



**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

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

Grant period: From to **Pre-award costs:** permitted for this grant

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
San Benito Middle School students score well below the state performance rates in all 5 core subjects. This occurs in every grade and every performance level. Based on 2019 "at approaches grade level," SB failed to meet the state percentage in all 9 STAAR categories.	This 21st CCLC program includes three of San Benito's Middle Schools in an effort to make a dent in student achievement gaps for 6th through 8th graders in the district as compared to the rest of the state. This program will provide extensive tutoring and hands-on activities in core subjects, led by regular day school teachers and by grade level to ensure focused assistance for STAAR improvement.
As per TAPR, only 38.2% of economically disadvantaged students in San Benito are graduating college ready, which is well below the 58.8% Region 1 ESC average of college-ready graduates.	With SBCISD's 98.9% of 10,244 students Title I (65% in Texas), college readiness and training for TSI, ACTs and SATs will complement daily 21st CCLC efforts in homework and tutorials focused on math and reading. College visits will provide future goals for students leading to improved performance and attendance.
In grades 3 to 8 tested for STAAR, only 67% of all students in SBCISD/La Villa ISD score "at approaches grade level or above" in reading/ELA, compared to 75% statewide. In La Villa ISD, math scores for "at approaches grade level" are 72% - the state is 82%.	Incorporate daily reading and comprehension activities and computerized individual instruction through HMH Into Reading, Dreambox and Flocabulary as a focus of the after school programming for K-8 students in SBCISD and La Villa ISD. In addition, the plan for La Villa, incorporates coding and STEM in enrichment programs to enhance math skills needed for standardized test improvement.

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.

As a strategy to improve standardized test scores, grades, attendance, behavior, and parental involvement, San Benito CISD and La Villa ISD Co-op will target 10 total 21st CC Learning Centers (9 in SBCISD and 1 in LVISD) and 1,025 students, incorporating quality academic support, various enrichment activities, and family engagement events. Through these effective measures and by following the 21st CCLC Blueprint, these districts will annually increase the standardized test scores of participants by 10% when compared to baseline data, will indicate through teacher surveys 75% of participating students improve their grades and behavior, and participants will increase their regular school day attendance by 10%. Also, by 2026-27, the districts will see improvement in the STAAR "at approaches grade level or above" to meet the state average in the "all grades all subjects" performance measure.

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

- First-Quarter Benchmarks include:
- * Advertise, interview and hire Program Director, Site Coordinators and Family Engagement Specialist.
 - * Build program logic model and specific site logic models to ensure continuity, goals and objectives are met.
 - * Market and promote program benefits and enrollment procedures for students and parents/guardians.
 - * Identify and prioritize students most in need to enroll in the program - create a list and start enrollment process
 - * Build staff/teams at each center, including teachers, paraprofessionals, tutors and volunteers.
 - * Plan and develop academic and enrichment activities based on qualities and skills of center staff/team.
 - * Enter into a formal partnership agreement (MOU) with the San Benito Boys and Girls Club.

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

Second-Quarter Benchmarks include:

- * Meet minimum of 75% of enrollment numbers for each center.
- * Implement recruitment strategies to build enrollment and create waiting lists at each center if necessary.
- * Site Coordinators meet bi-weekly with campus administration to determine specific center academic focuses.
- * Site Coordinators meet bi-weekly with teachers to build lesson plans that complement regular day learning efforts.
- * Create an annual professional development plan for center staff/teams.
- * Survey students and parents/guardians to determine quality of academic and enrichment programming.
- * Develop and implement high quality Family Engagement activities and educational efforts for parents.
- * Survey regular day teachers to determine impacts the program is having and what they think could be improved.

Third-Quarter Benchmark

Third-Quarter Benchmarks include:

- * Provide professional development services and opportunities to center staff/teams, individually and as a group.
- * Reach at least 95% enrollment at each center (at least 65% of which will be at risk students).
- * Reach at least 75% daily attendance at each center.
- * Meet at least 75% of the target number of students already reaching the 45-day attendance goal at each center.
- * Evaluate staff effectiveness through peer and self-evaluations.
- * Coordinate center-level and local evaluation processes such as site visits and data collection.
- * Build a program/center level full alignment plan with school day instruction.
- * Meet at least 75% of the target number of parents already having met the annual goal.

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.

USING EVALUATION DATA - Guided by the Program Director and Site Coordinators, administration and other stakeholders through its communication advisory council (called CATCH - Community Advocates Targeting Children needing Help), various 21st CCLC data will be reviewed and analyzed at monthly meetings to ensure timely responses and resolutions to problems through new pathways forward to meet benchmarks and grant performance measures. Some of the data collected and disseminated regularly include continued needs assessments and analysis of the two districts and participating centers, which will be imperative to long-term success by ensuring focus remains on the improvement areas for schools and the participating students.

DATA - The districts will utilize feedback from the three annual submissions of the Texas ACE Quality Assurance Process (QAP) monitoring, which measure implementation and improvement over time, standardized and local testing data, daily attendance numbers using 21st CCLC tracking and school day attendance, 6-week grades, annual STAAR scores, and ACE lesson plan alignment to ensure positive student outcomes. The Texas ACE Capacity Development Process will be facilitated to result in quality improvement action plans through self-assessments with grantee staff site visits, internal collaboration and capacity development coaches supporting specific center/district improvement plans. This also will play a role in meeting the project goals and objectives. External evaluator mid-year and regular reports, information from site visits and recommendations will be utilized to modify the program and identify training and services that should be incorporated into the program. There will be additional quantitative and qualitative data discussed during meetings, including surveys and 6-week grades/testing.

MODIFICATIONS - If the benchmarks listed are not or cannot be met, the ACE program leaders will discuss immediate and impactful modifications to the timeline, processes or objectives, depending on the cause of the failure to meet the benchmark. If additional guidance is needed, the districts' assigned TEA Program Director will be asked provide suggestions and support. Assistance also would be sought from the SBCISD's Directors of Elementary and Secondary Instruction, while also advising stakeholders of any significant changes to the 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.

NEEDS ASSESSMENT - During recent months administration and stakeholders have analyzed data from both districts' campuses and assessed the needs of students and families based on reviews of state assessments, attendance, graduation, disciplinary reports and the instructional programs available. From that analysis as well as the SBCISD's 2021 Reimagine Strategic plan that involved more than 150 school and community members over several months, the campuses that would most benefit from after school programming became the focus of this 21st CCLC program in both districts. With a significant number of Hispanic (99.1% in San Benito and 99.8% in La Villa), economically disadvantaged students (87% in San Benito and 90.5% in La Villa) and with 100% of La Villa students and 98.9% of SBCISD students identified as Title 1 (2019-2020 TAPR), expanding educational opportunities for these traditionally under-served students and families is critical to improving abilities in literacy and math while providing enrichment that builds on academics, health and social-emotional wellbeing. As indicated on the 2019 Census QuickFacts, the San Benito and La Villa communities have high poverty rates (36.9% in San Benito and 42.4% in La Villa), low educational attainment (35% in San Benito and 45% in La Villa have less than a high school diploma) and lower than average income levels (in San Benito \$28,000 household and \$31,000 in La Villa, half the average in Texas). This leads to these districts with significant at risk populations of 57.2% in San Benito and 65.6% in La Villa (50.5% in the state). About 65% (665) of the 1,025 students targeted in the program will be at risk.

MOST IN NEED - For SBCISD elementary schools: Frank Roberts (TEA TARGETED SUPPORT - ESEA), Angela Leal, La Encantada, Fred Booth, La Paloma, students who are not approaching grade level in reading are the most in need. The total number of students who meet that criteria is about 300 and this program proposes to attempt to serve 75% of those eligible students.

- * Munoz Elementary in La Villa will focus on students not "at approaching grade level or above" in reading and math. The total of students in that most in need category is about 80 and this program will attempt to serve 75% of them.
- * Middle Schools Berta Cabaza, Miller Jordan (TEA COMPREHENSIVE SUPPORT CAMPUS - ESEA) and Riverside - The approximate 800 total most in need students are those not reaching the STAAR performance of "at approaches grade level or above" in any and all subject levels. This program will aim to serve about 40% of those students, or about 300 total.
- * San Benito High School - Due to typically low educational attainment in this community where only 11% of residents have a bachelor's degree or more, students struggling with low attendance who are believed to be at risk of dropping out will be deemed the most in need. The district's overall dropout rate of 2.4% is slightly higher than the state average. Each year, about 50 students are at risk of dropping out of high school and this program will plan to serve at least 75% of them.

RECRUITMENT - Teachers, administration, and counselors at each center, based on their knowledge of the students and families, will develop a list of students they refer for enrollment into the program based on annual standardized test scores, academic need, daily attendance, behavioral concerns and potential for failure/dropping out. For K-5 students, the classroom teachers will contact parents after school hours to discuss the program with them and provide a registration form for enrollment. For the middle and high school students, site coordinators will contact parents, explain the program and its proposed benefits and activities, and provide a registration form. Throughout the school year, students who are at-risk of academic failure or for disciplinary or attendance reasons will be added to the enrollment list by a teacher, administrator, or parent. These same recruitment activities occur for each school year as students are continually assessed at the campuses and in the program. This program provides working parents with the security of knowing their children are safe and receiving help with homework they may not be able to provide because of educational and language barriers. Activities, such as literacy classes and family events will be held in the evenings to accommodate working parents.

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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.

PROGRAM DESIGN - San Benito CISD/La Villa ISD is proposing a 10-center program which will include various activities selected based on their abilities to impact students' academic performance, attendance, advancement, graduation rates, career opportunities, while increasing parental involvement through engagement and educational opportunities. Through detailed and center-level logic models, based on the overall district 21st CCLC program logic model, the design will involve four main components, each intended to address one or more needs identified and the set of measures. All centers will provide the same components and thus are expected to have similar impacts.

* Academic Support - These activities are a top priority and are designed to improve students' academic performance. A majority of the schools targeted in this program test below the state average in reading and math. That is the reason regular classroom teachers and/or paraprofessionals from the schools will be hired for two (2) hours each day to perform homework assistance and tutoring. This assistance will be in small groups with a 15:1 student to teacher ratio and also determined by grade level to ensure the most impact for each student through a connection with a qualified teacher resulting in the expectation of improved grades and growth in annual state assessment scores. This will impact the individual students and improve school and district test scores long-term.

* Youth enrichment/development activities - These elements are designed to improve student attendance, impact socio-emotional behavior and decrease disciplinary referrals. By providing broad variety of services and activities that combine relaxation and play, academic aspects will be incorporated by building lessons that tie in with the regular school day core learning and create hands-on experiences to complement and reinforce earlier learning. These activities also positively impact behavior and increase student engagement in learning. Enjoyable activities can be used as rewards for academic improvement, hard work, improved attendance and positive behavior. These activities also offer other lessons, such as teamwork, leadership, discipline, pride, competition and self-image.

* Family and parental support - Meaningful engagement are the key terms here as activities will be offered to increase family participation in their child's academics and the school as a whole. When families, especially Latinos, are involved in a child's education, academic performance increases, according to a 2014 study in School Community Journal called "The Impact of a Collaborative Family Involvement Program on Latino Families and Children's Educational Performance." For parents of children in these poverty-stricken and low educational attainment districts, literacy and other related educational development such as financial literacy activities and providing valuable resources can make an impact and change their lives. Scheduling these activities in the evenings and on weekends to take into account the efforts of working parents will increase involvement and parental support.

* College, Career and Military Readiness (CCMR) - While a majority of these activities will be offered to students in the high school, elementary and middle schoolers also will be provided opportunities to experience and observe careers and colleges in ways that will help them realize their dreams after high school. The intent here will be to strengthen students' (of all ages) attitude toward their college career goals by introducing them to opportunities and provide training and support for improved TSI and ACT scores (17.8 for SBCISD graduates, 20.6 in Texas). Elementary students will research college mascots to ensure these efforts start in the early grade levels. Helping motivate students for the future through these career and college opportunities will improve behavior, grades, and academic achievement, all of which are intended to improve both districts' ability to graduate college-ready students.

IMPACT OVER TIME SMART GOAL 1 - The San Benito CISD/La Villa ISD 21st CCLC middle school program students will improve their overall STAAR scores for "at or approaches grade level or above" by 10% over their benchmark scores upon completion of 8th grade. This will help increase, by the end of grant, the overall district middle school STAAR scores in the "at approaches grade level" performance measure to 73% (currently 68.6%).

IMPACT OVER TIME SMART GOAL 2 - Elementary students in the San Benito CISD/La Villa ISD 21st CCLC program will increase their reading/ELA STAAR scores for "at or approaches grade level or above" by 5% each year based on benchmark scoring. This will help increase, by the end of the full grant cycle, the overall district STAAR scores in that performance measure to at least 72% (currently 67%).

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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.

PROGRAM ACTIVITIES - Based on the districts' needs assessments and the area's overall high poverty rate and low educational attainment as cited in the needs assessment, this program will offer imperative academic services paired with a variety of enrichment opportunities that have been selected based on the ability to impact students.

* Academic activities - All centers will provide each student in the program one (1) hour daily of homework assistance and small group and individual tutorials led by grade level school teachers to help students meet the challenging state academic standards. Focus on all schools will mainly be on reading and mathematics. However, each center and Site Coordinator will regularly meet with administrative staff to discuss specific campus priorities, but emphasis will be made on academic core instruction. These services are intended to ensure students have the time, support and teachers available to help them complete schoolwork and thus improve grades and achievement.

* Enrichment activities - Depending on the school, student ages/interests, and staff/volunteer knowledge, San Benito CISD/La Villa ISD will offer an array of activities/topics for students to choose that will complement and reinforce through hands-on opportunities school day learning. Specifically at the grade schools, offerings will include arts and crafts, fitness, sports, cooking, gardening, technology, STEM, robotics, and dance, all intended to promote health, creativity, critical thinking, collaboration and communication. La Villa's latest District Improvement Plan cites increasing after school activities to improve safety and engagement. For middle school, activities will include technology, robotics, STEM, sports, and college readiness, which all are part of San Benito's Re-Imagine 2021 Strategic plan. For high school, activities will include ACT and TSI preparation (only 43.6% of SBCISD graduate college ready, 53% statewide). To improve career readiness, middle and high school participants will be introduced to TEA industry-based certifications that are incorporated into the high school curriculum to ensure at risk students are aware of all the opportunities, even if they are not interested in attending college. Additional high school activities will target leadership through student mentoring of middle and elementary school youths, and social-emotional care through complementary activities based on the new high school self-care training round table aimed at equipping students with skills to reduce anxiety and stress to increase resilience and support learning goals.

* Family engagement activities - Literacy/financial literacy and computer educational programs will be offered at the Boys and Girls Club to provide a central location for the adult education for ACE parents. Additionally, one of the goals of the 2021 Strategic Plan is to expose all students and their parents to higher education through visits in person or virtually to a college or university. This creates a goal for students who want to attend college and can impact overall student achievement. All ACE high school students will be provided assistance to complete FAFSA.

INTEGRATING SCHOOL DAY - In order to provide the academic support that will make the most impact, ensuring after school lesson plans match with the daily/weekly regular school day lessons at each campus is imperative. San Benito/La Villa ISD 21st CCLC Site Coordinators will work with administrators and teachers at each of the campuses on a bi-weekly basis and lesson plans from both the regular school day and ACE program will be shared to ensure cohesive and engaging opportunities for students. This effort as well as employing regular school day teachers as ACE program staff will ensure there is a natural link between the after school instruction and the school day. School day teachers will be utilized mainly for homework and tutoring and will be assigned to the appropriate grade levels in which they teach. They also will be involved in planning, working with other staff and leading enrichment focused on hands-on activities that complement regular school day work in the core academic classes.

ACTIVITY OVERSIGHT - Attendance at enrichment activities will be monitored weekly to ensure student interest. The 21st CCLC staff will review TEKS-based Year at a Glance specifics along with utilizing suggestions and resources from teachers and the TEKS Resource System to determine the best, evidence-based hands-on activities to be included in the program to match with the school day/week lesson plans. Surveys to students and parents also will be distributed and analyzed to gauge interest and quality of programming as well as interest levels for new activity potentials. Site Coordinators will observe activities daily for evaluation and training purposes with staff in order to ensure the activities are to the engagement standards set in the program. Center-level and local program analysis also will play a role in evaluating activities and will be used to make adjustments to attain the goals set.

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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

San Benito CISD/La Villa ISD will partner with the Boys and Girls Club of San Benito to provide specified and new training services for 21st CCLC staff that will benefit and expand the capacity and scope of the 21st CCLC program, its students and parents by providing high quality opportunities not currently available for these at-risk youth and their families. Based on the community needs assessment and discussions with the Boys and Girls Club, a plan has been created to provide gender and age specific programming to students focused on personal development and drug abuse prevention as well as to support family literacy and workforce development.

The Boys and Girls Club of San Benito is an external nonprofit organization with a record of success running and implementing safe, supportive high-quality enriching activities and experiences after school and through summer programs. It has one centralized location in the city with adjoining outdoor facilities for sports and other activities. Within the past three (3) years SBCISD has been building a relationship with the Boys and Girls Club, and this endeavor would strengthen this young partnership to new levels assisting both organizations in providing more for its students, parents and the community. In particular, because 21st CCLC staff will be trained by the Boys & Girls Club to perform these classes, there is long-term sustainability over time through continued train-the-trainer efforts.

In order to support and align with the goals and objectives of the SBCISD/La Villa ISD 21st CCLC program and the needs of local students, Boys and Girls Club of San Benito will collaborate through staff training for all centers in three programs that are age- and gender-appropriate. This training and the materials provided through these Boys and Girls Club of America evidence-based and nationally-recognized programs will be used at each center by 21st CCLC staff to ensure students have the same opportunities and cohesive programming. Both SMART programs below are sanctioned as evidence-based by the U.S. Department of Justice to have decreased disciplinary referrals.

* SMART Moves: This is a 10-module program by grade level (K-8th) and focuses on helping youth develop healthy decision-making, attitudes, while teaching essential social-emotional skills enabling youth to communicate effectively and refuse to engage in unhealthy behaviors such as drugs, vaping and drinking.

* SMART Girls: This is a small-group health, fitness, prevention/education and self-esteem program designed to meet the needs of girls in multiple age groups. This 10-module program is highly participatory and helps girls explore their own and societal attitudes and values as they develop character and leadership skills.

* Passport to Manhood: This 14-module program promotes and teaches responsibility through interactive activities and represents an opportunity for ages 8 to 17 to reinforce positive behaviors and personal maturation.

La Villa ISD will partner with Coastal Land Resource Center (CLRC), which will provide indoor and outdoor activities that will provide program participants educational activities on birding, ranching, and land stewardship.

Families/parents - The districts also will provide evening classes at the centrally located Boys and Girls Club through the Family Engagement Specialist efforts. These courses will be geared toward parents of families participating in the 21st CCLC as well as open to the community and will include English language learning, computer skills, financial literacy and college and career readiness support.

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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.

Research and studies of highly engaging after school programs reveal some focused educational and social and emotional learning activities that can enhance academic performance and benefit developmental skills. San Benito CISD/La Villa ISD 21st CCLC program will implement these types of activities in all schools and also utilize information from the 21st Century Blueprint to identify best practices and build evidence-based programming.

* Among growing popularity for good reason, this 21st CCLC program will implement STEAM-focused activities, including robotics, computer science, coding, and 3D printing along with various daily hands-on activities such as math and design projects, that encourage innovation, problem solving and creative thinking at all levels. According to a study, Students' Attitude Toward Science as Predictors of Gains on Student Content Knowledge: Benefits of an After-School Program, published in May 2015 in Sch Sci Math, "high quality after school programs devoted to science have the potential to enhance students' science knowledge and attitudes." After school programs "provide academic and social support needed to increase student affect and achievement levels." Students participating in high quality STEM-related after school programs have shown increased academic outcomes on standardized tests and a greater likelihood in pursuing a STEM-related career field compared to their peers who did not.

* Another focus of this 21st CCLC program will include games and evidence-based activities incorporating skills at all levels such as problem solving, self-control, leadership, self-esteem and responsible decision making. A specific initiative at San Benito High School will include self-planning social-emotional care training and round-table discussions intended to provide students with intentional ways to ensure they are able to reflect, plan and carry out a self-care plan to meet their social and emotional needs in the healthiest ways possible. According to a March 2010 study, A Meta-Analysis of After-School Programs That Seek to Promote Personal and Social Skills in Children and Adolescents, published by the Society for Community Research and Action, after-school programs should contain components to foster the personal and social skills of youth because they can benefit in many ways when these are offered, including socially and academically.

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.

All of the proposed centers and the activities therein are located at the district schools, so there will be no need for transportation of students to any other facilities after school. Boys and Girls Club sanctioned SMART programs will occur at the individual centers led by center staff. As for transportation home following programming, district-provided and district-funded late activity buses will be utilized by 21st CCLC attendees in the San Benito CISD Center schools. The same bus safety protocol will be utilized. Each participating student will be required to have a Participant Parental Consent form signed by a parent or guardian to identify the method in which the student will leave and be signed out of the program each day. This will be provided to the Site Coordinators alerting them of whether the student will be utilizing the late bus to go home or be picked up at the school and who will be picking them up. Students who leave early from the program will be required to be signed out by an approved parent/guardian or designee to be allowed to pick up the student and must provide identification to sign the student out. At La Villa Elementary, the same busing processes and procedures as well as bus safety measures such as cameras on buses and having qualified, experienced bus drivers, will be implemented for the safety of students.

In La Villa, transportation will be provided through the grant for students to get home after the programming. The following procedures will be implemented at both districts to ensure students' safety to and from the centers.

* Immediately, unless otherwise noted, following the dismissal of their regular school day classes, students will report to the designated area on campus and sign into the program.

* At the end of the program day, Site Coordinators will ensure students are on the SBCISD late activity school bus/ La Villa 21st CCLC bus or are picked up by a parent/guardian or designated individual.

* All students eligible to participate in either field trips or other activities off site, will be required to wear a name tag that clearly identifies them as part of the program. Upon returning to the campus center, the procedures in place for transportation home and picking up will be utilized.

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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.

San Benito CISD has a long history of after school programming. For more than 20 years, the district has offered some level of after school activities for its mostly at-risk students in this poverty-stricken area of the state. The district already has a link on its website to after school programming, a Facebook page and materials such as signage for various campuses promoting participation, benefits and how to sign up. Each of the campuses and their addresses and websites will be listed on the ACE landing page located on the District Website. The district will utilize the Texas ACE branding in all local program materials and promotions as these marketing materials will be conveniently available in Spanish and English. The district will use some current signage and promotional materials but will incorporate ACE branding, while expanding on its accessibility efforts through additional technology communication with parents directly, specifically using Class Dojo, Remind, Google Meets and Zoom. At least twice per year, the 21st CCLC Program Director will present an update to the district's Board of Education and other stakeholders about the status of the program, whether it is meeting its goals and provide any other information desired, such as opportunities for participation and information about each specific center.

For La Villa ISD, after school programming will be all new within its Elementary School campus and district as a whole. Along with utilizing support, experience and existing materials already developed through Texas ACE resources, La Villa also will use www.mytexasace.org website to access program resources and utilize the site's customizable electronic outreach materials. The district will also focus on branding local material and promotions with the ACE logo. With this being new to the district, La Villa will emphasize and include additional print brochures sent home to parents and ensure teachers and staff are talking to parents during conferences, meetings and open houses, about the after school programming and all it has to offer students.

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.

Funding from the 21st CCLC grant will be utilized to supplement and not supplant the districts' existing local, state and federally-funded programs intended to increase academic performance in STAAR testing, improve attendance and behavior, provide social and emotional support and ultimately increase college readiness and higher education attainment. The districts will use existing financial and personnel resources not funded from the grant to include busing home (San Benito), ACE program competition/travel fees, and coordinate with other campus programs to meet the goals and objectives of this program. In recent years, SBCISD has received the Perkins Reserve and Perkins V Strengthening Career and Technology Education (CTE) grants, which will be integrated for PROGRAM PRIORITY 1 into this grant through focused STEM activities provided by qualified secondary CTE teachers and programs funded through the Perkins grants and geared to middle and high school students to address high need technical careers that require college readiness. This falls in line with the districts' integration of the TEA industry-based certifications through the introduction of these potentials for middle and high school students.

The 21st CCLC staff also will work in conjunction and coordinate with Miller Jordan (Comprehensive Support campus) and Frank Roberts (Targeted Support) on the required plans to support increased academic performance. Also, 21st CCLC staff will be included in district and campus staff/faculty meetings and professional development opportunities. Current school equipment such as computers and other technology, will be used during this program. Any program activities required by state law, School Board rules or local board policies will not be paid for with this requested grant funds. As the fiscal agency, SBCISD will maintain documentation to demonstrate the supplemental nature of these funds. The districts also will take advantage of the Texas ACE program's in-person and online professional development training opportunities. This funding coordinated with Title I (high-poverty) and state funding will ensure student gains are made and these services enrich the classroom culture.

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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.

After more than 20 years of after school programming, San Benito CISD has established buy-in from the community and educational leaders, while at the same time proving the worth of quality efforts made on behalf of students, parents and the community as a whole. The hopes and expectations are to produce the same interest, investment and eventual buy-in in La Villa because they haven't had the same experience with after school programming. In the long run, it is difficult, if not impossible, to replace 100% of funds provided by state or federal grants. So, one of the ideas is to slowly integrate manageable pieces of the ACE Program into future school budgets in both districts as a way to prepare for the ending of resources provided through this grant. Each year, a small part/piece of the after school program could be incorporated within the overall district budget, placed in a specific line item for after school programming at the campuses. The importance and impact of the after school program as established through the Texas 21st CCLC funds is an investment that can't be overlooked for the benefit of the district, its students, parents and overall community. Efforts will be made to continue to work with and build upon the relationship with community partners such as the Boys and Girls Club of San Benito, Behavioral Health Solutions, Texas State Technical College work study, University of Texas - Rio Grande Valley social work interns and Texas A&M AgriLife Extension (4-H). CATCH (community advisory council) will work to create a capacity-building advisory committee for long-term sustainability planning using the five (5) steps outlined in the Texas ACE Blueprint. Also, CATCH will seek businesses to provide support and services such as South Texas Driving Academy (discounts), Region VIII Chess Association (for tournaments), HEB, Communities in Schools, and some campuses have local businesses providing free services, such as haircuts. The Parental Involvement Program and its efforts that will be developed in the 21st CCLC will continue for each district beyond the grant cycle.

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)

SBCISD has a long-standing relationship with Texas State Technical College (TSTC), the University of Texas-Rio Grande Valley (UTRGV), Texas A&M AgriLife Extension and Girl Scouts, all of which provide both regular volunteers and specific activity volunteers throughout the school year and summer. The La Villa ISD center also will share some of these volunteers from these partners.

TSTC provides four (4) to six (6) students who volunteer through a work-study program about 22 hours per week. These students receive invaluable experience working with the at-risk students. UTRGV provides several social work interns, which is a free service. However, SBCISD has in the past provided by their own choice a \$500 per semester stipend for each of the students, who typically provide as many as 480 hours. The Texas A&M AgriLife Extension provides volunteer personnel to support various enrichment programs, including gardening, horticulture, coding and robotics. Personnel also volunteer for the after school program to train after school staff to teach and guide some of these programs.

San Benito is an area that is host to a significant number of Winter Texans, many of whom are seniors from the Midwest who have time to volunteer on a regular basis during the late fall and early spring semesters. There also are many former teachers in that group and those with higher education degrees who can provide assistance to the after school programming.

All of these volunteers who participate in the program will be fingerprinted and undergo a criminal background check, following districts' procedures, to ensure the safety of all participants. Once individual volunteers are approved to serve with the district, training will be scheduled and provided by the Site Coordinators giving volunteers the skills required to properly and safely work with the students.

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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.

RECRUITMENT AND RETAINMENT - Intentional, quality and engaging programming is the cornerstone of this 21st CCLC program, and recruiting and retaining by realizing consistent, continuous participation and attendance on a sustained basis over time is the first critical step to students achieving the desired program outcomes. Throughout the school year, students (at least 65% of whom are at-risk of academic failure or for disciplinary or attendance reasons) will be added to the enrollment list by a teacher, administrator or parent. Site Coordinators will keep this waiting list of students to be enrolled in the program, if the program is at capacity. If the program is not at capacity, at-risk students will be given priority to join the program upon parental approval. Students who are consistently absent from the after school programming will be replaced by students on the list. However, in order to meet targeted numbers and provide the best student outcomes, all efforts will be made to urge the chronically absent students to attend the program on a regular basis, mainly by contacting parents and providing them information on attendance and the reasons it is important their child participates in ACE on a daily basis. The plan for retaining students during the school year also involves providing incentives such as free time/games, or special activities held on Fridays for those students who attend the first 4 days of the week.

SMART GOAL FOR ATTENDANCE (Fall/Spring) - During the school year, about 30% (1,275) of the San Benito CISD/La Villa ISD students in the K-8 campus centers will be enrolled in the 21st CCLC program and by the end of the school year 75% (925) of those will reach the 45-day target for daily attendance of 2 hours per day. At the High School, at least 125 students will be enrolled and 80% of those (100) will reach the 45-day target for attendance.

SMART GOAL FOR ATTENDANCE (Summer) - During summer, a total of at least 300 students in SBCISD/La Villa ISD will attend 21st CCLC programming 12 or more days for 4 hours or more each day.

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.

CENTER-LEVEL NEEDS - With a high priority placed on academics as based on recent district struggles in STAAR testing and overall academic performance in reading and math in various grade levels, district leadership agreed every center will operate 37 weeks total, more than the required total of 34. That includes 32 weeks in Fall/Spring, 5 days per week for at least 3 hours each day (including 1 hour in the morning to meet the needs of working families). In summer, the program will operate 5 weeks, 4 days per week, for 6 hours per day. The extra weeks will ensure the most impact in academic achievement, attendance and advancement. Funding for instructional staff is aligned at each center based on the hours, targeted students to be served, their age group levels and subject levels with a focus to provide a 15:1 student to adult ratio. For consistency, the 6 elementary centers will operate similar hours and Site Coordinators will ensure all center delivery plans are in place for continuity purposes and there will be constant communication between similar centers in order to ensure students are receiving the best, evidence-based curriculum to make an impact in the program objectives. Only allowable activities that are reasonable in price, duration and need were included. These activities also had to be tied to academic, social and family needs necessary to make a positive impact on the targeted students.

MEASURES OF EFFECTIVENESS - The districts will create an overall budget tied with local, state and federal funds to ensure delivery of a high quality program. The grant budget is designed to serve as many students as possible with limited funds toward administration and other services not directly benefiting students. Monies are largely allocated to the 21st CCLC leadership staff, extra duty pay for teachers and paraprofessionals as well as consumables and equipment for activities. The budget request is reasonable for the 1,025 students targeted to be served in this program. The cost is within the state approved amount and the grant activities are achievable based on prior experience with previous after school funded programs. Only allowed and requested to cover costs for personnel and materials have been allocated to meet the requirements of the grant to provide the highest quality possible services to students and parents in both districts.

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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 and adults"/>	Barrier	<input type="text" value="Cultural, Linguistic, Economic Diversity"/>
Group	<input type="text" value="Students and teachers"/>	Barrier	<input type="text" value="Lack of support from parents"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>

11. PNP Equitable Services

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

- Yes No

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

Are any private nonprofit schools participating in the grant?

- Yes No

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

Assurances

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

Equitable Services Calculation

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

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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 (1) who manages the 21st CCLC Program daily	\$60,000
2.	Site Coordinators (10) who manage each center and staff	\$500,000
3.	Family Engagement Specialist (1) and Secretary/Administrative Assistant (1)	\$70,000
4.	Teachers, TAs, Paraprofessionals, Bus Drivers	\$603,320
5.	Fringe Benefits for Employees	\$172,665

Professional and Contracted Services

6.	External Evaluator (Admin costs, included here and not below in direct and indirect Admin.)	\$30,000
7.	Partnering agency - Boys and Girls Club - Staff training and curriculum	\$20,000
8.	UTRGV Counselors	\$5,000
9.		
10.		

Supplies and Materials

11.	For Educational/Enrichment Activities	\$69,425
12.	For Parental Involvement Events and Activities	\$10,000
13.	For 21st CCLC Program staff to operate and monitor operations and objectives	\$31,961
14.	Technology items for student STEM and Robotics academics and enrichment	\$30,029

Other Operating Costs

15.	Travel - Students/staff to and from center sites/conferences	\$28,600
16.	Travel - Student/family field trips and educational/enrichment opportunities	\$15,000
17.	Nutritional snacks for activities	\$10,000

Capital Outlay

18.		
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: 031912

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	031912112	La Encantada Elementary School 35001 FM 1577 San Benito, TX 78586 956-361-6450	0	K-5	125	60
2	031912109	Frank Roberts Elementary School 451 Biddle Street San Benito, TX 78586 956-361-6450	0	K-5	100	60
3	031912117	Angela Leal Elementary School 33356 FM 732 San Benito, TX 78586 956-361-6450	0	K-5	100	60
4	031912101	Fred Booth Elementary 705 Zaragosa San Benito, TX 78586 956-361-6450	0	K-5	125	60
5	031912114	La Paloma Elementary 35076 Main Street San Benito, TX 78586 956-361-6450	0	K-5	100	60
6	108914101	Munoz Elementary 810 N. Cottonwood La Villa, TX 78562 956-361-6450	0	K-5	75	50
7	031912041	Berta Cabaza Middle School 2901 Shafer Road San Benito, TX 78586 956-361-6450	0	6-8	100	60
8	031912042	Miller Jordan Middle School 700 N. McCullough San Benito, TX 78586 956-361-6450	0	6-8	100	60
9	031912043	Riverside Middle School 35428 Padilla Street San Benito, TX 78586 956-361-6450	0	6-8	100	60
10	031912001	San Benito High School 35428 Padilla Street San Benito, TX 78586 (956) 361-6940 956-361-6450	0	10-12	100	60

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	031912112	La Encantada Elementary School 35001 FM 1577, San Benito, TX 78586						K-5	125	60					
Feeder															
Feeder															
Program Operations				Start Date (MM/DD/YY):				End Date (MM/DD/YY):				Total Weeks			
Summer Term Jump Start <i>(Must be approved in NOGA)</i>															
Fall Term				09/06/21				12/17/21				14			
Spring Term				01/10/22				05/20/22				18			
Summer Term				06/06/22				07/14/22				5			
Total number of weeks:												37			
Center Schedule															
Day of the Week	Fall Term				Spring Term				Summer Term						
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End			
Monday	7:00	7:45	3:15	5:30	7:00	7:45	3:15	5:30	8:00			2:00			
Tuesday	7:00	7:45	3:15	5:30	7:00	7:45	3:15	5:30	8:00			2:00			
Wednesday	7:00	7:45	3:15	5:30	7:00	7:45	3:15	5:30	8:00			2:00			
Thursday	7:00	7:45	3:15	5:30	7:00	7:45	3:15	5:30	8:00			2:00			
Friday	7:00	7:45	3:15	5:30	7:00	7:45	3:15	5:30							
Saturday															
Sunday															
Total Hours Per Week:	15				15				24						
Adjunct Sites, If applicable (site name and full address)															
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		During the fall and spring terms, there will be monthly Saturday activities, that could include educational, cultural, or recreational field trips to museums and nature facilities, ACE showcase presentations/family events and full-day activities such as gardening or cooking. Depending on the status of COVID-19, remote instruction may have to be implemented. Academic activities will be determined based on need of the students, while enrichment activities will be based on need, interest, ability to teach and choices made by students.													
Parent/Legal Guardian Activities		During the fall and spring terms, there will be monthly parental/guardian education activities such as literacy, financial literacy, classes to assist in obtaining employment or pursuing further education, computer classes and other options depending on the center's needs and survey responses from the participating adults.													

Texas ACE Center Operations Schedule (one per center)	Program Year 2021-2022
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(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.

Center 2	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP	Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target
Center	031912109	Frank Roberts Elementary School 451 Biddle Street, San Benito, TX 78586	K-5	100	60
Feeder					
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start <i>(Must be approved in NOGA)</i>			
Fall Term	09/06/21	12/17/21	14
Spring Term	01/10/22	05/20/22	18
Summer Term	06/06/22	07/14/22	5
Total number of weeks:			37

Center Schedule

Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	7:00	7:45	3:15	5:30	7:00	7:45	3:15	5:30	8:00			2:00
Tuesday	7:00	7:45	3:15	5:30	7:00	7:45	3:15	5:30	8:00			2:00
Wednesday	7:00	7:45	3:15	5:30	7:00	7:45	3:15	5:30	8:00			2:00
Thursday	7:00	7:45	3:15	5:30	7:00	7:45	3:15	5:30	8:00			2:00
Friday	7:00	7:45	3:15	5:30	7:00	7:45	3:15	5:30				
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			

Adjunct Sites, If applicable (site name and full address)	
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	During the fall and spring terms, there will be monthly Saturday activities, that could include educational, cultural, or recreational field trips to museums and nature facilities, ACE showcase presentations/family events and full-day activities such as gardening or cooking. Depending on the status of COVID-19, remote instruction may have to be implemented. Academic activities will be determined based on need of the students, while enrichment activities will be based on need, interest, ability to teach and choices made by students.
Parent/Legal Guardian Activities	During the fall and spring terms, there will be monthly parental/guardian education activities such as literacy, financial literacy, classes to assist in obtaining employment or pursuing further education, computer classes and other options depending on the center's needs and survey responses from the participating adults.

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	031912117	Angela Leal Elementary School 33356 FM 732, San Benito, TX 78586						K-5	100	60		
Feeder												
Feeder												
Program Operations				Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks		
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term				09/06/21			12/17/21			14		
Spring Term				01/10/22			05/20/22			18		
Summer Term				06/06/22			07/14/22			5		
Total number of weeks:										37		
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	7:00	7:45	3:15	5:30	7:00	7:45	3:15	5:30	8:00			2:00
Tuesday	7:00	7:45	3:15	5:30	7:00	7:45	3:15	5:30	8:00			2:00
Wednesday	7:00	7:45	3:15	5:30	7:00	7:45	3:15	5:30	8:00			2:00
Thursday	7:00	7:45	3:15	5:30	7:00	7:45	3:15	5:30	8:00			2:00
Friday	7:00	7:45	3:15	5:30	7:00	7:45	3:15	5:30				
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		During the fall and spring terms, there will be monthly Saturday activities, that could include educational, cultural, or recreational field trips to museums and nature facilities, ACE showcase presentations/family events and full-day activities such as gardening or cooking. Depending on the status of COVID-19, remote instruction may have to be implemented. Academic activities will be determined based on need of the students, while enrichment activities will be based on need, interest, ability to teach and choices made by students.										
Parent/Legal Guardian Activities		During the fall and spring terms, there will be monthly parental/guardian education activities such as literacy, financial literacy, classes to assist in obtaining employment or pursuing further education, computer classes and other options depending on the center's needs and survey responses from the participating adults.										

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	031912101	Fred Booth Elementary 705 Zaragosa, San Benito, TX 78586						K-5	125	60			
Feeder													
Feeder													
Program Operations		Start Date (MM/DD/YY):				End Date (MM/DD/YY):				Total Weeks			
Summer Term Jump Start <i>(Must be approved in NOGA)</i>													
Fall Term		09/06/21				12/17/21				14			
Spring Term		01/10/22				05/20/22				18			
Summer Term		06/06/22				07/14/22				5			
Total number of weeks:										37			
Center Schedule													
Day of the Week	Fall Term				Spring Term				Summer Term				
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	
Monday	7:00	7:45	3:15	5:30	7:00	7:45	3:15	5:30	8:00			2:00	
Tuesday	7:00	7:45	3:15	5:30	7:00	7:45	3:15	5:30	8:00			2:00	
Wednesday	7:00	7:45	3:15	5:30	7:00	7:45	3:15	5:30	8:00			2:00	
Thursday	7:00	7:45	3:15	5:30	7:00	7:45	3:15	5:30	8:00			2:00	
Friday	7:00	7:45	3:15	5:30	7:00	7:45	3:15	5:30					
Saturday													
Sunday													
Total Hours Per Week:	15				15				24				
Adjunct Sites, If applicable (site name and full address)													
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		During the fall and spring terms, there will be monthly Saturday activities, that could include educational, cultural, or recreational field trips to museums and nature facilities, ACE showcase presentations/family events and full-day activities such as gardening or cooking. Depending on the status of COVID-19, remote instruction may have to be implemented. Academic activities will be determined based on need of the students, while enrichment activities will be based on need, interest, ability to teach and choices made by students.											
Parent/Legal Guardian Activities		During the fall and spring terms, there will be monthly parental/guardian education activities such as literacy, financial literacy, classes to assist in obtaining employment or pursuing further education, computer classes and other options depending on the center's needs and survey responses from the participating adults.											

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	031912114	La Paloma Elementary 35076 Main Street, San Benito, TX 78586				K-5	100	60				
Feeder												
Feeder												
Program Operations		Start Date (MM/DD/YY):		End Date (MM/DD/YY):		Total Weeks						
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term		09/06/21		12/17/21		14						
Spring Term		01/10/22		05/20/22		18						
Summer Term		06/06/22		07/14/22		5						
Total number of weeks:						37						
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	7:00	7:45	3:15	5:30	7:00	7:45	3:15	5:30	8:00			2:00
Tuesday	7:00	7:45	3:15	5:30	7:00	7:45	3:15	5:30	8:00			2:00
Wednesday	7:00	7:45	3:15	5:30	7:00	7:45	3:15	5:30	8:00			2:00
Thursday	7:00	7:45	3:15	5:30	7:00	7:45	3:15	5:30	8:00			2:00
Friday	7:00	7:45	3:15	5:30	7:00	7:45	3:15	5:30				
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		During the fall and spring terms, there will be monthly Saturday activities, that could include educational, cultural, or recreational field trips to museums and nature facilities, ACE showcase presentations/family events and full-day activities such as gardening or cooking. Depending on the status of COVID-19, remote instruction may have to be implemented. Academic activities will be determined based on need of the students, while enrichment activities will be based on need, interest, ability to teach and choices made by students.										
Parent/Legal Guardian Activities		During the fall and spring terms, there will be monthly parental/guardian education activities such as literacy, financial literacy, classes to assist in obtaining employment or pursuing further education, computer classes and other options depending on the center's needs and survey responses from the participating adults.										

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	108914101	Munoz Elementary 810 N. Cottonwood, La Villa, TX 78562						K-5	75	50			
Feeder													
Feeder													
Program Operations				Start Date (MM/DD/YY):				End Date (MM/DD/YY):				Total Weeks	
Summer Term Jump Start <i>(Must be approved in NOGA)</i>													
Fall Term				09/06/21				12/17/21				14	
Spring Term				01/10/22				05/20/22				18	
Summer Term				06/06/22				07/14/22				5	
Total number of weeks:												37	
Center Schedule													
Day of the Week	Fall Term				Spring Term				Summer Term				
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	
Monday	7:00	7:45	3:30	5:45	7:00	7:45	3:30	5:45	8:00			2:00	
Tuesday	7:00	7:45	3:30	5:45	7:00	7:45	3:30	5:45	8:00			2:00	
Wednesday	7:00	7:45	3:30	5:45	7:00	7:45	3:30	5:45	8:00			2:00	
Thursday	7:00	7:45	3:30	5:45	7:00	7:45	3:30	5:45	8:00			2:00	
Friday	7:00	7:45	3:30	5:45	7:00	7:45	3:30	5:45					
Saturday													
Sunday													
Total Hours Per Week:	15				15				24				
Adjunct Sites, If applicable (site name and full address)													
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		During the fall and spring terms, there will be monthly Saturday activities, that could include educational, cultural, or recreational field trips to museums and nature facilities, ACE showcase presentations/family events and full-day activities such as gardening or cooking. Depending on the status of COVID-19, remote instruction may have to be implemented. Academic activities will be determined based on need of the students, while enrichment activities will be based on need, interest, ability to teach and choices made by students.											
Parent/Legal Guardian Activities		During the fall and spring terms, there will be monthly parental/guardian education activities such as literacy, financial literacy, classes to assist in obtaining employment or pursuing further education, computer classes and other options depending on the center's needs and survey responses from the participating adults.											

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	031912041	Berta Cabaza Middle School 2901 Shafer Road, San Benito, TX 78586						6-8	100	60			
Feeder													
Feeder													
Program Operations		Start Date (MM/DD/YY):				End Date (MM/DD/YY):				Total Weeks			
Summer Term Jump Start <i>(Must be approved in NOGA)</i>													
Fall Term		09/06/21				12/17/21				14			
Spring Term		01/10/22				05/20/22				18			
Summer Term		06/06/22				07/14/22				5			
Total number of weeks:										40			
Center Schedule													
Day of the Week	Fall Term				Spring Term				Summer Term				
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	
Monday	7:00	8:00	4:00	6:00	7:00	8:00	4:00	6:00	8:00			2:00	
Tuesday	7:00	8:00	4:00	6:00	7:00	8:00	4:00	6:00	8:00			2:00	
Wednesday	7:00	8:00	4:00	6:00	7:00	8:00	4:00	6:00	8:00			2:00	
Thursday	7:00	8:00	4:00	6:00	7:00	8:00	4:00	6:00	8:00			2:00	
Friday	7:00	8:00	4:00	6:00	7:00	8:00	4:00	6:00					
Saturday													
Sunday													
Total Hours Per Week:	15				15				24				
Adjunct Sites, If applicable (site name and full address)													
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		During the fall and spring terms, there will be monthly Saturday activities, that could include educational, cultural, or recreational field trips to museums and nature facilities, industry business visits for career readiness, and full-day activities such as gardening or cooking. Depending on the status of COVID-19, remote instruction may have to be implemented. Academic activities will be determined based on need of the students, while enrichment activities will be based on need, interest, ability to teach and choices made by students.											
Parent/Legal Guardian Activities		During the fall and spring terms, there will be monthly parental/guardian education activities such as literacy, financial literacy, classes to assist in obtaining employment or pursuing further education, computer classes and other options depending on the center's needs and survey responses from the participating adults.											

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	031912042	Miller Jordan Middle School 700 N. McCullough, San Benito, TX 78586				6-8	100	60				
Feeder												
Feeder												
Program Operations		Start Date (MM/DD/YY):		End Date (MM/DD/YY):		Total Weeks						
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term		09/06/21		12/17/21		14						
Spring Term		01/10/22		05/20/22		18						
Summer Term		06/06/22		07/14/22		5						
Total number of weeks:						37						
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	7:00	8:00	4:00	6:00	7:00	8:00	4:00	6:00	8:00			2:00
Tuesday	7:00	8:00	4:00	6:00	7:00	8:00	4:00	6:00	8:00			2:00
Wednesday	7:00	8:00	4:00	6:00	7:00	8:00	4:00	6:00	8:00			2:00
Thursday	7:00	8:00	4:00	6:00	7:00	8:00	4:00	6:00	8:00			2:00
Friday	7:00	8:00	4:00	6:00	7:00	8:00	4:00	6:00				
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		During the fall and spring terms, there will be monthly Saturday activities, that could include educational, cultural, or recreational field trips to museums and nature facilities, industry business visits for career readiness, and full-day activities such as gardening or cooking. Depending on the status of COVID-19, remote instruction may have to be implemented. Academic activities will be determined based on need of the students, while enrichment activities will be based on need, interest, ability to teach and choices made by students.										
Parent/Legal Guardian Activities		During the fall and spring terms, there will be monthly parental/guardian education activities such as literacy, financial literacy, classes to assist in obtaining employment or pursuing further education, computer classes and other options depending on the center's needs and survey responses from the participating adults.										

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	031912043	Riverside Middle School 35428 Padilla Street, San Benito, TX 78586						6-8	100	60					
Feeder															
Feeder															
Program Operations				Start Date (MM/DD/YY):				End Date (MM/DD/YY):				Total Weeks			
Summer Term Jump Start <i>(Must be approved in NOGA)</i>															
Fall Term				09/06/21				12/17/21				14			
Spring Term				01/10/22				05/20/22				18			
Summer Term				06/06/22				07/14/22				5			
Total number of weeks:												37			
Center Schedule															
Day of the Week	Fall Term				Spring Term				Summer Term						
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End			
Monday	7:00	8:00	4:00	6:00	7:00	8:00	4:00	6:00	8:00			2:00			
Tuesday	7:00	8:00	4:00	6:00	7:00	8:00	4:00	6:00	8:00			2:00			
Wednesday	7:00	8:00	4:00	6:00	7:00	8:00	4:00	6:00	8:00			2:00			
Thursday	7:00	8:00	4:00	6:00	7:00	8:00	4:00	6:00	8:00			2:00			
Friday	7:00	8:00	4:00	6:00	7:00	8:00	4:00	6:00							
Saturday															
Sunday															
Total Hours Per Week:	15				15				24						
Adjunct Sites, If applicable (site name and full address)															
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		During the fall and spring terms, there will be monthly Saturday activities, that could include educational, cultural, or recreational field trips to museums and nature facilities, industry business visits for career readiness, and full-day activities such as gardening or cooking. Depending on the status of COVID-19, remote instruction may have to be implemented. Academic activities will be determined based on need of the students, while enrichment activities will be based on need, interest, ability to teach and choices made by students.													
Parent/Legal Guardian Activities		During the fall and spring terms, there will be monthly parental/guardian education activities such as literacy, financial literacy, classes to assist in obtaining employment or pursuing further education, computer classes and other options depending on the center's needs and survey responses from the participating adults.													

Texas ACE							Program Year						
Center Operations Schedule (one per center)							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	031912001	San Benito High School 35428 Padilla Street, San Benito, TX 78586						10-12	100	60			
Feeder													
Feeder													
Program Operations		Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks					
Summer Term Jump Start <i>(Must be approved in NOGA)</i>													
Fall Term		09/06/21			12/17/21			14					
Spring Term		01/10/22			05/20/22			18					
Summer Term		06/06/22			07/14/22			5					
Total number of weeks:								40					
Center Schedule													
Day of the Week	Fall Term				Spring Term				Summer Term				
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	
Monday	7:00	8:00	4:30	6:30	7:00	8:00	4:30	6:30	8:00			2:00	
Tuesday	7:00	8:00	4:30	6:30	7:00	8:00	4:30	6:30	8:00			2:00	
Wednesday	7:00	8:00	4:30	6:30	7:00	8:00	4:30	6:30	8:00			2:00	
Thursday	7:00	8:00	4:30	6:30	7:00	8:00	4:30	6:30	8:00			2:00	
Friday	7:00	8:00	4:30	6:30	7:00	8:00	4:30	6:30					
Saturday													
Sunday													
Total Hours Per Week:	15				15				24				
Adjunct Sites, If applicable (site name and full address)													
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		During the fall and spring terms, there will be monthly Saturday activities, that could include educational, cultural, or recreational field trips to museums and nature facilities, College/University visits in person and virtually, and full-day activities such as gardening or cooking. Depending on the status of COVID-19, remote instruction may have to be implemented. Academic activities will be determined based on need of the students, while enrichment activities will be based on need, interest, ability to teach and choices made by students utilizing survey results and information obtained by Site Coordinator.											
Parent/Legal Guardian Activities		During the fall and spring terms, there will be monthly parental/guardian education activities such as literacy, financial literacy, classes to assist in obtaining employment or pursuing further education, computer classes and other options depending on the center's needs and survey responses from the participating adults.											

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

Partnership Agreement

The Boys and Girls Club of San Benito looks forward to working with the San Benito Consolidated Independent School District/La Villa Independent School District Co-op as a **21st CCLC Partner**. These partners have participated in the planning and design of this program and agree to support and participate in the activities as outlined in the application and within this document.

Applicant School Districts/addresses		San Benito CISD 240 N. Crockett Street San Benito TX 78586 La Villa ISD 500 E. 9th Street La Villa TX 78562
Name/address of Partner Organization	Boys and Girls Club of San Benito 410 N. Stookey Road San Benito, TX, 78586	
Roles and responsibilities of Partner organization		
<p>The Boys and Girls Club of San Benito and the San Benito CISD/La Villa ISD 21st CCLC will participate as partners by working together to provide training and activities that are high quality immediately, not currently available in the centers and yet sustainable over the long term, including the next five (5) years. The Boys and Girls Club will provide specified training, materials and curriculum assistance to SBCISD/La Villa ISD 21st CCLC staff for three of the club's nationally-recognized programs called SMART Moves, SMART Girls and Passport to Manhood. Boys and Girls Club will:</p> <ol style="list-style-type: none"> 1. Train staff members from each center (up to 8 hours per course and once per school year) on how to teach each of these three classes to the 21st CCLC student participants; 2. Provide course materials and curriculum information to SBCISD/La Villa ISD 21st CCLC Program Director and Site Coordinators; and 3. Provide a centralized, safe location for parental educational courses for 21st CCLC participants and family engagement activities. 		
Costs for services to be provided by the Partner organization		
<p>The SBCISD/La Villa ISD 21st CCLC program will provide funding to the Boys and Girls Club of San Benito through grant monies for the cost of training and curriculum materials/supplies needed for the courses. Fees will be determined annually based on the requested scope of services needed.</p>		
Long-term sustainability of partnership and after school programming		
<p>Because this partnership focuses on staff training and providing materials/curriculum for programming, the long-term effects are greater than the Boys and Girls Club providing this programming directly to students. With the Co-op 21st CCLC staff learning how to teach this evidence-based and already prepared curriculum, this provides a cost-effective and longer-term sustainable model for this programming beyond the grant cycle. Also, the continued development of this partnership being forged will lead to the potential for further joint efforts. Both organizations will work to identify additional services and opportunities that can be sustained over time, including beyond the grant cycle.</p>		
Fiscal Agent - Applicant		Partner Organization
Authorized official: Dr. Nate Carman		Authorized official: Liz Chavez
Title of authorized official: Superintendent		Title of authorized official: Chief Professional Officer
Signature: <i>Nate Carman Ed.D.</i>		Signature: <i>Liz Chavez</i>
Date Signed: <i>1/15/2021</i>		Date Signed: <i>12/17/2020</i>