



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

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

Amendment Number

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

1. Applicant Information

Name of organization Kingsville Independent School District

Campus name [] CDN 137901 Vendor ID 74-6001521 ESC 2 DUNS 010545770

Address 207 N 3rd Street City Kingsville ZIP 78363 Phone 361-592-3387

Primary Contact Peter Pitts Email ppitts@kingsvilleisd.com Phone 361-595-8653

Secondary Contact Angie Ramirez Email aramirez@kingsvilleisd.com Phone 361-592-3387

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 Cissy ReynoldsPere Title Superintenden Email dr.cissyperez@kingsvilleisd.com

Phone 361-592-3387 Signature Dr. Cissy Reynolds-Perez Digitally signed by Dr. Cissy Reynolds-Perez Date: 2021.01.21 13:32:39 -06'00' Date 01/21/2021

Grant Writer Name Peter Pitts Signature Dr. Peter Pitts Digitally signed by Dr. Peter Pitts Date: 2021.01.21 13:27:34 -06'00' Date 01/21/2021

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

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3. Shared Services Arrangements

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

Check the box below if applying as fiscal agent.

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

4. Identify/Address Needs

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

Quantifiable Need	Plan for Addressing Need
Student math and reading standardized assessments have been consistently lower than the state averages.	After school programs and summer programs will provide small group tutoring for reading and math. Enrichment programs such as Accelerated Reader, Education Galaxy and finance/money management will reinforce those concepts.
Over half of our students are classified as at-risk.	Fifty at-risk students at each campus (350 total students) will be provided with a structured environment where they can address academic needs and receive enrichment.
Student graduation and attendance rates are consistently below the state averages.	Provide additional support to students in a small group environment after school. Provide engaging activities that not only support academics, but also motivate students to attend school.

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.

Increase student math proficiency on the state assessment from 69% to 77%. Increase student reading proficiency on the state assessment from 55% to 63%.

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

Enroll 50 at-risk students in each of seven after-school learning centers. Employ the ACE program director, the family engagement specialist, seven site coordinators, 35 teachers, 8 instructional aides, and 3 bus drivers to operate the program. Create engaging programs that offer accelerated instruction in reading and mathematics, as well as enrichment programs such as chess, nutrition, money management, exercise, and cultural literacy. Monthly family nights will provide parents with program information, what parents can do at home to facilitate their student's progress, and fun activities that students can engage in with their families.

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

Average school attendance for students enrolled in the program will be at least 95%. Passing rate for these students in reading and math classes will be at least 80%. Speakers from local organizations such as law enforcement, fire department, the Naval Base, the university, government, and businesses will present to students at a minimum every other each week.

Third-Quarter Benchmark

Enrolled students will increase their math and reading standardized assessment scores by eight percent over the previous year. Average school attendance for students enrolled in the program will be at least 95%. Passing rate for these students in reading and math classes will be 80%. Summer programs will be developed including weekly field trips to foster cultural literacy.

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.

Attendance data will be tracked daily. When students are absent, the parents will be immediately contacted. Time for students to receive assistance on their homework will be allocated daily. Program teachers will communicate weekly with classroom teachers to ensure students are meeting classroom expectations. This communication will also provide program teachers specific academic areas which need remediation, as well as daily student grades in reading and mathematics. Students that are not meeting attendance and academic goals will be provided with additional support. This will include smaller group instruction or individual instruction, a study partner, daily parent phone calls and weekly parent meetings.

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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.

9. Statutory/Program Requirements

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

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

a. A comprehensive needs assessment was conducted at each participating campus and the district as a whole. Committees composed of teachers, administrators, parents, and community members were formed to evaluate the needs of the district in demographics, student achievement, school culture and climate, staff quality, curriculum instruction and assessment, family and community involvement, school context and organization, and technology. Print surveys were sent home with parents and digital surveys were available though a link on our website. Over two thousand responses were received from students, parents, teachers, administrators, auxiliary employees, and community members. The result was a comprehensive needs assessment for each campus, as well as a district comprehensive needs assessment.

- b. Gillett Intermediate (263 at-risk) Reach accountability standards across domains, online remediation programs for reading and math, develop partnerships with community-based agencies
 H.M. King High (545 at-risk): Continue to implement incentives for attendance, look for additional ways to increase student attendance, English I and English 2 EOC passing rates are below 50%.
 Harrel Elementary (118 at-risk): rewards for attendance or academic growth, 1st and 2nd grade students need academic intervention, parents feel the need for a stronger fine arts program
 Harvey Elementary (177 at-risk): Improve STAAR scores using small group, one to one direction, and targeted assistance, all grade levels need to implement reading and math strategies, smaller class sizes to reduce RTI
 Kleberg Elementary 163 at-risk): Interventions for all grade levels year round, reduce tardiness, year round academic interventionists, higher economically disadvantaged student percentage, increase the academic expectations
 Memorial Middle (249 at-risk): more fidelity in student tutoring, implement more instructional based clubs/activities, activities to engage high risk students and reluctant students
 Perez Elementary (190 at-risk): start an academic interventionist after the first benchmark, monitor/increase student attendance, students not reading on grade level

c. Fifty students will be recruited for each learning center. Students will be eligible for the program if they meet at least one of the fourteen at-risk factors using the state-defined criteria in Texas Education Code 29.081. Priority will be given to students that exhibit more than one at-risk factor. Teachers of at-risk students will contact their parents to outline the details and benefits of the 21st Century Community Learning Center. Student work will be assessed daily by the learning center teacher. Student progress will be assessed weekly by the teacher and site coordinator and communicated to the parent. Both bus transportation and a later release time will support the needs of 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.

The daily small group tutoring will help the individual academic needs of each student. Students will have an opportunity to explain their math and reading school assignments to the teacher. Students will also receive reinforcement in these core academic subjects through reading individually or in small groups and practicing money management through real-world scenarios. Programs such as Accelerated Reader and Education Galaxy will support student progress monitoring. The academic component of this program will positively impact both students' state assessment results and their school grades.

Attendance will be closely monitored for each student. Parents will be immediately called when a student is absent. Parents will be strongly encouraged to attend Friday parent activities. These will include student study strategies that can be used at home, presentations, a time for information and input, and referrals to community organizations such as Communities in Schools. Students will participate in engaging activities, including community speakers, exercise, chess, and real-world activities. These programs will encourage students to attend both the 21st Century Learning Center and their regular school classes. High school students will participate in postsecondary and workforce preparation classes.

Smart Goal: Increase student math proficiency on the state assessment from 69% to 77%. Increase student reading proficiency on the state assessment from 55% to 63%.

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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.

Center level programs will include small group instruction, enrichment programs, guest speakers, and summer field trips. Small group instruction will allow 21st Century Program teachers to diagnose and address individual student needs. Class sizes will be capped at 10 students to provide more one-on-one academic assistance. Enrichment programs such as chess, nutrition, exercise, and money management will reinforce academics in an engaging setting. High school students will participate in postsecondary and workforce preparation classes.

Guest speakers will present different career paths to students. They will highlight why a solid educational base is important for that career and what other prerequisites are necessary. Planned speakers are from law enforcement, the fire department, the naval base, the university, the city/county governments, and local businesses.

The summer program will include weekly educational field trips. Planned trips include visits to the aquarium, science museum, the learning centers, the university, and nature excursions. Many of our students rarely get these experiences outside of school, thus providing these opportunities students will be motivated as well as promote cultural literary amongst our students.

Communication between the campus and 21st Century Program will be through daily homework folders, emails and phone calls, the learning management system, and in-person through the site coordinators and project director. The daily homework folders will include the campus reading and math assignments along with any notes to the program teachers. Each day, the program teachers will assist with homework completion and return the folder to the campus with any notes to the campus teachers. Email addresses and phone numbers will be exchanged for additional communication. The site coordinators will be able to directly communicate with campus teachers since they will be on that campus during the school day. Finally, many of the teachers will be the same for both the campus and the 21st Century Program.

Activity oversight will be by the program director and site coordinators. They will work with the teachers to plan engaging activities. They will also conduct daily walkthroughs to ensure students are engaged and learning and address any disciplinary issues. They will also meet with the campus principals to ensure student needs are being met and attend weekly PLCs to support student learning during the program. The project director will ensure all program employees are trained in ACE program requirements, procedures, and philosophy.

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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

The planned partnership is with Communities in Schools. Although some of our schools are already working with this organization, the 21st Century Grant will allow us to expand this program to all our campuses, as well as their role at their current campuses. Communities In Schools builds relationships that empower students to stay in school and succeed in life. Their mission is to surround students with a community of support, empowering them to stay in school and achieve success. Communities In Schools believes that trans-formative relationships are key to unlocking a student's potential. Their goal is to break down immediate and systemic barriers to create and sustain equitable outcomes.

Communities in Schools hires, trains and assigns a site coordinator to schools. They also partner with the school districts, local agencies, businesses and foundations to garner support for the organization and its work. They then mobilize community resources to address academic and nonacademic barriers. To ensure program efficacy, they continuously evaluate their work at all levels to ensure progress is made and goals are met.

The partnership will assist the 21st Century Program by providing community resources. These resources will provide students and families with physical, social, and emotional needs. Once these needs are fulfilled, students will be more successful with their academic goals.

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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.

Consistent parent-teacher communication will be used to discuss student academic progress, attendance, and behavior. Strategies to work with students at home will be presented in the Friday parent classes. Progress will be continually monitored by checking reading and math homework daily, campus grades on progress reports and report cards, and student benchmarks and state assessments. Academic essential knowledge and skills will be reinforced with enrichment programs, real-world experiences, presenters, and educational field trips. The site coordinators will be included in campus professional learning communities. Instructional technology will be used to diagnose and address individual student needs. High school students will participate in real world experiences in their required postsecondary ad workforce preparation classes.

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.

Many of our students currently rely on bus transportation to and from school. During the school year, these same students will need transportation home after the program ends. In the summer, many students will need transportation to and from school. To address these needs, 3 bus routes will run after the 21st Century Program ends each day. The students will be delivered to a bus stop in their neighborhood a safe distance from their home. The drop-off times and locations will be preemptively distributed to parents. In the summer, both pick-up and drop off services will be conducted in a similar manner.

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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.

Our information dissemination plan utilizes the local newspaper, our website, our Facebook page, letters sent home to parents, and teacher phone calls to parents. We plan to do a story with the local newspaper if we are awarded the 21st Century Learning Centers Grant. District staff will be interviewed by the local education newspaper reporter about the program specifics and how it can benefit the students in our community. Similar information would be posted on our district website and Facebook page. A letter describing the program will be sent home to parents of at-risk students. Finally, teachers would also call the parents of at-risk students to discuss how the program will be beneficial for their child.

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.

Program staff will work closely with the parent involvement specialist, our campus parent involvement liaisons, campus teachers and administrators, Title IA tutors, and Communities in Schools staff. This will facilitate integration of resources and student progress. All campus staff will be encouraged to attend the monthly parent program meetings. Local presenters will donate their time to encourage students about career, business, and postsecondary education opportunities. Educational field trips will also utilize the university and other local sites. Data used to demonstrate student achievement goals will consist of report cards, benchmarks, state assessments, student attendance, and instructional technology.

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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 the grant period ends, the program will be supported by donations, federal funding, and local funding. Community businesses and charitable organizations will be presented with how this program benefits the community and how they can assist with its continuation. We will work to expand our community partner relationships to support a mentor program. The increased school attendance from this program will generate additional Foundation School Program funding. Extra funding generated from the increase in school attendance will be used in part to sustain the 21st Century Program. In addition, a portion of Title IVA and VB funds will be set aside to help fund the program.

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)

Community partners will volunteer their time and resources with the program. These partners include, but are not limited to, local law enforcement, the fire department, the Naval Base, the university, local businesses, and wellness centers. Presenters will be chosen based on their experience in their field. In order to qualify as a volunteer, program directors will first determine if potential volunteers' goals align with our overall program ambitions.

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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.

Students will be recruited for the program primarily through their teacher, school counselors, and the 21st Century site coordinators. In-school presentations will be shown to students highlighting the engaging activities the program offers. The parents of struggling students will be contacted on behalf of their child to explain the benefits of the program. Engaging activities, student support, and mentorship will aid in retaining students in the program over time. The postsecondary and workforce preparation will create a motivating real-world experience for the high school students. Student attendance will be stressed at the commencement of the program and reinforced at the monthly parent meetings. Students that are absent will be immediately contacted by the program staff. Fall and spring attendance goals will be 96.5% for elementary schools and 94.5% for secondary schools. Summer attendance goals will be 94.5% for elementary schools and 92.5% for secondary schools.

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.

All of the center-level needs assessments stressed the need for student academic intervention, particularly in reading and mathematics. Many of our parents work late; therefore, the after school program hours will coincide well with our parents. During the summer these same working parents also face the challenge of child care. The 21st Century Learning Centers will ensure a safe, structured environment that provides academic support. The campus needs assessments also stressed the importance of smaller class sizes to support the needs of our at-risk students. The 12:1 student to teacher ratio will support this valued need for increased individual support. Another common element in the needs assessments was to engage learners. Although the program will provide academic support, it will also provide enrichment activities. These activities will not only foster student engagement, but will also promote healthy lifestyle choices such as exercise, nutrition, problem solving, cultural literacy, and goal setting.

Study service targets and project goals will be reviewed by the site coordinators and project director. Data to be analyzed will include attendance, academics, student engagement, and parent input. Individual student attendance and academic growth will be reviewed daily. In order to measure student engagement, a walk-through will be conducted by site coordinators and project director. Parent input will be solicited weekly via homework folders and monthly during the regularly conducted parent meetings.

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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"/>	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"/>

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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.	ACE Director, family engagement spec., 7 Site Coord. salary and benefits (44w, 5d/w, 8h/d)	\$391,950
2.	28 Teachers (12:1 Student/Teacher Ratio) (36w, 5d/w, 3h/d) (Summer 8w, 4d/w, 8h/d)	\$624,064
3.	8 aides (1 per site and one for the Director) (36w, 5d/w, 3h/d) (Summer 8w, 4d/w, 8h/d)	\$108,256
4.	summer school food service staff (8w, 4d/w, 6h/d)	\$19,584
5.	3 bus drivers (36w, 5d/w, 2h/d) (Summer 8w, 4d/w, 4h/d)	\$29,280

Professional and Contracted Services

6.		
7.		
8.		
9.		
10.		

Supplies and Materials

11.	Program Supplies (\$1,225 for program director and 7 site coordinators)	\$9,800
12.	Classroom Supplies (\$225/teacher, Summer \$200/teacher)	\$14,875
13.	Summer meals and after school snacks (snacks \$1.50/student/day, 2 meals at \$3/student/day)	\$161,700
14.	Fuel (3 buses at \$8/bus/day) (36w, 5d/w) (Summer 8w, 4d/w)	\$3,816

Other Operating Costs

15.	Summer Educational Field Trips (8 trips, \$15/trip, 350 students) (8 trips, \$20/trip, 52 adults)	\$50,320
16.		
17.		

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:

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	137901001	H M King High Comm Learning Ctr, 2210 Brahma Blvd, Kingsville, Tx, 78363, 3615958600	1	9-12	100	150
2	137901042	Memorial Middle School Comm Learning Ctr, 915 South Armstrong Avenue Kingsville, Texas 78363, 361-592-3387	1	7-8	100	150
3	137901041	Gillett Intermediate Community Learning Ctr, 1007 North 17th. Street Kingsville, Texas 78363, 361-592-3387	4	5-6	100	150
4	137901105	Harvey Elementary Comm Learning Ctr, 1301 East Kenedy Ave. Kingsville, Texas 78363, 361-592-3387	0	PK-4	100	150
5	137901105	Kleberg Elementary Comm Learning Ctr, 900 North Sixth Street, Kingsville, Texas 78363, 361-592-3387	0	PK-4	100	150
6	137901109	Harrel Elementary Comm Learning Ctr, 925 West Johnston Ave. Kingsville, Texas 78363, 361-592-3387	0	PK-4	100	150
7	137901110	Perez Elementary Comm Learning Ctr, 1111 East Ailsie Ave. Kingsville, Texas 78363, 361-592-3387	0	PK-4	100	150
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	137901001	HM King High, 2210 Brahma Blvd, Kingsville, Texas, 78363					9-12	100	150				
Feeder	137901042	Memorial Middle School, 915 S Armstrong, Kingsville, Texas, 78363					7-8						
Feeder													
Program Operations			Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks				
Summer Term Jump Start <i>(Must be approved in NOGA)</i>													
Fall Term			08/23/21			12/17/21			16				
Spring Term			01/03/22			06/03/22			20				
Summer Term			06/06/22			07/29/22			8				
Total number of weeks:									44				
Center Schedule													
Day of the Week	Fall Term				Spring Term				Summer Term				
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	
Monday			4:30	7:30			4:30	7:30	8	12	12	4	
Tuesday			4:30	7:30			4:30	7:30	8	12	12	4	
Wednesday			4:30	7:30			4:30	7:30	8	12	12	4	
Thursday			4:30	7:30			4:30	7:30	8	12	12	4	
Friday			4:30	7:30			4:30	7:30					
Saturday													
Sunday													
Total Hours Per Week:	15				15				32				
Adjunct Sites, If applicable (site name and full address)													
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Field trips will only be offered in the summer and will follow the 8 AM – 4 PM schedule.											
Parent/Legal Guardian Activities		Parent and legal guardian activities will be on Fridays from 6 PM – 7:30 PM during the Spring and Summer Semesters and on Thursdays from 6 PM – 7:30 PM in the summer session.											

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>													
Center 2	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target				
Center	137901042	Memorial Middle School, 915 S Armstrong, Kingsville, Texas, 78363					7-8	100	150				
Feeder	137901041	Gillett Intermediate Community Learning Ctr, 1007 North 17th. Street Kingsville, Texas 78363, 361-592-3387					5-6						
Feeder													
Program Operations			Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks				
Summer Term Jump Start <i>(Must be approved in NOGA)</i>													
Fall Term			08/23/21			12/17/21			16				
Spring Term			01/03/22			06/03/22			20				
Summer Term			06/06/22			07/29/22			8				
Total number of weeks:									44				
Center Schedule													
Day of the Week	Fall Term				Spring Term				Summer Term				
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	
Monday			4:00	7:00			4:00	7:00	8	12	12	4	
Tuesday			4:00	7:00			4:00	7:00	8	12	12	4	
Wednesday			4:00	7:00			4:00	7:00	8	12	12	4	
Thursday			4:00	7:00			4:00	7:00	8	12	12	4	
Friday			4:00	7:00			4:00	7:00					
Saturday													
Sunday													
Total Hours Per Week:	15				15				32				
Adjunct Sites, If applicable (site name and full address)													
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Field trips will only be offered in the summer and will follow the 8 AM – 4 PM schedule.											
Parent/Legal Guardian Activities		Parent and legal guardian activities will be on Fridays from 5:30 PM – 7:00 PM during the Spring and Summer Semesters and on Thursdays from 5:30 PM – 7:00 PM in the summer session.											

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	137901041	Gillett Intermediate Community Learning Ctr, 1007 North 17th. Street Kingsville, Texas 78363, 361-592-3387				5-6	100	150				
Feeder	137901110	Perez Elementary Comm Learning Ctr, 1111 East Ailsie Ave. Kingsville, Texas 78363, 361-592-3387				PK-4						
Feeder	137901105	Harvey Elementary Comm Learning Ctr, 1301 East Kenedy Ave. Kingsville, Texas 78363, 361-592-3387				PK-4						
Program Operations		Start Date (MM/DD/YY):		End Date (MM/DD/YY):		Total Weeks						
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term		08/23/21		12/17/21		16						
Spring Term		01/03/22		06/03/22		20						
Summer Term		06/06/22		07/29/22		8						
Total number of weeks:						44						
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday			4:00	7:00			4:00	7:00	8	12	12	4
Tuesday			4:00	7:00			4:00	7:00	8	12	12	4
Wednesday			4:00	7:00			4:00	7:00	8	12	12	4
Thursday			4:00	7:00			4:00	7:00	8	12	12	4
Friday			4:00	7:00			4:00	7:00				
Saturday												
Sunday												
Total Hours Per Week:	15				15				32			
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Field trips will only be offered in the summer and will follow the 8 AM – 4 PM schedule.										
Parent/Legal Guardian Activities		Parent and legal guardian activities will be on Fridays from 5:30 PM – 7:00 PM during the Spring and Summer Semesters and on Thursdays from 5:33 PM – 7:00 PM in the summer session.										

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		Perez Elementary Comm Learning Ctr, 1111 East Ailsie Ave. Kingsville, Texas 78363, 361-592-3387						100	150				
Feeder													
Feeder													
Program Operations			Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks				
Summer Term Jump Start <i>(Must be approved in NOGA)</i>													
Fall Term			08/23/21			12/17/21			16				
Spring Term			01/03/22			06/03/22			20				
Summer Term			06/06/22			07/29/22			8				
Total number of weeks:									44				
Center Schedule													
Day of the Week	Fall Term				Spring Term				Summer Term				
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	
Monday			3:30	6:30			3:30	6:30	8	12	12	4	
Tuesday			3:30	6:30			3:30	6:30	8	12	12	4	
Wednesday			3:30	6:30			3:30	6:30	8	12	12	4	
Thursday			3:30	6:30			3:30	6:30	8	12	12	4	
Friday			3:30	6:30			3:30	6:30					
Saturday													
Sunday													
Total Hours Per Week:	15				15				32				
Adjunct Sites, If applicable (site name and full address)													
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Field trips will only be offered in the summer and will follow the 8 AM – 4 PM schedule.												
Parent/Legal Guardian Activities	Parent and legal guardian activities will be on Fridays from 5 PM – 6:30 PM during the Spring and Summer Semesters and on Thursdays from 5 PM – 6:30 PM in the summer session.												

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		Harvey Elementary Comm Learning Ctr, 1301 East Kenedy Ave. Kingsville, Texas 78363, 361-592-3387							100	150					
Feeder															
Feeder															
Program Operations				Start Date (MM/DD/YY):				End Date (MM/DD/YY):				Total Weeks			
Summer Term Jump Start <i>(Must be approved in NOGA)</i>															
Fall Term				08/23/21				12/17/21				16			
Spring Term				01/03/22				06/03/22				20			
Summer Term				06/06/22				07/29/22				8			
Total number of weeks:												44			
Center Schedule															
Day of the Week	Fall Term				Spring Term				Summer Term						
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End			
Monday			3:30	6:30			3:30	6:30	8	12	12	4			
Tuesday			3:30	6:30			3:30	6:30	8	12	12	4			
Wednesday			3:30	6:30			3:30	6:30	8	12	12	4			
Thursday			3:30	6:30			3:30	6:30	8	12	12	4			
Friday			3:30	6:30			3:30	6:30							
Saturday															
Sunday															
Total Hours Per Week:	15				15				32						
Adjunct Sites, If applicable (site name and full address)															
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Field trips will only be offered in the summer and will follow the 8 AM – 4 PM schedule.													
Parent/Legal Guardian Activities		Parent and legal guardian activities will be on Fridays from 5 PM – 6:30 PM during the Spring and Summer Semesters and on Thursdays from 5 PM – 6:30 PM in the summer session.													

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		Kleberg Elementary Comm Learning Ctr, 900 North Sixth Street, Kingsville, Texas 78363, 361-592-3387						100	150				
Feeder													
Feeder													
Program Operations			Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks				
Summer Term Jump Start <i>(Must be approved in NOGA)</i>													
Fall Term			08/23/21			12/17/21			16				
Spring Term			01/03/22			06/03/22			20				
Summer Term			06/06/22			07/29/22			8				
Total number of weeks:									44				
Center Schedule													
Day of the Week	Fall Term				Spring Term				Summer Term				
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	
Monday			3:30	6:30			3:30	6:30	8	12	12	4	
Tuesday			3:30	6:30			3:30	6:30	8	12	12	4	
Wednesday			3:30	6:30			3:30	6:30	8	12	12	4	
Thursday			3:30	6:30			3:30	6:30	8	12	12	4	
Friday			3:30	6:30			3:30	6:30					
Saturday													
Sunday													
Total Hours Per Week:	15				15				32				
Adjunct Sites, If applicable (site name and full address)													
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Field trips will only be offered in the summer and will follow the 8 AM – 4 PM schedule.											
Parent/Legal Guardian Activities		Parent and legal guardian activities will be on Fridays from 5 PM – 6:30 PM during the Spring and Summer Semesters and on Thursdays from 5 PM – 6:30 PM in the summer session.											

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		Harrel Elementary Comm Learning Ctr, 925 West Johnston Ave. Kingsville, Texas 78363, 361-592-3387						100	150			
Feeder												
Feeder												
Program Operations			Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks			
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term			08/23/21			12/17/21			16			
Spring Term			01/03/22			06/03/22			20			
Summer Term			06/06/22			07/29/22			8			
Total number of weeks:									44			
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday			3:30	6:30			3:30	6:30	8	12	12	4
Tuesday			3:30	6:30			3:30	6:30	8	12	12	4
Wednesday			3:30	6:30			3:30	6:30	8	12	12	4
Thursday			3:30	6:30			3:30	6:30	8	12	12	4
Friday			3:30	6:30			3:30	6:30				
Saturday												
Sunday												
Total Hours Per Week:	15				15				32			
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Field trips will only be offered in the summer and will follow the 8 AM – 4 PM schedule.											
Parent/Legal Guardian Activities	Parent and legal guardian activities will be on Fridays from 5 PM – 6:30 PM during the Spring and Summer Semesters and on Thursdays from 5 PM – 6:30 PM in the summer session.											

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 effective July 1, 2021, through July 31, 2026 between **Kingsville ISD** and Communities In Schools of the Coastal Bend. The agreement is effective only upon notification of the grant award by the Texas Education Agency of 21st Century Community Learning Centers (CCLC), Cycle 11 grant program as an Official Board approval for a Memorandum of Understanding and Contract will be pending the official Notification of Grant Award (NOGA) as required under organizational policy.

Kingsville ISD has applied for federal 21st CCLC grant funds from TEA to provide out-of-school programs in 7 schools. Upon receiving the requested funds, Kingsville ISD and Communities In Schools will enter into a partnership to provide out-of-school programs to meet the requirements of the Texas ACE grant program, benefiting the school communities as stated in the grant request for application. ACE partnerships provide a reasonable and specific plan for expanding the capacity of the organizations to achieve shared goals and increase the scope or quality of services that could not otherwise be provided to the grantee alone.

Kingsville ISD 21st CCLC Staff agree to:

- Implement program that is aligned with the Campus Improvement Plans, district and school initiatives, and integrated into school culture;
- Serve on the appropriate campus committees;
- Supervise purchasing, payroll, contracts, and hiring of staff;
- Maintain the grant records for fiscal accountability and grant reporting;
- Complete all evaluation reports;
- Communicate 21st CCLC progress to all 21st CCLC councils.
- Implement the 21st CCLC grant application and subsequent continuation proposals;
- Offer academic and enrichment activities as designed by the Community Needs Assessment and surveys;
- Design customized services for both students and adults based on the 21st CCLC Grant design team feedback;
- Monitor the program for grant compliance and sustainability;
- Provide training on district policies and procedures, best practices, and youth development;
- Use student data for reporting, compliance, and evaluation needs only and abide by all federal, state, and district guidelines regarding privacy of that student data; and
- Supervise Site Coordinator, program instructors, and community partners;

Communities In Schools, 21st CCLC Grant Partner agrees to:

- Ensure that the afterschool program partnership services are aligned with district and school initiatives;
- Assign a campus contact person to serve as a partnership Liaison/Advisor to the program;
- Attend APISD planning, review meetings, and special events when possible;
- Plan all parent activities, meetings, classes to engage parents in the program.
- Provide services and resources to compliment the goals of the 21st CCLC program; and
- Offer incentives, awards, and volunteers for the program whenever possible.

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.



Dr. Cecilia Reynolds-Perez, Superintendent

Date 2/10/21



Mrs. Gloria Taylor, CIS Executive Director

Date 2/9/2021