needs in the aforementioned key areas. The district will measure the following components: 1) School Community Engagement: Campus and Program Engagement, student recruitment and attendance, intentional activities, community engagement, family engagement, and sustainability planning. 2) Vision, Mission, Goals: Strategic planning, staffing, and partnerships. 3) Continuous Quality Improvement: Internal Quality Assurance, staff development, and local independent program evaluation. 4) Operations: Program operations, data collection, budgeting, and expenditures management. These components will be measured through attendance rosters, surveys, student-test and assessment scores, and more. This data will be reviewed bi-weekly during ACE staff meetings to determine if the district is on track for meeting benchmarks and summative SMART goals.

**SUSTAINABILITY:** In line with the Texas ACE Blueprint, Edcouch-Elsa ISD will optimize each centers' performance. Suppose program modification is identified as necessary during any of the three monitoring assessments (fall, winter, and spring). In that case, Edcouch-Elsa ISD anticipates integrating the results and feedback, which highlight opportunities for improvement.

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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.

Edcouch-Elsa ISD administration conducted a comprehensive needs assessment on each campus using multiple sources of data, including STAAR assessment results, college readiness indicators, attendance/graduation rates, disciplinary reports, and special population data (i.e., economically disadvantaged, English Language Learner (ELL), migrant, etc.). The data helped identify the students who are most in need of the program (ELL and at-risk), as well as, key areas that need to be addressed during the Texas ACE after-school program. The different needs that were determined can be seen below:

**ECONOMIC NEED:** 2019-20 TAPR confirmed that 96.1% of Edcouch-Elsa ISD students are economically disadvantaged, compared to 60.2% in the state. This economic need creates an environment where 100% of enrolled district students are considered Title I (low income), 64% are At-Risk, and 97.6% are Free or Reduced Lunch (2019-20 National School Lunch Program Eligibility Data).

Furthermore, US Census data identified the average median income of Elsa to be \$35,000 per year (in 2019), while the city of Edcouch’s was \$32,000 (in 2019) compared to the \$61,784 average in Texas.

**ACADEMIC NEED:** According to US Census data, 95% of adults above 18 speak Spanish at home in Edcouch. In Elsa, that number is 90%. This language disparity at home and in school has a negative effect on students, specifically ELL students. This disparity is demonstrated on the Texas Academic Performance Reports (TAPR), which shows that on STAAR exam scores for 2019-20 determined that only 69% of all students in all grade levels and subjects met the state standards, compared to the state average of 78%. Of these, only 61% of EL students reached the same marker. In mathematics, only 75% of students from all grades approached grade level or above, compared to the state average of 82%; for EL students, that figure was 70%. In reading, only 62% reached grade level or above compared to the Texas average of 68%; for EL students, that number was only 54%. Based on the data, Edcouch-Elsa ISD students’ STAAR scores presents a crystal-clear image of the academic need economically disadvantaged and ELL students face.

**COLLEGE-READINESS NEED:** According to the 2019-20 TAPR, only 44% of annual graduates of Edcouch-Elsa ISD are college-ready compared to the 58% average in Region One and 53% in the state. Of these, only 17.6% of EL students within the district are considered college ready.

**DISCIPLINARY NEED:** According to TEA’s PEIMS Discipline Data for 2018-2019, Edcouch-Elsa ISD had over 1,721 disciplinary incidents reported for the 2018-2019 school year, of which 54 involved controlled substances, 11 assaults of a non-district employee, and 102 were student fights.

**RECRUITMENT AND ASSESMENT:** The 21st Century ACE staff will meet with teachers at least two weeks prior to the start of the program to make a list of students most in need who can most benefit from the 21st CCLC program. Once the program is being implemented, if any of the students determined as “most in need” are not attending, the parent/guardian of that student will be contacted and informed of the program and its benefits. If needed, program activities will be modified to address students’ needs. Data will be reviewed to determine if students are progressing and showing growth in their academics and other metrics. To further strengthen student recruitment throughout the school year, the Edcouch-Elsa ISD Student Services Department will disseminate information via its various community outreach mediums, from its social media pages to campus bulletins and local news publications. Additionally, to further promote recruitment and retention throughout the school year, program staff will be present at monthly campus faculty meetings to discuss the program with faculty, handout flyers or brochures, and encourage teachers to inform their students of the program to increase program attendance if necessary.

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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.

Edcouch-Elsa ISD proposes a 7-center program that will offer various academic and enrichment opportunities to students and parents. To measure this program's effectiveness, the district will track students' academic performance (such as STAAR exam scores), behavior, attendance, college-readiness, career-readiness, English Language Learning, and parental engagement with the school their children. Using the recommendations presented by the Texas ACE Blueprint and TEA's training and resources, the district's program staff will develop a comprehensive model for the after-school program aimed at targeting three areas of need: academic (STAAR scores), family/parental, and college-readiness. An explanation as to why these three components were selected can be seen below:

**ACADEMIC NEED:** Academic performance is of primary importance, and the after-school program will be designed with this need in mind. As mentioned, the 2019-20 TAPR showed that only 69% of all students in all grade levels and subjects met the state standards for STAAR exam scores compared to the state average of 78%. In mathematics, only 75% of students from all grades approached grade level or above, compared to the state average of 82%; in reading, only 62% reached grade level or above compared to the Texas average of 68%. With a significant portion of campuses in this program testing below the state average in STAAR (especially the secondary schools), the Texas ACE program will offer a minimum of one (1) hour of homework assistance and tutoring daily by regular classroom teachers and/or school paraprofessionals. After-school tutoring classes will be smaller than traditional classrooms, ensuring more attention is placed on individual students as they need it. These classes are likely to positively impact at-risk students' performance in the classroom.

**COLLEGE AND CAREER READINESS NEED:** Although this area focuses primarily on high school students, activities such as Career Fairs and College/University Field Trips will positively impact elementary and Junior High students as well. Students below the high school level will develop a positive perception of life after high school by familiarizing themselves with post-graduation life in either college or career field. Students who develop a positive attitude towards their post-grad life will be more likely to focus on their academic performance, behavior, and attendance because of their intent to attend college or university successfully after high school. Additionally, students who wish to enter the workforce will feel more engaged in their future goals when meeting professionals in different fields. Motivating students through these college and career initiatives is likely to positively impact their academic achievement, behavior, and engagement, resulting in the district producing more college and career-ready students.

**ECONOMIC NEED:** US Census data identified the average median income of Elsa to be \$35,000 per year (in 2019), while the city of Edcouch's was \$32,000 (in 2019) compared to the \$61,784 average in Texas. According to a published study titled "Parental Involvement in Schools" (Child Trends 2018), parental involvement is lowest in families below the poverty line and parents who do not speak the area's primary language or did not graduate high school. According to the US Census Bureau, 36.7% and 38.8% of persons living in Edcouch and Elsa live in poverty, and 95% of adults above 18 speak Spanish at home in Edcouch; in Elsa, that number is 90%. The Texas ACE 21st CCLC program seeks to create meaningful engagement with students' parents and families to foster a positive environment for students to flourish academically. Offering courses such as English Language and financial literacy to parents after school or on weekends will positively impact local families' home lives and will produce parental involvement and support for the district's children.

**IMPACT OVER TIME:** The district will meet its SMART goal of creating seven 21st CCLC centers that will offer academic enrichment opportunities, as well as meaningful parental involvement engagement opportunities. Over time, these activities will be able to increase academic achievement (goals: grades 4-8 will demonstrate a 10% growth in mathematics state assessments and 5% in reading/language arts) and assist the district in meeting their mission statement of producing responsible graduates who can compete confidently in a dynamic global society.

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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.

The district is creating 7 centers that will assist in improving academic achievement & parental involvement. Activities that may be provided can be seen below; however, the district plans to update activities based on student/parent request.

**IMPROVING ACADEMIC ACHIEVEMENT:** The program's academic merits will result from at least one hour of tutoring for students most at-risk of academic failure, dropping out of school, involvement in criminal or delinquent activities, or who lack strong positive role models. Academic activities will be in coordination with the school day curricular program to support students' achievement in the school day program and meet state standards, including the Texas Essential Knowledge and Skills (TEKS), state-required assessments, and end of course exams. By utilizing grade-level teachers who students know, students will feel more at ease and comfortable during after-school tutoring. Paraprofessionals will also be utilized through at least one hour of after-school tutoring, emphasizing reading and math.

**OVERALL STUDENT SUCCESS:** The program will also offer extracurricular activities to enrich various aspects of students' lives. Students at elementary campuses (4 of which are K-1st) will be offered alternative enrichment activities, such as arts and crafts, sports, and physical activities such as folkloric dance and karate, guitar lessons, and gardening. All activities will serve to develop a child's social and emotional skills by collaborating and competing with other students. Additionally, health and fitness activities will be provided to offer outlets for student stressors and otherwise unused energy; the team building and discipline skills developed during these activities are likely to impact student behavior and engagement positively. For students over 3rd grade to 8th grade, the program will offer the activities listed above as well as chess, basic computer skills, robotics, and e-sports. These activities also offer working in teams, which develop students' emotional and social skills. College and career readiness will also be offered: for the elementary and middle school students, this will consist of Career Fairs, Career Day, meeting local professionals such as police and firefighters, and field trips to college/university campuses. High school students will have the opportunity to partake in college-readiness topics such as SAT, TSI, and ACT preparation for post-secondary education as well as field investigations to Institutions of Higher Education (IHEs). All students will have a choice on which extracurricular activities they would like to participate in. Academic tutoring will be encouraged for students considered at-risk of academic failure. Depending on need, other activities may also be offered.

Considering 27% of district students are English Language Learners, which is higher than the state average, some centers, especially elementary schools, will offer ELL classes to students who are most in need. This will in turn aid them in their academic achievement and overall student success.

**ACTIVITY OVERSIGHT:** Program staff will monitor student attendance to gauge their interest and the program's effectiveness. During regular monthly or bi-weekly meetings with the teachers, program staff will coordinate activities that correlate with teachers' lesson plans in order to supplement students' academic needs. Regular surveys of students and parents will help staff and coordinators determine which activities capture student interest and which could be offered in the future. Site coordinators and their staff will provide sufficient oversight of student activities to ensure student safety and engagement.

**INTEGRATING SCHOOL-DAY LESSONS:** The 21st CCLC program's academic impact is dependent on correlating after-school lesson plans with the weekly regular school day lessons at each campus. Edcouch-Elsa ISD Texas ACE Site Coordinators will work with administrators and teachers at each of the campuses on a bi-weekly basis to share lesson plans from both the regular school day and the after-school program to ensure learning consistency. Enlisting regular school-day teachers as program staff will positively correlate regular school-day lessons with after-school tutoring. These teachers are the key to the program's tutoring portion because of their expertise with their assigned grade level for both the regular day school-day lessons and after-school tutoring. They will also be included in the Texas ACE staff's planning to best benefit students in need for the core academic subjects. Edcouch-Elsa ISD demonstrated a need for improving their students' academic performance, their college-readiness, and their family's involvement for their overall success.

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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

Edcouch-Elsa ISD is partnering with local safe community organizations and civil organizations willing to participate to ensure the program’s success. Most notable are the South Texas Literacy Coalition and the Elsa chapter of Rotary International. The South Texas Literacy Coalition (STLC) is a local non-profit organization serving 16 counties in South Texas that aims to improve communities through literacy. According to the STLC’s website, 41% of the population living in south Texas below San Antonio face some form of illiteracy. The Rotary Club International’s local chapter in Elsa is dedicated to community service and boasts a network of professional members. Volunteers from the Rotary Club may provide educational activities to school children, such as escorting or guiding field trips to historic sites. Sacred Heart Church, a small church serving the local communities of Edcouch and Elsa, is also serving as a partner. Although church volunteers are accustomed to teaching Biblical courses such as CCD, their instructional skills will translate to the Texas ACE program where they are needed, whether that be to oversee introductory computer skills courses or physical activities. SERVING PROGRAM OBJECTIVES: South Texas Literacy Coalition has its own set of programs, including youth and parent engagement workshops. The organization also provides parents information on creating a literacy culture at home through seminars focused on literacy and children’s engagement. Their focus is on engaging the parents in the education of their child. A study titled, “Shared Reading Quality and Brain Activation During Story Listening in Preschool-Age Children (J. Pediatr 2017)” concluded that parents’ involvement in their child’s literacy, such as through play or reading aloud, fosters an atmosphere where children view language and literacy positively. Serving a large population of non-English speaking parents, the STLC has developed a philosophy that believes that, regardless of language, if parents interact with their child(ren), they create positive memories and a positive environment associated with reading. This interaction leads to positive outcomes in how the child approaches education. SUSTAINABILITY OVER TIME: Describing themselves as a non-traditional approach to literacy, the STLC holds a vision of inspiring a community of lifelong readers by engaging students with their environment and creating circumstances where reading is fun and appealing instead of being viewed as a chore. The STLC is known for providing thousands of new free books to children across south Texas through events such as their “mini-festivals” that feature activities aimed at getting children excited about reading. The STLC can also help provide newsletters for families on the importance of literacy to academic achievement in English and Spanish. Their offered programming, including the workshops for parents, is an example of how the organization can help sustain the 21st CCLC program over time. STATUTORY PRIORITY 2 – JOINT PARTNERSHIPS: The services explicitly offered by the STLC would expand access to high-quality services that may be available within the community. These are services the STLC offers to its 16 counties, but it may not have been able to funnel attention into Edcouch and Elsa’s communities previously because of their high demand. The school district’s partnership with the STLC will ensure those district students receive centralized attention they would not have otherwise received.

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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.

District research determined the importance of providing a comprehensive 21st CCLC program that will include activities which address academic achievement, post-secondary and workforce preparation, parental involvement, and positive youth development.

**ACADEMIC PERFORMANCE & ACHIEVEMENT:** A study conducted by San Bernardino Valley College (2016) states that “the effects of tutoring on student success demonstrate a significant trend: the more academic support students receive, the more likely they are to pass their courses and stay enrolled.” Additionally, a statewide program evaluation of Texas ACE compared participants with non-participants, determining that participants had higher test scores in reading/English language arts and mathematics while in Grades 9-12; fewer disciplinary incidents while in Grades 6-12; fewer school day absences while in Grades 4-12; and an increased likelihood of grade promotion overall (American Institutes for Research, August 2020).

**POSTSECONDARY & WORKFORCE PREPARATION:** New research from College Board (5/8/2017) indicates that “studying for the SAT for 20 hours on SAT Practice is associated with an average score gain of 115 points, nearly double the average score gain compared to students who don’t use [SAT prep].” Additionally, a study conducted by the U.S. Travel Association determined the importance of educational field trips, stating that regardless of gender, ethnicity, or socioeconomic status, “youth who take educational trips have better grades (59%), higher graduation rates from high school (95%) and college (63%), and greater income (12% higher annually).” Thus, it is evident that college-readiness can be greatly impacted by implementing college-prep courses and higher-education field trips for students under the 21st CCLC.

**POSITIVE YOUTH DEVELOPMENT:** As for the community that raises the child, its participation has proven vital to student success. A study published by Henderson & Mapp in 2002 determined that “Family engagement in schools contributes to positive student outcomes, including an improved child and student achievement, decreased disciplinary issues, improved parent-teacher and teacher-student relationships, and improved school environment.”

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.

Students will need transportation to their homes after programming ends. They will also need rides if they are participating in internships or visiting any of the district’s partnering agencies, whose activities can only be performed at their physical location and/or to field trips to local colleges and universities. To determine how many bus drivers would be needed at each center, the district utilized the current student economically disadvantaged rate (96.1%). Based on this extremely high percentage, the district budgeted transportation funds to cover costs required to transport all students to and from the center and home.

However, the ability to travel is one thing; ensuring that students travel safely is another. In order to ensure that students can travel safely home, parents will be required to indicate in the 21st CCLC enrollment form how their child(ren) will be transported home at the end of each program day. The parent/guardian will also be able to indicate if a family member or friend will be authorized to pick the student up or if they will be riding the bus. If they are being picked up by a friend or family member, the parent/guardian must indicate each individual’s name and relationship to the child in order to be authorized to sign the student out each day.

The authorized individual will be required to present their state-issued identification to check out the student. If the child is riding the bus, the site coordinator and/or teachers will escort the students to the designated bus pick-up area. Students will be separated based on the bus route they ride; as students board the bus, they will be signed out by the site coordinator or teacher. For students who travel while taking part in an internship or field trip, parents will have to sign a permission slip for students to be able to leave their campus. Attendance will be taken every time students board and exit the bus, to ensure students travel safely to and from each center and home.

These reasonable measures and rates will help ensure students can travel safely home at the end of the after-school program every day.

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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.

The Edcouch-Elsa ISD Student Services Department will be disseminating information via its various community outreach mediums. These range from online avenues, such as social media, to campus bulletins and local news publications. Edcouch Elsa ISD has a Facebook page with 8,384 followers and an Instagram account with 1,536 followers. The district also has its official website that provides information on the latest district news and staff information. The district will design an audience-friendly and legible flyer that will include information on what the 21st CCLC program is about and the courses and activities offered to students and parents. Times, start dates, and each participating campus will also be included in the information as well as program contact information for inquiring parents. The district will share the flyer on its social media sites and include the 21st CCLC program's information under the "Recent News" section on its website, visible from the homepage. The flyer will be posted on campus bulletins inside school hallways and announced on the schools' marquee signs outside. The district also has an electronic billboard visible to parents where it will further advertise the program. Texas ACE Branding offers a plethora of marketing materials and templates, which will be used by the district to promote the program, many, if not all the promotion effort will be in both English and Spanish. The communities of Edcouch-Elsa have two local newspapers, the Community Press and the Delta News. The district will also include the flyer in these publications and provide further information through a news story, including an in-depth look at the program, its goals, objectives, and details of the courses offered for both students and parent

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.

Edcouch-Elsa ISD will integrate the grant program with other TEA initiatives offered to grantees of the 21st CCLC throughout the life of the grant, such as their training, resources, monitoring, capacity development support, and technical assistance. These services will work to maximize benefits to the student population in reaching the objectives of improving at-risk students' academic performance. The program director, site coordinators, and family engagement specialists will be able to use TEA's online and in-person trainings and supporting resources to administer quality programming, aiding students in meeting the program's objectives. Additionally, Edcouch-Elsa ISD will be utilizing local volunteers and resources from its partner organizations, notably the South Texas Literacy Coalition and Rotary International to maximize its use of funds throughout the program's run. The school district will use the 21st CCLC funds to supplement existing programs funded by the federal, state, and local entities as a means of ameliorating student STAAR scores, behavior, attendance, and college-readiness, as well as providing students' families with resources that will meet their child(ren)'s needs. Other district operations not funded by the 21st CCLC grant will be used to supplement the program's objectives, such as maintenance workers, custodians, and food workers. Likewise, existing campus locations and equipment, such as computers and sports equipment not funded by the grant, will be used during the after-school program. The 21st CCLC staff will be included in campus staff/faculty meetings to update staff and administration on the program's progress and receive professional advice to serve its participants and goals better. The district will also make use of its federal Title I (to purchase software and technology) and Title III (to obtain ELL-specific software and materials) funding, which has already built a foundation of aid to low-income, disadvantaged students. These funds and initiatives combined will aid the program's short-term goals of offering engaging extracurricular activities for economically disadvantaged students and parents and offering tutoring services to students at risk of academic failure.

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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.

Results from a statewide program evaluation of Texas ACE has shown that participants, when compared with non-participants, had higher test scores in reading/English language arts and mathematics while in Grades 9-12; fewer disciplinary incidents while in Grades 6-12; fewer school day absences while in Grades 4-12, and an increased likelihood of grade promotion overall (American Institutes for Research, August 2020).  
 Due to the above statistics, the district will build and maintain a strong relationship with its program partners, including the South Texas Literacy Coalition and Rotary International as well as the Cities of Elsa and Edcouch and their local police and fire departments. Through these partnerships, the district can maintain several volunteers for their after-school courses, activities, and field trips at no extra cost to the district.  
 Not all resources offered under this grant will be completely replaceable without some budgeting dedicated to the program, and the school board will take this into account when assessing the importance and use of the Texas ACE program. The district school board will investigate ways to incorporate the Texas ACE Program into future school budgets when the time nears for the grant to end. Each year, a small section of the after-school program could be incorporated within the overall district budgets, placed in a specific line items for the after-school programming at the campuses. The district will also create a Capacity Building Advisory board comprised of various leaders from local partners to compile feedback and resources for the long-term sustainability of the program while also tracking donations and funding from businesses and vendors.  
 The program's positive impact, correctly and consistently marketed, will lead to buy-in from more local organizations and businesses who will wish to be recognized for their constructive support of their community's children; thus, increasing the district's ability to sustain the program once funding has expired.

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)

In the 21st CCLC Grant program, Edcouch-Elsa ISD is planning to bring in qualified volunteers from various local organizations, particularly the South Texas Literacy Coalition, Rotary Club International, and governing bodies, including the Cities of Edcouch and Elsa and their local police and fire departments, and local doctors. Qualified volunteers must exhibit experience in any of the following: team building, sports, technology, financial literacy, STEM, robotics, core academics, or nutrition. Bilingual volunteers will be given preference. The South Texas Literacy Coalition, based in Edinburg, focuses on improving child literacy in the south Texas region. This organization will be able to provide volunteers who will teach reading courses as a supplement to the students' language curriculum.  
 The Rotary Club International's local chapter in Elsa is dedicated to community service and boasts a network of professional members. Volunteers from the Rotary Club may provide educational activities to school children, such as chaperoning or guiding field trips to historic sites.  
 Volunteers from the local fire and police departments will be asked to provide fire safety and drug awareness/prevention seminars.  
 In addition to these volunteers, during this 21st CCLC Program, Edcouch Elsa ISD will also work with local volunteer doctors or "Career Awareness" events after school for elementary students.  
**PROCESS FOR SCREENING:** Volunteers and special guests must undergo program orientation and training in policies, procedures, classroom management, and safety. All individuals will be required to pass a background check and adhere to a fingerprinting requirement. Only those volunteers who pass these metrics will be allowed to interact with students on district grounds.

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**9. Statutory/Program Requirements (Cont.)**

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

The district will achieve successful recruitment and retainment through constant assessment of student participation and attendance. These assessments will be determined by the TX21st ACE tracking system, which will provide Edcouch-Elsa ISD and TEA with detailed summaries of progression made in attendance rates, academic achievement, parental involvement, disciplinary placements, college-readiness, etc. Based on these assessment outcomes, activities will be modified to ensure student needs are being addressed, increasing student retention. On top of said assessments, the district will offer an engaging learning curriculum and extracurricular activities such as sports, robotics, and games to assist with recruitment and retention. However, priority will be given to students deemed at risk of academic failure. As a form of recruitment, teachers will recommend students from their classrooms who they feel are academically at-risk to be enrolled in after-school tutoring. To ensure retention, if said students attend tutoring the first 4 days of every week, they will be offered fun activities for at least 30 minutes after their tutoring lessons and a majority of fun activities on Fridays. Students with behavioral problems will also be enrolled in the after-school program by their teachers. They will also be offered a "fun Friday" if they attend programming suited to their needs, whether academic tutoring or behavioral modification courses such as anger management. In addition to constant assessment, recruitment activities will be conducted year-round via social media pages and school bulletin boards to ensure students are aware of the after-school program.

**ATTENDANCE GOALS:** The district's goal for attendance will be to accommodate close to 750 students across 7 campuses, more specifically, around 25% of the elementary' student population, 15% of the middle schools, and 10% of the high school during its regular school year across the entire year. At the end of the school year, a minimum of 50% of those students will have attended for at least 2 hours a day. During the summer, the district is targeting the same percentage of students mentioned above for 6 weeks for 6 hours a day, 4 days a week.

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.

**OPERATION SCHEDULE:** In accordance with its need and required program guidelines, Edcouch-Elsa ISD will be offering the Texas ACE after-school program for 14 weeks each Fall and Spring semester and six (6) weeks for Summer. During the regular school semesters, the program will run Monday through Friday for 3 hours each day and Monday through Thursday for 6 hours a day in the summer, which will start at 9 a.m. During the regular semester, the program will begin five minutes after the end of each school day (hours will vary by campus) as follows: Kennedy Elementary: 3:20 p.m.; Ruben C. Rodriguez Elementary: 3:20 p.m.; LBJ Elementary: 3:20 p.m.; Santiago Garcia Elementary: 3:20 p.m.; David Ybarra Fine Arts Academy: M-Th at 3:25 p.m., Fridays at 4:05 p.m.; Carlos Truan Junior High: 3:25 p.m.; and Edcouch-Elsa High: 4:05 p.m.

**BUDGET COSTS AND STAFFING:** The budget plan intends to serve the needs of students under the program, mainly for the structural costs of staff (site coordinators, teachers, and paraprofessionals), transportation (buses), and supplies (sports equipment, materials) based on the number of students targeted. Instructional staff was estimated based on TEA's requirements of attendance per grade level. These attendance requirements are as follows: Grades K-8 must attend 45+ days for 120 minutes a day during the regular school year (Fall and Spring) and 12+ days for 240 minutes during the summer; for Grades 9-12, the attendance target will be 45+ days during the entirety of the school year. The supplies are based off of the 748 estimated district students the program will serve.

**MEASURING STAFF EFFECTIVENESS:** In establishing a plan to meet program objectives, the district will measure the effectiveness of its staff's implementation of the program through bi-weekly meetings that will cover the program objectives, use of funds, and the program's students' performance in their daily classrooms and whether these metrics have improved.

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**10. Equitable Access and Participation**

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

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

Group	<input type="text" value="Students"/>	Barrier	<input type="text" value="Cultural, Linguistic, or Economic Diversity"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>

**11. PNP Equitable Services**

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

- Yes  No

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

Are any private nonprofit schools participating in the grant?

- Yes  No

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

**Assurances**

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

**Equitable Services Calculation**

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

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**12. Request for Grant Funds**

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

**Payroll Costs**

1.	Project Director, 7 Site Coordinators, FES, Secretary/Admin. Asst., & 14 Bus Drivers Salaries	\$547,390
2.	Professional Staff Extra-Duty Pay	\$217,560
3.	Support Staff Extra-Duty Pay (paraprofessionals)	\$186,480
4.	Employee Benefits	\$142,715
5.		

**Professional and Contracted Services**

6.	External Evaluator: Will monitor required federal data collection and submit independent eval.	\$21,000
7.	Non-profit partner to supplement 21st CCLC program initiatives & provide literacy activities.	\$20,000
8.	Staff/Parent/Student Training, Technical Assistance, Resources/Activities not offered by TEA	\$54,912
9.		
10.		

**Supplies and Materials**

11.	Supplies and Materials for the 7 campuses (e.g. arts & crafts, basketballs, PBIS incentives).	\$58,405
12.	STEM kits and robotics materials for after-school activities.	\$38,000
13.	Computers, Web Cameras for ZOOM instruction, & interactive panels for teachers/students.	\$31,000
14.	FES, Site Coordinator, and Project Director Supplies/Materials (ink, toner, paper, flyers, etc.)	\$39,450

**Other Operating Costs**

15.	Educational Field Trips (e.g. to attend local colleges)	\$15,000
16.	Conference training/administration travel, snacks/drinks for parental events	\$54,500
17.	Travel for students to attend after-school program	\$70,000

**Capital Outlay**

18.	Computer on Wheels (COW)	\$30,000
19.		
20.		

Direct and indirect administrative costs:

**TOTAL GRANT AWARD REQUESTED:**

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**Appendix I: Negotiation and Amendments**

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

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

***You may duplicate this page.***

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

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

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

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## Center Operations Schedule

County-district number or vendor ID: 74-6000810

### 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	108903103	John F. Kennedy Elementary School 500 W 9th St, Elsa, TX 78543 956-262-4751	0	KG-5	101	20
2	108903104	Ruben C. Rodriguez Elementary School 1302 Santa Rosa Ave, Edcouch, TX 78538 956-262-4712	0	KG-5	114	23
3	108903105	Lyndon B. Johnson Elementary School 200 Fannin St, Elsa, TX 78543 956-262-2161	0	KG-5	125	25
4	108903102	Santiago Garcia Elementary School 101 E Santa Rosa Ave, Edcouch, TX 78538 956-262-4741	0	KG-5	108	20
5	108903043	David Ybarra Fine Arts Academy 619 Mile 17 Rd N, Edcouch, TX 78538 956-262-8273	0	6	55	10
6	108903041	Carlos Truan Junior High School 700 E Ciro Caceres, Elsa, TX 78543 956-262-5820	0	7-8	104	20
7	108903001	Edcouch-Elsa High School Hwy 107 & Mile 4 Road West, Edcouch, TX 78538 956-262-6074	0	9-12	141	28



<b>Texas ACE</b>							<b>Program Year</b>					
<b>Center Operations Schedule (one per Center)</b>							<b>2021-2022</b>					
<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 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	108903103	John F. Kennedy Elementary School 500 W 9th St, Elsa, TX 78543 (956) 262-4751					KG-5	101	20			
Feeder	N/A	N/A					N/A					
Feeder	N/A	N/A					N/A					
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>			N/A			N/A			N/A			
Fall Term			9/6/21			12/17/21			14			
Spring Term			1/10/2022			4/22/22			14			
Summer Term			6/6/22			7/15/22			6			
Total number of weeks:									34			
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday			3:20	6:20			3:20	6:20	9:00		3:00	
Tuesday			3:20	6:20			3:20	6:20	9:00		3:00	
Wednesday			3:20	6:20			3:20	6:20	9:00		3:00	
Thursday			3:20	6:20			3:20	6:20	9:00		3:00	
Friday			3:20	6:20			3:20	6:20				
Saturday												
Sunday												
<b>Total Hours Per Week:</b>	15				15				24			
<b>Adjunct Sites, If applicable (site name and full address)</b>	N/A											
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	The Center may offer special schedules to accommodate the following: <ul style="list-style-type: none"> <li>Remote instruction – Depending on the United States' COVID-19 response, the district may offer remote instruction</li> <li>Field Trips – The district will accommodate bus schedules for field trips to colleges and universities, partnering agencies, and businesses</li> </ul>											
<b>Parent/Legal Guardian Activities</b>	The 21 <sup>st</sup> CCLC program will offer parents of participating students courses and workshops such as English Language Learning, high school equivalency (GED), financial literacy, and basic computer skills.											

<b>Texas ACE</b>							<b>Program Year</b>						
<b>Center Operations Schedule (one per Center)</b>							<b>2021-2022</b>						
<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	108903104	Ruben C. Rodriguez Elementary School 1302 Santa Rosa Ave, Edcouch, TX 78538 (956) 262-4712					KG-5	114	23				
Feeder	N/A	N/A					N/A						
Feeder	N/A	N/A					N/A						
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>			N/A			N/A			N/A				
Fall Term			9/6/21			12/17/21			14				
Spring Term			1/10/22			4/22/22			14				
Summer Term			6/6/22			7/15/22			6				
Total number of weeks:									34				
Center Schedule													
Day of the Week	Fall Term				Spring Term				Summer Term				
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	
Monday			3:20	6:20			3:20	6:20	9:00		3:00		
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Wednesday			3:20	6:20			3:20	6:20	9:00		3:00		
Thursday			3:20	6:20			3:20	6:20	9:00		3:00		
Friday			3:20	6:20			3:20	6:20					
Saturday													
Sunday													
<b>Total Hours Per Week:</b>	15				15				24				
<b>Adjunct Sites, If applicable (site name and full address)</b>	N/A												
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	The Center may offer special schedules to accommodate the following: <ul style="list-style-type: none"> <li>• Remote instruction – Depending on the United States' COVID-19 response, the district may offer remote instruction</li> <li>• Field Trips – The district will accommodate bus schedules for field trips to colleges and universities, partnering agencies and businesses</li> </ul>												
<b>Parent/Legal Guardian Activities</b>	The 21 <sup>st</sup> CCLC program will offer parents of participating students courses and workshops such as English Language Learning, high school equivalency (GED), financial literacy, and basic computer skills.												

<b>Texas ACE</b>							<b>Program Year</b>					
<b>Center Operations Schedule (one per Center)</b>							<b>2021-2022</b>					
<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	108903105	Lyndon B. Johnson Elementary School 200 Fannin St, Elsa, TX 78543 (956) 262-2161					KG-5	125	25			
Feeder	N/A	N/A					N/A					
Feeder	N/A	N/A					N/A					
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>			N/A			N/A			N/A			
Fall Term			9/6/21			12/17/21			14			
Spring Term			1/10/22			4/22/22			14			
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Total number of weeks:									34			
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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
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Thursday			3:20	6:20			3:20	6:20	9:00		3:00	
Friday			3:20	6:20			3:20	6:20				
Saturday												
Sunday												
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<b>Parent/Legal Guardian Activities</b>	The 21 <sup>st</sup> CCLC program will offer parents of participating students courses and workshops such as English Language Learning, high school equivalency (GED), financial literacy, and basic computer skills.											

<b>Texas ACE</b>							<b>Program Year</b>						
<b>Center Operations Schedule (one per Center)</b>							<b>2021-2022</b>						
<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	108903102	Santiago Garcia Elementary School 101 E Santa Rosa Ave, Edcouch, TX 78538 (956) 262-4741					KG-5	108	20				
Feeder	N/A	N/A					N/A						
Feeder	N/A	N/A					N/A						
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>			N/A			N/A			N/A				
Fall Term			9/6/21			12/17/21			14				
Spring Term			1/10/22			4/22/22			14				
Summer Term			6/6/22			7/15/22			6				
Total number of weeks:									34				
Center Schedule													
Day of the Week	Fall Term				Spring Term				Summer Term				
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	
Monday			3:20	6:20			3:20	6:20	9:00		3:00		
Tuesday			3:20	6:20			3:20	6:20	9:00		3:00		
Wednesday			3:20	6:20			3:20	6:20	9:00		3:00		
Thursday			3:20	6:20			3:20	6:20	9:00		3:00		
Friday			3:20	6:20			3:20	6:20					
Saturday													
Sunday													
<b>Total Hours Per Week:</b>	15				15				24				
<b>Adjunct Sites, If applicable (site name and full address)</b>	N/A												
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	The Center may offer special schedules to accommodate the following: <ul style="list-style-type: none"> <li>• Remote instruction – Depending on the United States' COVID-19 response, the district may offer remote instruction</li> <li>• Field Trips – The district will accommodate bus schedules for field trips to colleges and universities, partnering agencies and businesses</li> </ul>												
<b>Parent/Legal Guardian Activities</b>	The 21 <sup>st</sup> CCLC program will offer parents of participating students courses and workshops such as English Language Learning, high school equivalency (GED), financial literacy, and basic computer skills.												

<b>Texas ACE</b>							<b>Program Year</b>					
<b>Center Operations Schedule (one per Center)</b>							<b>2021-2022</b>					
<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	108903043	David Ybarra Fine Arts Academy 619 Mile 17 Rd N, Edcouch, TX 78538 (956) 262-8273					6	55	10			
Feeder	N/A	N/A					N/A					
Feeder	N/A	N/A					N/A					
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>			N/A			N/A			N/A			
Fall Term			9/6/21			12/17/21			14			
Spring Term			1/10/22			4/22/22			14			
Summer Term			6/6/22			7/15/22			6			
Total number of weeks:									34			
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday			3:25	6:25			3:25	6:25	9:00		3:00	
Tuesday			3:25	6:25			3:25	6:25	9:00		3:00	
Wednesday			3:25	6:25			3:25	6:25	9:00		3:00	
Thursday			3:25	6:25			3:25	6:25	9:00		3:00	
Friday			3:25	6:25			3:25	6:25				
Saturday												
Sunday												
<b>Total Hours Per Week:</b>	15				15				24			
<b>Adjunct Sites, If applicable (site name and full address)</b>	N/A											
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	The Center may offer special schedules to accommodate the following: <ul style="list-style-type: none"> <li>Remote instruction – Depending on the United States' COVID-19 response, the district may offer remote instruction</li> <li>Field Trips – The district will accommodate bus schedules for field trips to colleges and universities, partnering agencies and businesses</li> </ul>											
<b>Parent/Legal Guardian Activities</b>	The 21 <sup>st</sup> CCLC program will offer parents of participating students courses and workshops such as English Language Learning, high school equivalency (GED), financial literacy, and basic computer skills.											

<b>Texas ACE</b>								<b>Program Year</b>							
<b>Center Operations Schedule (one per Center)</b>								<b>2021-2022</b>							
<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	108903041	Carlos Truan Junior High School 700 E. Ciro Caceres, Elsa, TX 78543 956-262-5820						7-8	104	20					
Feeder	N/A	N/A						N/A							
Feeder	N/A	N/A						N/A							
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>				N/A				N/A				N/A			
Fall Term				9/6/21				12/17/21				14			
Spring Term				1/10/22				4/22/22				14			
Summer Term				6/6/22				7/15/22				6			
Total number of weeks:												34			
Center Schedule															
Day of the Week	Fall Term				Spring Term				Summer Term						
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End			
Monday			3:25	6:25			3:25	6:25	9:00		3:00				
Tuesday			3:25	6:25			3:25	6:25	9:00		3:00				
Wednesday			3:25	6:25			3:25	6:25	9:00		3:00				
Thursday			3:25	6:25			3:25	6:25	9:00		3:00				
Friday			3:25	6:25			3:25	6:25							
Saturday															
Sunday															
<b>Total Hours Per Week:</b>	15				15				24						
<b>Adjunct Sites, If applicable (site name and full address)</b>	N/A														
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	The Center may offer special schedules to accommodate the following: <ul style="list-style-type: none"> <li>Remote instruction – Depending on the United States' COVID-19 response, the district may offer remote instruction</li> <li>Field Trips – The district will accommodate bus schedules for field trips to colleges and universities, partnering agencies and businesses</li> </ul>														
<b>Parent/Legal Guardian Activities</b>	The 21 <sup>st</sup> CCLC program will offer parents of participating students courses and workshops such as English Language Learning, high school equivalency (GED), financial literacy, and basic computer skills.														

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	108903001	Edcouch-Elsa High School Hwy 107 & Mile 4 Road West, Edcouch, TX 78538 (956) 262-6074					9-12	141	28				
Feeder	N/A	N/A					N/A						
Feeder	N/A	N/A					N/A						
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>			N/A			N/A			N/A				
Fall Term			9/6/21			12/17/21			14				
Spring Term			1/10/22			4/22/22			14				
Summer Term			6/6/22			7/15/22			6				
Total number of weeks:									34				
Center Schedule													
Day of the Week	Fall Term				Spring Term				Summer Term				
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	
Monday			4:05	7:05			4:05	7:05	9:00		3:00		
Tuesday			4:05	7:05			4:05	7:05	9:00		3:00		
Wednesday			4:05	7:05			4:05	7:05	9:00		3:00		
Thursday			4:05	7:05			4:05	7:05	9:00		3:00		
Friday			4:05	7:05			4:05	7:05					
Saturday													
Sunday													
<b>Total Hours Per Week:</b>	15				15				24				
<b>Adjunct Sites, If applicable (site name and full address)</b>	N/A												
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	The Center may offer special schedules to accommodate the following: <ul style="list-style-type: none"> <li>Remote instruction – Depending on the United States' COVID-19 response, the district may offer remote instruction</li> <li>Field Trips – The district will accommodate bus schedules for field trips to colleges and universities, partnering agencies and businesses</li> </ul>												
<b>Parent/Legal Guardian Activities</b>	The 21 <sup>st</sup> CCLC program will offer parents of participating students courses and workshops such as English Language Learning, high school equivalency (GED), financial literacy, and basic computer skills.												

## Partnership Agreement Form: **Edcouch-Elsa ISD** and **South Texas Literacy Coalition**

This agreement is entered into between **Edcouch-Elsa Independent School District (EEISD)**, hereby referred to as *district*, located on 920 W Santa Rosa Ave, Edcouch, TX 78538 and **South Texas Literacy Coalition (STLC)** hereby referred to as *partner*, located on 108 N Jackson Rd, Edinburg, TX 78541, agree to the terms as follows:

### 1. Type of Business

**Edcouch Elsa Independent School District** is a public school district whose mission is to produce responsible graduates who can compete confidently in a dynamic global society by providing an individualized, nurturing educational foundation that draws strength from their community's spiritual roots and rich cultural heritage as they face the challenge of the new millennium.

The **South Texas Literacy Coalition (STLC)** is a non-profit organization whose mission is to enhance and enrich their region's quality of life with literacy outreach programming through community partnerships that lead to more literate communities.

The two entities have entered into an agreement to benefit the supplemental education of the district's students through the Nita M. Lowey 21st Century Community Learning Centers (CCLC) Cycle 11 Grant program, an after-school program aimed at providing academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools.

Entering into a partnership with STLC will allow the district's students to access the centralized attention of the STLC's services.

### 2. Terms of Partnership

The partnership will officially begin on August 1, 2021, and extend for five years until July 31, 2026. **Edcouch-Elsa ISD** and **South Texas Literacy Coalition (STLC)** will be working together to enhance the 21st CCLC program's response, programming, and sustainability.

### 3. Place of Business

The locations of the 21st Century Community Learning centers are **Edcouch-Elsa ISD's** following seven campuses: Kennedy Elementary, Ruben C. Rodriguez Elementary, LBJ Elementary, Santiago Garcia Elementary, David Ybarra Fine Arts Academy, Carlos Truan Junior High, and Edcouch-Elsa High School.

### 4. Responsibilities of Partners

**Edcouch-Elsa ISD will:**

- Be primary fiscal agent responsible for enrolling parents and students for the after-school program.
- Provide centers that ensure safety for all students, staff, and administration involved in completing it.
- Manage grant funds in a manner conducive to the program's goals.



Partnership Agreement Form: **Edcouch-Elsa ISD** and **South Texas Literacy Coalition**

- Prioritize communication and rapport with the **South Texas Literacy Coalition** by meeting/discussing with the partner's point of contact within a 48-hour timeframe for any questions or concerns.
- Prioritize communication and rapport with the **South Texas Literacy Coalition** by providing notice of all meetings that must be attended within a 48-hour timeframe.

*The **South Texas Literacy Coalition (STLC)** will:*

- Check/Guarantee that each of their staff, working in conjunction with **Edcouch-Elsa ISD**, pass a criminal history background check and provide the district with a copy of the criminal history background check results, along with all required contact information for each staff member.
- Commit to monitoring and keeping a record of all program services and activities provided to students/families and providing daily data updates to **Edcouch-Elsa ISD** for routine data monitoring and program evaluation.
- Prepare and submit all invoices to the Program Director promptly.
- Prioritize communication and rapport with **Edcouch-Elsa ISD** by meeting/discussing with the districts' point(s) of contact within a 48-hour timeframe for any questions or concerns.
- Prioritize communication and rapport with **Edcouch-Elsa ISD** by either attending all scheduled meetings or providing notice of unavailability to attend within a 48-hour timeframe.

**5. Grant Funding**

The annual funds will be used to cover the cost of the Young Writers and Readers workshops (K-12), parental engagement, help plan and implement family literacy events (virtual, drive-by, or on-site), and provide literacy training for staff (professional development).

By signing this agreement, the Partners agree to the conditions set within this Partnership Agreement. If either partner chooses to terminate this contract, written notification must be submitted with a thirty (30) day notice.

**Edcouch-Elsa Independent School District**



Dr. Gregory Rodriguez, Superintendent

Operations

**South Texas Literacy Coalition**



Dr. Ida Acuna-Garza, Chief Executive Officer

  
Jonathon Vasquez, Executive Director-