



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

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

NOGA ID

Application stamp-in date and time

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

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

Authorizing legislation: 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
36% of students met grade level or above on STAAR Reading/ELAR in 2018-2019 and only 11% mastered grade level. 47% met grade level or above in Math and 20% mastered grade level - all below state and Region 2 averages by up to 12%	The Ben Bolt-Palito Blanco (BBPB) ACE Program will provide enriching academic experiences, focused on literacy and mathematics, so students approaching grade level and below move to meeting/mastering grade level standards. We will collaborate consistently with school day teachers to ensure alignment of our activities/tutoring with state standards and student needs.
76.8% of students are Economically Disadvantaged. In our rural community with such high poverty rates, students have limited opportunities for academic enrichment outside of school.	The BBPB ACE Program will prioritize economically disadvantaged students for recruitment. We will enhance their experiences through hands-on and virtual activities, field trips, access to the resources of our partners, engaging STEM and literacy activities, and career and college exploration.
28.6% of 2018-19 graduates were college ready and 0% scored at or above criterion on SAT exams.	In addition to providing enriching academic experiences in reading, writing, and mathematics aligned with college readiness standards, the BBPB ACE Program will use SAT preparation resources to integrate the tested content, skills, and format into daily activities (emphasis on vocabulary).

5. SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

By the end of the 2025-2026 school year, the percentage of Ben Bolt-Palito Blanco ISD (BBPB ISD) scoring meets grade level or above on STAAR Reading and Mathematics will meet/exceed the percentage in Region 2 and Texas. To support this goal, student attendance will increase to meet/exceed that in Region 2 and Texas and the passing/promotion rate will exceed 95%.
 2021-2022: Students scoring meets or exceeds grade level on STAAR Reading will close the gap compared to Region 2 from 8% to no more than 6% and to Texas from 12% to no more than 8%. On STAAR Math, we will close the gap entirely compared to Region 2 (current 1% gap) and from 5% to no more than 4% compared to Texas.
 2021-2022: Student attendance will increase to at least 95%. Student passing/promotion rate will exceed 95%.

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

Benchmarks for all 3 quarters will target progress toward meeting the process and implementation goals defined for this grant in the Texas ACE Quality Components and TEA-required performance measures, in addition to improving program quality and student academic outcomes. Emphasis for 1st quarter will be:
 1. 100% of enrollment target met and students attending regularly 2. 100% of qualified staff in place 3. 100% of partner activities designed and in implementation phase 4. Minimum of 2 family engagement activities held with at least 50% participation in each 5. Minimum of 1 community/stakeholder forum held for input 6. Strategic plan published and in implementation 7. All staff trained on Quality Assurance Process 8. School day attendance and passing rates on target to reach SMART goals 9. Meeting all quality indicators with minimum rating of compliant

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6. Measurable Progress (Cont.)

Second-Quarter Benchmark

1. 100% of students attending BBPB ACE regularly 2. School day attendance, passing rates, and STAAR benchmark assessment scores on target to reach SMART goals 3. Minimum of 4 family engagement activities held with at least 50% participation in each 4. First quarter evaluation results shared with stakeholders 5. Documented weekly collaboration with school day teachers and intentional activities designed and implemented based on collaboration 6. Meeting all Quality indicators with minimum internal rating of implementing

Third-Quarter Benchmark

1. 100% of students attending BBPB ACE regularly 2. School day attendance, passing rates, and STAAR benchmark assessment scores on target to reach SMART goals 3. Minimum of 6 family engagement activities held with at least 50% participation in each 4. Second quarter evaluation results shared with stakeholders 5. Documented weekly collaboration with school day teachers and intentional activities designed and implemented based on collaboration 6. Meeting all Quality indicators with minimum rating of implementing; at least 50% with rating of progressing

7. Project Evaluation and Modification

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

The BBPB ACE Director will lead an internal quality assurance process based on the TEA-required Quality components and Quality indicators (Qis). The Director will provide training for all program staff and partners, review the program strategic plan to ensure alignment with all Qis, and design and implement effective and efficient data gathering and analysis procedures. In addition to the Qis, benchmarks measuring progress toward the local program and TEA's SMART Goals will be included in a quarterly review. Data collected and analyzed in the quarterly review will inform needed adjustments to the program to ensure program goals are met. Data will include both program and student level data so that individual student achievement is prioritized in addition to overall program goals. Data will include but not be limited to student grades, attendance, assessment data, and behavior data along with program activity plans, schedules, parent and student surveys, operations data, and attendance data.

BBPB uses our district and campus planning improvement processes to monitor all programs. As a priority strategy in our plans to improve student achievement, the impact of the BBPB ACE Program will be monitored by the campus leadership and site-based decision-making teams. The BBPB ACE Director will serve as a member of these teams to share results from the internal and external quality assurance processes and to seek input for continuous improvement of the program.

Modifications made to increase student success will also support sustainability as district and campus leadership, along with all other stakeholders, direct resources to support programs that positively impact student achievement. The continuous improvement process creates sustainable programs.

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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.

BBPB Elementary School and High School built upon the data collection, analysis, and findings of our district and campus improvement planning needs assessment process when preparing to apply for this grant. During our needs assessment process we worked to determine root causes for the challenges our students who are approaching grade level or below on STAAR Reading/ELAR and Mathematics face in order to move to meeting/mastering STAAR and to meet expectations on college entrance exams. One finding of our root cause analysis was that the rural nature of our community, combined with the high percentage of students who live in poverty, means that many of our students lack experiences that build higher order concepts, skills, and ways of thinking like rich vocabulary and complex problem solving. Participation in engaging academic enrichment activities through after school and summer programs will address that need, also providing extra time for learning to close instructional gaps due to Covid-19. While determining needs specific to this application, in addition to reviewing student performance data (STAAR, grades, local assessments, attendance, health, behavior, special population, demographic, and college and career readiness), we also sought the input of parents, partners, and community members through a parent survey and meaningful conversations. In conversations with community members and partners, we particularly sought to uncover local resources and the best ways to connect to them.

The input from our parents aligned with the findings of our needs assessment teams. Parents said their children's greatest needs were in reading, math, writing and college readiness. They requested additional opportunities for enrichment such as book clubs, robotics, interaction with technology, career exploration, hands-on activities, physical fitness, and writing. They also expressed the need for tutoring and socialization to combat the effects of instructional gaps and isolation during the pandemic. In order to better support their children, parents requested family engagement activities focused on financial planning for college, college exploration/research, and nutrition/cooking. Reviewing these data collectively, it was evident that our students most at need in all grade levels are those students who are economically disadvantaged.

At Ben Bolt-Palito Blanco Elementary School (PK-6), 216 students are Economically Disadvantaged. We propose to serve approximately 73% of those students in BBPB ACE.

At Ben Bolt-Palito Blanco High School (7-12), 183 students are Economically Disadvantaged. We propose to serve approximately 70% of those students in BBPB ACE.

Each center will continually assess the needs of the students at the school each serves through weekly collaboration with school day staff, quarterly data meetings, and the annual comprehensive needs assessment process. We will actively recruit those students most in need into the program by working with their teachers to communicate with their parents about the need/opportunity. In addition, we will address the needs of working parents that became apparent from our parent survey. We learned that parents often rely on their older children to care for the younger children in the family after school so it is important to offer the program PK-12 and to align transportation schedules so that younger students do not arrive home before their older siblings. Approximately 50% of the parents who responded to our survey said their children would require transportation to and from the BBPB ACE Centers in order to participate in the program.

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9. Statutory/Program Requirements (Cont.)

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

The BBPB ACE Program will ensure that students meet high academic standards through a comprehensive approach that targets multiple measures of effectiveness. We will:

1. align our activities with grade level TEKS, the school curriculum, and college readiness standards;
 2. use student data to focus tutoring on the specific needs of students;
 3. provide homework assistance, including assistance with college-level work (AP, Dual Credit, Industry Certifications, etc.);
 4. improve literacy through activities that generate a love for reading, vocabulary development, fluency, and reading to learn;
 5. collaborate consistently with school day staff to ensure alignment with student needs/teacher goals;
 6. improve STEM literacy and skills through hands-on/minds-on activities such as robotics;
 7. provide opportunities for credit recovery and industry certifications;
 8. engage students in challenging activities that they choose and enjoy, encouraging them to attend school consistently so that they can participate and encouraging positive behavior;
 9. promote good health, nutrition, and physical activity through center activities for students and parents;
 10. provide virtual and real field trip opportunities to expand experiences beyond the community;
 11. partner with Communities in Schools to provide academic, attendance, and behavior interventions;
 12. leverage the use of technology to engage students, individualize instruction, and provide virtual experiences;
- and
13. engage students in opportunities for social-emotional learning.

Our SMART goals for this program focus on meeting/exceeding academic standards throughout the life of the grant:

By the end of the 2025-2026 school year, the percentage of Ben Bolt-Palito Blanco ISD (BBPB ISD) scoring meets grade level or above on STAAR Reading and Mathematics will meet/exceed the percentage in Region 2 and Texas. To support this goal, student attendance will increase to meet/exceed that in Region 2 and Texas and passing/promotion rate for will exceed 95%.

Each SMART goal for the 5-year grant period has specific annual targets that move students from their current performance to meet or exceed regional and state performance:

2021-2022: Students scoring meets or exceeds grade level on STAAR Reading will close the gap compared to Region 2 from 8% to no more than 6% and to Texas from 12% to no more than 8%. On STAAR Math, we will close the gap entirely compared to Region 2 (current 1% gap) and from 5% to no more than 4% compared to Texas.
2021-2022: Student attendance will increase to at least 95%. Student passing/promotion rate will exceed 95%

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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.

Our proposed program activities will improve student academic achievement and overall student success by engaging students in hands-on, meaningful, and challenging activities that are intentionally aligned to high state and national standards.

Academic Intervention: Tutorials will be designed based on individual, small group, and grade-level data to target mastery of STAAR objectives and classroom lesson plan objectives. Homework assistance will be provided to ensure students complete all required assignments for all classes and to identify and provide additional instruction in areas where students are struggling to complete work independently. Online credit recovery opportunities will be provided with teachers available to assist students as needed. BBPB schools have identified gaps created by the move to remote instruction during the pandemic, and activities will be designed to address these gaps for individuals and groups of students. Particular emphasis will be placed on reading, writing, and mathematics.

Academic Enrichment: Engaging, hands-on activities such as robotics, book clubs, field trips, and chess will challenge students to move beyond meeting grade level standards to mastering high college and career readiness standards. Literacy, including vocabulary, and problem-solving will be integrated throughout these activities. Students will have the opportunity to choose areas of interest among several strands of activities while also being exposed to activities that might be outside their current realm of experience/interest. Support will be provided for AP/dual credit/industry certification courses and for TSIA and SAT examinations.

Social/Emotional Learning: Secondary students will be provided the opportunity to tutor/read to students at the elementary center in order to develop social skills and build self-esteem for both groups, in addition to reinforcing critical academic skills. Community service projects will be planned and implemented at both centers. Our primary partner, Communities in Schools, will provide counseling and other social/emotional supports to include connecting families to community resources.

Wellness activities: Opportunities for physical activity will be woven throughout the schedule of activities at each center as well as opportunities to learn about nutrition and general wellness. Family activities promoting healthy eating and physical activity will also be provided monthly.

Center-level programs will coordinate with the school day staff by:

- Aligning instruction in the BBPB ACE Program with the TEKS, Texas College and Career Readiness Standards, and local curriculum.

- Sharing student achievement, attendance, and behavior data weekly so that the BBPB ACE center staff can both celebrate student successes and assist in interventions to address weaknesses.

- BBPB ACE staff attending school faculty meetings as well as data meetings, grade level/subject area team meetings, and professional development in order to build relationships with school staff and collaborate on planning.

- The BBPB ACE Director and site directors meeting weekly with school instructional leaders to formally review student assessment scores, grades, and attendance in order target academic, attendance, and behavior and to provide supports to meet other needs as they arise.

The BBPB ACE Director, site directors, and school administrators will collaborate to oversee the quality of BBPB ACE activities and the level of student engagement through walk-throughs, lesson-plan review, review of student products, student performance data, and student/parent surveys.

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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

BBPB ACE will partner with Communities in Schools Coastal Bend in order to provide access to services for students that they do not currently receive and expand access to high-quality services in the community. Communities in Schools Coastal Bend is currently engaged in partnerships with other ACE programs in our geographical area and has demonstrated success collaborating with those programs to enhance student achievement by providing critical supports to students and their families. Communities in Schools Coastal Bend will:

1. assist the district in the promotion and recruitment of students to the BBPB ACE Program;
2. provide academic, attendance, and behavior interventions for students in at-risk situations; collaborate with the Family Engagement Coordinator to conduct parent meetings once a month;
3. serve on the grant leadership team to plan grant activities and evaluate the effectiveness of programming;
4. connect students and families to available community resources as needed.

The challenges faced by our students and families who live in poverty have increased due to the effects of the pandemic, making the need to connect families to community resources and to provide a variety of individual supports to students greater than our schools can provide without the assistance of partners. Communities in Schools has developed proven, effective methods for working in schools to provide these supports and has built relationships in the community to provide needed resources.

In addition to our primary partnership with Communities in Schools Coastal Bend, we will enhance and expand existing partnerships to include BBPB ACE activities. We will work with Coastal Bend College and Texas A&M-Kingsville for college visits, assistance with college and financial aid applications, preparation for college entrance exams and career pathways, and academic college readiness/support. RGV Vocational Services and Coastal Bend Workforce Solutions will support students to obtain industry-based certifications. Additionally, local and school organizations such as BBPB FFA, 4-H, FCCLA, and NHS will collaborate with us to provide enrichment activities aligned to student interests.

Collaboration with Communities in Schools and our other partners will promote sustainability of the program because once connections have been made and relationships built through these partnerships we will continue to collaborate beyond the life of the grant.

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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.

Current research on the impact of the pandemic on student academic achievement illustrates that those students who were hit hardest by the sudden move to remote instruction were children who live in poverty. Many of our economically disadvantaged students did not immediately have internet access and did not have someone at home to assist them with remote instruction because their parents have the types of jobs where it is not possible to work from home. In fact, many older students had to become the caregivers for their younger siblings. In addition, these students did not have access to the same materials and resources at home as did students from more financially stable families. In order to close the academics gaps created and/or enhanced by the interruption of in-person school, additional instructional time is needed. The BBPB ACE program will prioritize our Economically disadvantaged students for recruitment and enrollment, providing that additional time after school and during the summer to provide targeted tutoring to close academic gaps and enrichment activities to enhance mastery. Research also supports that one of the most effective ways to re-engage at-risk students in school is to create a program where secondary students tutor elementary students. The students at the BBPB High School ACE will read to/tutor the students in the BBPB Elementary School ACE in order to build and reinforce literacy skills for both groups and build bonds that boost self-esteem. By collaborating with community partners, we will provide the opportunity for students to earn industry certifications. In addition to boosting career and college readiness skills, students who have previously struggled in school will be challenged to visualize and work toward goals that reach beyond their high school years.

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.

We are a rural district where most students ride school buses to and from school. Over 50% of the parents who responded to the survey we administered while gathering input for this application responded that their child(ren) would only be able to attend the BBPB ACE Program if transportation was provided to and from the centers during the school year and summer. In addition, because many parents rely on older students to provide childcare for their younger siblings until the parents arrive home from work, we must coordinate bus schedules for the two centers serving students of different ages. Students at the elementary students will be transported to the high school center first so that students from the same families ride home together. We will implement the same safety protocols that are used for regular school day and special event transportation, following all district policies and procedures. Once the recruitment and enrollment process is complete, we will design and implement bus routes for students enrolled in the program. If additional students enroll based on changing needs, we are able to adjust the routes following the same procedures we use for our regular bus routes as students withdraw, enroll, or move.

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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.

We will disseminate information about the BBPB ACE Community Learning Centers, including their locations, in a variety of ways to ensure it is understandable and accessible. Many of our parents and community partners are already aware that we are applying for this grant as they have been involved in the program design through surveys and stakeholder conversations. This continued involvement of both parents and community members throughout the enrollment, recruitment, and implementation processes will serve as one mechanism for dissemination of information. In addition, we will post information on the district's and schools' websites and on social media (Facebook pages). Our students create newsletters for upcoming activities, and we have a school news app that parents and students access for information. Program information will be shared these methods as well. The BBPB ACE team will create and release a streaming video to highlight the details of what our program will offer that will be shared on several of the platforms already mentioned and shared with community organizations such as churches to post on their websites and social media accounts. Additionally, we will share information through a parent portal, Remind 101 (a private messaging portal for parents), and at both parent and student events. In order to ensure that we recruit the students who most need to participate in the program, teachers and BBPB ACE staff will make personal contact with their parents to describe the benefits of the program and to assist them to enroll. All publications and personal communications will be made in English and/or Spanish based on the language of the parents.

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.

BBPB ACE will coordinate with all federal, state and local programs that provide academic, behavioral, social-emotional, and health supports to our students to ensure we leverage the resources that each provides and avoid any duplication of services. Ben Bolt-Palito Blanco High School is currently applying to the TEA to become an Early College High School, increasing college and career readiness and providing the opportunity for students to earn college credit and an associate's degree while in high school. We will integrate the BBPB ACE Program with this initiative through career and college exploration activities, college visits, tutoring/homework help for dual credit/AP/industry certification coursework, and preparation for TSIA and SAT testing. In 2019, 0% of our students who took the SAT exam met standards and it is typical for only one or two of our students to attend a major university upon graduation. The integration of the Early College High School Program and BBPB ACE will positively impact these data. In addition the integration will impact our SMART Goal of increasing the percentage of students who do not simply approach meeting grade level on STAAR, but meet and master grade level at the same or higher percentage as those students in our region and in the state.

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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.

Sustainability for the community learning centers will continue after funding under this grant ends through coordination of funding of other federal, state, and local sources and through partnerships. Partnerships developed and nurtured through implementation of the community learning centers will be sustained beyond the life of the grant, creating no-cost or low-cost access to community expertise and resources. In addition, the evaluation results from the initiatives implemented during the program will provide direction on which initiatives had the greatest impact, enabling our program to prioritize initiatives and thereby lower costs. Finally, physical resources purchased through grant funds will be able to be transferred to after school and summer programs supported by other federal funds such as Title 1. The Board, community, and district/school leadership are committed to directing resources to programs that create sustainable improvements in student achievement.

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)

We will not use volunteers in our program.

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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.

BBPB ISD will ensure positive student outcomes in our ACE Program by ensuring consistent attendance and retention of the students who we recruit and enroll. In addition to the dissemination of information about the community learning centers described on page 8, our teachers will recruit students by personally contacting the parents of our economically disadvantaged students to describe the benefits for their child(ren) and to discuss how any potential roadblocks such as transportation have been addressed. Support staff such as community liaisons, counselors, and staff that work with special populations of students such as English Language Learners will also follow up with individual parents who do not initially respond to enroll. Consistent attendance and retention in the program will be ensured by ongoing communication/messaging with families of students in the program, providing engaging and relevant programming for both students and families, providing nutritious snacks for students, providing transportation, celebrating student success, and strong support and participation in the program by school day administration and staff.

SMART goals for student attendance targets for elementary/middle school are:

Fall/Spring

Each student enrolled in the program will attend at least 45 days (minimum 120 minutes) during the school year (fall and spring semesters)

Summer

Each student enrolled in the summer program will attend at least 12 days (minimum 240 minutes) during the summer.

For high school:

Each student enrolled will attend at least 45 days for a minimum of 90 minutes (fall, spring and/or summer).

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

The needs center-level needs assessments informed the proposed center operations schedule and corresponding staffing and budget plans in the following ways:

1. In addition to meeting TEA requirements for days/times of service, the schedules at the two centers must be coordinated with school day transportation schedules and coordinated to ensure students will be transported to and from centers as families so that younger siblings do not arrive home earlier than the older students who care for them while parents work.
2. Staff hired must be qualified to plan and provide highly engaging activities, particularly in reading and math, in some cases at the college level.
3. Due to the impact of the pandemic, schedules must include time for tutoring to fill gaps and to provide social/emotional/and health supports.
4. Budgets must support the implementation of academic enrichment experiences that students who live in poverty in a rural community may not otherwise experience.

Our plan will help meet measures of effectiveness and student service targets and maintain center-level quality by prioritizing highly qualified staff and engaging activities that include student choice.

For TEA Use Only:

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

10. Equitable Access and Participation

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

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

Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>

11. PNP Equitable Services

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

- Yes No

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

Are any private nonprofit schools participating in the grant?

- Yes No

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

Assurances

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

Equitable Services Calculation

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

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

12. Request for Grant Funds

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

Payroll Costs

1.	Program-level staff salaries and benefits (Director and Family Engagement Coordinator)	\$110,000
2.	Center Directors' salaries and benefits	\$90,000
3.	Extra Duty/Part-Time Pay for teachers and Paraprofessionals (minimum ratio 1:15)	\$400,000
4.		
5.		

Professional and Contracted Services

6.	Communities in Schools Services (Described in Attached MOU)	\$70,000
7.	Contracted Services for Student Activities	\$50,000
8.	Contracted Services for Student Transportation	\$50,000
9.		
10.		

Supplies and Materials

11.	Program- and Center-level Supplies	\$20,000
12.	Family Engagement Supplies	\$5,000
13.	Technology (Hardware and Software)	\$30,000
14.	Supplies for Student Enrichment Activities	\$40,000

Other Operating Costs

15.		
16.	Snacks for Students and To Encourage Participation at Parent Events	\$2,000
17.	Field Trip Fees, Printing, and Other Miscellaneous Expenses	\$20,000

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

For TEA Use Only:

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

Appendix I: Negotiation and Amendments

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

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

You may duplicate this page.

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

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

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

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



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

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

NOGA ID

Application stamp-in date and time

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

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

Authorizing legislation: 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:**

Required attachments:

Amendment Number

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

1. Applicant Information

Name of organization

Campus name CDN Vendor ID ESC DUNS

Address City ZIP Phone

Primary Contact Email Phone

Secondary Contact Email Phone

2. Certification and Incorporation

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

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

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

Authorized Official Name Title Email

Phone Signature Date

Grant Writer Name Signature Date

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

For TEA Use Only:

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

RFA/SAS #

2021-2022 Nita M. Lowey 21st CCLC Cycle 11, Year 1

Center Operations Schedule

County-district number or vendor ID: 125902

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	125902101	Ben Bolt-Palito Blanco Elementary School, 401 Whitney Drive, Ben Bolt, Texas 78342 (361)-664-9904	0	PK-6	157	141
2	125902001	Ben Bolt-Palito Blanco High School, 172 Badger Lane, Ben Bolt, Texas 78342 (361)-664-9904	0	7-12	128	115
3						
4						
5						
6						
7						
8						
9						
10						

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	125902101	Ben Bolt-Palito Blanco Elementary School, 401 Whitney Drive, Ben Bolt, Texas 78342						PK-6	157	141		
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				August 23, 2021			January 14, 2022			18		
Spring Term				January 18, 2022			May 26, 2022			18		
Summer Term				May 30, 2022			July 1, 2022			5		
Total number of weeks:										41		
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	7:00	8:00	3:50	5:50	7:00	8:00	3:50	5:50	8:00			2:00
Tuesday	7:00	8:00	3:50	5:50	7:00	8:00	3:50	5:50	8:00			2:00
Wednesday	7:00	8:00	3:50	5:50	7:00	8:00	3:50	5:50	8:00			2:00
Thursday	7:00	8:00	3:50	5:50	7:00	8:00	3:50	5:50	8:00			2:00
Friday	7:00	8:00	3:50	5:50	7:00	8:00	3:50	5:50				
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)												
Parent/Legal Guardian Activities		At minimum 2 monthly scheduled at different times of the date to accommodate varied working/family schedules. Dates determined by type of activities and partner availability.										

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 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	125902001	Ben Bolt-Palito Blanco High School, 172 Badger Lane, Ben Bolt, Texas 78342						7-12	128	115			
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				August 23, 2021				January 14, 2022				18	
Spring Term				January 18, 2022				May 26, 2022				18	
Summer Term				May 30, 2022				July 1, 2022				5	
Total number of weeks:												41	
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	7:15	8:15	4:00	6:00	7:15	8:15	4:00	6:00	8:00			2:00	
Tuesday	7:15	8:15	4:00	6:00	7:15	8:15	4:00	6:00	8:00			2:00	
Wednesday	7:15	8:15	4:00	6:00	7:15	8:15	4:00	6:00	8:00			2:00	
Thursday	7:15	8:15	4:00	6:00	7:15	8:15	4:00	6:00	8:00			2:00	
Friday	7:15	8:15	4:00	6:00	7:15	8:15	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)													
Parent/Legal Guardian Activities		At minimum 2 monthly scheduled at different times of the date to accommodate varied working/family schedules. Dates determined by type of activities and partner availability.											

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												
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												
Spring Term												
Summer Term												
Total number of weeks:												
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												
Total Hours Per Week:												
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
Parent/Legal Guardian Activities												

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022						
<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													
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													
Spring Term													
Summer Term													
Total number of weeks:													
Center Schedule													
Day of the Week	Fall Term				Spring Term				Summer Term				
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	
Monday													
Tuesday													
Wednesday													
Thursday													
Friday													
Saturday													
Sunday													
Total Hours Per Week:													
Adjunct Sites, If applicable (site name and full address)													
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)													
Parent/Legal Guardian Activities													

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022						
<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													
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													
Spring Term													
Summer Term													
Total number of weeks:													
Center Schedule													
Day of the Week	Fall Term				Spring Term				Summer Term				
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	
Monday													
Tuesday													
Wednesday													
Thursday													
Friday													
Saturday													
Sunday													
Total Hours Per Week:													
Adjunct Sites, If applicable (site name and full address)													
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)													
Parent/Legal Guardian Activities													

Texas ACE Center Operations Schedule (one per center)						Program Year 2021-2022						
<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												
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												
Spring Term												
Summer Term												
Total number of weeks:												
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												
Total Hours Per Week:												
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
Parent/Legal Guardian Activities												

Texas ACE Center Operations Schedule (one per center)						Program Year 2021-2022						
<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												
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												
Spring Term												
Summer Term												
Total number of weeks:												
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												
Total Hours Per Week:												
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
Parent/Legal Guardian Activities												

Texas ACE Center Operations Schedule (one per center)						Program Year 2021-2022						
<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												
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												
Spring Term												
Summer Term												
Total number of weeks:												
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												
Total Hours Per Week:												
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
Parent/Legal Guardian Activities												

Texas ACE Center Operations Schedule (one per center)						Program Year 2021-2022						
<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												
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												
Spring Term												
Summer Term												
Total number of weeks:												
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												
Total Hours Per Week:												
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
Parent/Legal Guardian Activities												

Texas ACE Center Operations Schedule (one per center)						Program Year 2021-2022						
<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												
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												
Spring Term												
Summer Term												
Total number of weeks:												
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												
Total Hours Per Week:												
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
Parent/Legal Guardian Activities												



Memorandum of Agreement

This agreement is entered between Ben Bolt – Palito Blanco and Community in Schools Coastal Bend. The agreement is effective only upon notification of the grant award by the Texas Education Agency of the Texas 21st Century Community Learning Centers Grant Program.

Ben Bolt – Palito Blanco has applied for federal 21st CCLC grant funds from TEA to provide out-of-school programs in Title 1 schools across the district. Upon receiving the requested funds, the Texas ACE Program Community in Schools will enter into a collaboration to provide out-of-school programs to meet the requirements of the Texas ACE Grant Program and benefit the school communities as stated in the grant request for application.

Ben Bolt – Palito Blanco ISD 21st CCLC Staff agree to:

- Outreach and recruitment of pk-12 grade students and families to engage in programming
- Provide a safe and enriching environment for students before and after school and during school breaks at no charge
- Provide homework help, tutorials, and engaging activities aligned with TEKS and individual student needs to improve on-time promotion and graduation rates, reading levels, and mastery of state exams
- Track student/parent participation
- Provide Enrichment activities aligned to student interests and parent goals
- Provide college and career exploration, preparation, and enrichment activities

Community in Schools Coastal Bend agrees to:

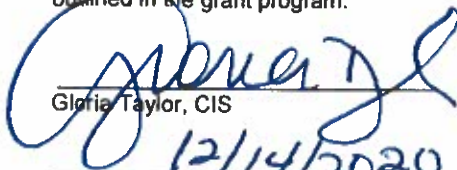
- Assist the district in the promotion and recruitment of students in the schools we serve.
- To provide academic, attendance, and behavior interventions for those youth in at-risk situations.
- Collaborate with the Parental Liaison to conduct parent meetings once a month.
- The Executive Director would be willing to volunteer on the task force monthly reviewing and evaluating the effectiveness of this grant.

Budget Included in 21st CCLC Grant:

Personnel	\$ 70,000
Supplies	
Total	\$ 70,000

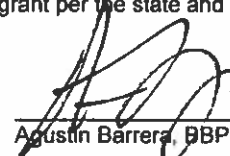
This agreement can be voided by either party with a 30-day written agreement.

As indicated by our signature, we agree to follow the guidelines of this grant per the state and federal guidelines outlined in the grant program.



Gloria Taylor, CIS
12/14/2020

Date



Agustin Barrera, BBPB ISD
12.14.2020

Date