



**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

Campus name CDN Vendor ID ESC DUNS

Address City ZIP Phone

Primary Contact Email Phone

Secondary Contact Email Phone

2. Certification and Incorporation

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

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

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

Authorized Official Name Title Email

Phone Signature Date

Grant Writer Name Signature Date

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

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3. Shared Services Arrangements

Shared services arrangements (SSAs) are permitted for this grant.
 Check the box below if applying as fiscal agent.

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

4. Identify/Address Needs

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

Quantifiable Need	Plan for Addressing Need
Provide Academic Enrichment to Improve Proficiency in Core Academic Areas (particularly in the lower elementary grades and at the middle school level)	Improve skills in the core academic subjects by integrating enrichment such as hands-on activities, learning centers, cooperative learning and integrating STEAM (Science, Technology, Engineering, Arts, and Math) technology-based instruction.
Improve Student Engagement as measurable by decrease in TAPR mobility index percentage as well as decrease in disciplinary referrals	Provide a Broad Array of Services/Programs/Activities (STEAM, family engagement, personalized attention/welcoming to mobile/ELL students, service learning, counseling, fitness/wellness programs; literacy (financial, environmental, technological) , internships/dual credit, etc.
Improved College and Career Readiness per TAPR measures	Enhance both college ready activities such as additional dual credit opportunities while also enhancing a career-readiness activities K-12 including work experiences and certifications at secondary level complimenting the regular school day program.

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.

1. Improve student performance on reading & math particularly at the elem school level integrating ELL strategies so that student performance meets/exceed state average for Approaching/Meets/Masters grade level.
2. Improve student performance on writing at grades 4/7 integrating ELL strategies so that student performance meets & exceeds state average for Approaching/Meets/Masters grade level.
3. Improve GPA (grades 7-11) in core content areas.
4. Improve school day attendance rates to meet/exceed state average via ACE participation incentives.
5. Reduce in-school-suspensions by 25% by engaging students in areas of interest in ACE.
6. Improve levels of teacher-reported student engagement as a result of after school engagement as ascertained via teacher surveys.

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

1. Campus six weeks/semester benchmarks indicate growth the areas of reading, math and writing and (other content areas) equiv. to one school year quarter's anticipated progress.
2. STAAR Reading and Math assessments will demonstrate student growth aligned to school year calendar to ensure student is making adequate progress or exceeding anticipated one year's growth per school year.
3. GPA's of students in grades 7-11 reflect that students are benefitting from afterschool services commensurate to one quarter's anticipated progress.
4. Student attendance on track to meet the best practices totals for the year those being 45+ days attendance in afterschool to meet research-based impact attendance goals (elementary 120 min/day and 12+days in summer 240 minutes/day; middle/ secondary 90 min per day across fall/spring/summer).

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6. Measurable Progress (Cont.)

Second-Quarter Benchmark

1. Campus six weeks/semester benchmarks indicate growth the areas of reading, math and writing (other content areas) equiv. to two school year quarter's anticipated progress.
2. STAAR Reading and Math assessments will demonstrate student growth aligned to school year calendar to ensure student is making adequate progress or exceeding anticipated one year's growth per school year.
3. GPA's of students in grades 7-11 reflect that students are benefitting from afterschool services commensurate to two school year quarter's anticipated progress.
4. Student attendance on track to meet the best practices totals for the year those being 45+ days attendance in afterschool to meet research-based impact attendance goals (elementary 120 min/day and 12+days in summer 240 minutes/day; middle/ secondary 90 min per day across fall/spring/summer).

Third-Quarter Benchmark

1. Campus six weeks/semester benchmarks indicate growth the areas of reading, math and writing (other content areas) equiv. to three school year quarter's/full year's anticipated progress.
2. STAAR Reading and Math assessments will demonstrate student growth aligned to school year calendar to ensure student is making adequate progress or exceeding anticipated one year's growth per school year.
3. GPA's of students in grades 7-11 reflect that students are benefitting from afterschool services commensurate to three school year quarter's/full year anticipated progress.
4. Student attendance on track to meet the best practices totals for the year those being 45+ days attendance in afterschool to meet research-based impact attendance goals (elementary 120 min/day and 12+days in summer 240 minutes/day; middle/ secondary 90 min per day across fall/spring/summer).

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.

At key milestones in the grant period including ongoing benchmarking in core coursework and communication between classroom teachers and afterschool staff, as facilitated by the project director and site coordinators, decisions about additional student interventions needed to amplify success will include strong emphasis on ELL students and mobile students. Six weeks report card grades will be reviewed as well as student performance on STAR Reading and Math (RENLEARN) assessments, iStation, and Mindplay, as diagnostic measures of progress. Administration of STAAR released tests mid-year will inform necessary content interventions and instructional strategies for afterschool in coordination with regular day interventions to meet the needs of all ACE students including ELL & mobile students. Ongoing communication between regular school day & after school is critical as facilitated by the project director. This continuous review of program performance in meeting SMART goals and other program objectives is essential to the fidelity of the project scope of work, as well as ensuring fiscal responsibility. Should the program fail to meet stated objectives at any time, the project team consisting of the Project Director, Site Coordinators, Superintendent, Campus Principals as well as district Budget Manager, will meet to review areas of concern & create action plans regarding curriculum, student progress, and/or fiscal adaptations needed. Throughout the project period, benchmark and SMART goal data will inform the program evaluation process known as the CIPP model. The CIPP model requires consideration of context, inputs, process and product. The four basic questions which inform the process include: What should we do? This involves collecting and analyzing needs assessment data such as benchmarks to determine goals, priorities, and objectives. The second question, How should we do it? Is informed by knowing the steps and resources needed to meet the new goals and objectives and might include identifying successful external programs and materials as well as gathering information. The third critical question is, Are we doing it as planned? By continuously monitoring the program, decision-makers discern how well the plans & guidelines are being followed, conflicts arising, staff support & morale, strengths & weaknesses of materials, delivery & budgeting problems. The final question is, Did the program work? By measuring the actual outcomes and comparing them to the anticipated outcomes, decision-makers can decide how the program should be continued & modified to best meet student needs.

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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.

A. Needs Assessment Process/Center-Level Needs Assessment Process: The LaFeria Independent School District conducted campus needs assessments which are reflected in their campus and district improvement plans. Community partners provided feedback for those ongoing site-based plans. Student achievement data trends were shared with those site-based committees and plans are shaped to support improvement of student achievement based on that data. Those plans reveal a need for strong student support including initiation of an afterschool program in LFISD particularly at three C-rated elementary campuses/centers: Houston, Vail, and Sanchez. The LFISD school board has provided public notification to submit a 21st Century Community Learning Center application and has invited public input which will continuously inform the ACE program throughout the anticipated five-year grant period. Feedback to the site-based committees indicated that working parents in the district have need for afterschool support for their children. Data also considered as part of the needs assessment process included 2018-2019 TAPR data (the most recent year for rated campus data due to COVID in 2019-2020).

B. Three of the four elementary campuses (which serve students in PK-4th) have received C ratings from the Texas Education Agency. An evaluation of TAPR data from 2018-2019 (the last rated year) offers insight to the needs of students on these campuses. These campuses including Houston, Vail, and Sanchez elementary serve the most needy students in LFISD. While academically, most students are performing at or near state average on these campuses, higher than state average mobility rates and English Language Learner rates require that these students receive the afterschool support needed. Each of these campuses serves predominantly Hispanic students 95% and higher with low socio-economic status of 82%+. Additionally, mobility rates and percentages of ELL students are as follows respectively: Vail – 12% mobility and 26% ELL; Houston – 13.6% mobility and 18.6% ELL, and Sanchez – 6.9% mobility and 12.8% ELL. With La Feria ISD located a half hour from the Texas – Mexico border, this impacts student mobility and the ELL student population as families shift between the US and Mexico for work and family support of their young children. An afterschool program offers the opportunity for stability of these children and families keeping child care readily accessible (in what are predominantly single female heads of households), and supported with this childcare and academic enrichment afterschool thus potentially reducing the mobility rate of LFISD. While these three elementary schools are situated as neighborhood schools affording proximity between communities and their schools, poverty levels of these neighborhoods also impact children being exposed to enrichment afterschool activities which are limited. Now, with the departure of social support through Communities in Schools due to Texas budget cuts, it is crucial that LFISD have an ACE program to meet the needs of students. Due to the high percentage of low socio-economic students in each district, all students are invited to participate in afterschool services that include the afternoon/evening/summer feeding program. However, the most at-risk students as identified by failing grades, being at least one year behind in reading and math achievement, represent the targeted student group on each campus. The project anticipates serving approximately 1000 students across the six centers each of which is an eligible LFISD campus.

C. Recruiting/Needs of Working Families: The family engagement specialist will work to recruit At-Risk students identified by ACE staff and the regular school day team of campus principals, teachers, and superintendent. The afterschool project director and site coordinators will also work to identify and recruit targeted students most in need of services for a variety of factors ELL support/mobility reduction, academic need & socio-emotional need. On these neighborhood school campuses, teachers know their students and can continue to identify students.

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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.

A. The proposed LFISD ACE program will provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend its lowest performing schools including three elementary campuses with Texas Education Agency C ratings, to meet the challenging state academic standards. Addresses these measures, with data and SMART goals:

- Increased number and percentage of students functioning on grade level as evidenced by end of year standardized testing at grades K-2 in reading and math through various means including focused attention to ELL strategies and the needs of mobile students
- Students in K who demonstrate progress on progress monitoring assessment
- Increased # and % age of students in grades 3-11 passing STAAR tests particularly in rdng, math, & writing
- Increased # and % age of students who pass all sections of STAAR on the 1st admin. esp. grade 3,5,8/EXIT
- Increased # and % age of students in grades 3-11 who promote with their peers either incl intensive credit recovery efforts as needed
- District six weeks benchmarks in all core areas including Reading, Math and Writing monitored during the thirty-six week school session
- Increased number of minority and ELL students identified and served as Gifted and Talented TELPAS administration for ELL/LEP students
- Increase in # and %age passing of ELL students

Academic enrichment activities to include instructional approaches such as ELL strategies supported by content experts working with afterschool staff/teachers to create and implement literacy across content areas as well as technology integration activities. The K-12 Summit program will help support ELL learners. Emphasis on creating Empowered Learners, Digital Citizens, Knowledge Constructors, Innovative Designers, Computational Thinkers, Creative Communicators, and Global Collaborators (ISTE goals)

B. This ACE program will offer students a broad array of additional services, programs, and activities, such as youth development activities, service learning, nutrition and health education, drug- and violence-prevention programs, counseling programs, arts, music, physical fitness and wellness programs; technology education programs, financial literacy programs, environmental literacy programs, mathematics, science, career and technical programs, internship or apprenticeship programs, and other ties to an in-demand industry sector or occupation for high school students that are designed to reinforce and complement the regular academic program of participating students. Addresses these measures, with data and SMART goals:

- Decreased # of discipline referrals as evidenced by number/ % of reduced referrals
- Goal of 100% graduation rate
- # of dual credit courses completed
- # of practicum hours completed in ACE to support CTE pathways
- # of college readiness sessions attended by parents and students on pertinent info incl. FAFSA completion

Specific examples include funds will support additional dual credit tuition, integrated STEM technology education programs, arts, and music activities as well as compliment regular day Career Technology Initiatives in the two districts with ties to industry sector.

C. Offer families of students served by community learning centers opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development. Addresses measures and SMART goals as in A/B above.

- Specific proposed activities to include family literacy nights to include reading, math, and technology literacy activities for students to share with their families, parent education opportunities including GED, ESL and computer classes, supporting parent supporting students at home with academic engagement strategies (reading with your child, simple math activities, how to encourage your first-generation college going son/daughter, etc.

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9. Statutory/Program Requirements (Cont.)

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

The LFISD ACE program proposes to create six (6) afterschool centers including 4 elementary, one junior high, and one high school center that will provide academic enrichment opportunities for our students at all 7 campuses within the district. As noted earlier in the application, our districts support a high Hispanic low socio-economic population of students about a half- hour north of the Texas – Mexico border. Our goal is to help our students meet state and local standards in core academic subjects through after-school and summer programming that will align with and complement the school day academic program goals. Our proposed learning centers will extend learning opportunities in a variety of ways for both our students and their families. The first 60-90 minutes of ACE will be academic enrichment including structured aligned curriculum content to support TEKS taught by certified teachers. Our project seeks to address the major needs at each site by providing activities that offer the following expanded learning opportunities: Before School will include Reading Clubs, Homework Club, Open Labs and Chess. After School and Summer Camps will include Homework Labs, Pearson Success Maker, Accelerated Readers, Compass Learning, Sewing, Dual Credit, Credit Recovery, Grade Recovery, Team Sports, Criminal Justice Class, Alcohol Tobacco or Drug Classes, Home visits, Fine Arts, Dance, Hi-Tech Classes, Cooking Classes, Freshmen Mentoring, College Mentoring, Digital Media, Grandparent Stories, Art, Drama, Chess, Spanish STAAR Labs, Tutoring, Etiquette Classes, and Teen Chats. Weekends will include CSL Projects, College Tours, Chess, USTA Summer Camps, Swimming, College Tours, Rec. Sports, Remedial Education, Transition Camps. Year-Round Family Services will include Parent Meetings, Labs, Literacy Centers, Vocational Education in Computers, Workforce Skills, Literacy Centers, Job Prep, Resume Building, Job Search, Parent Basics, Parent Goal Setting, College Fairs, ESL, GED, Campus Beatification, Council Fundraising, Summer Camp Parent Workshops, Internet Cafe, Extended Library Hours, Science Nights, Academic Fairs. Facilitators will work with district/district afterschool personnel to set objectives for STEM incorporation and enrichment, guide district personnel in the use of technology for learning, and work with students as well as district personnel in the implementation of STEM activities. The main goals will be to facilitate students to become Empowered Learners, Digital Citizens, Knowledge Constructors, Innovative Designers, Computational Thinkers, Creative Communicators, and Global Collaborators (© 2020 International Society for Technology in Education - ISTE). Beginning coding for all centers through use of Robotics technology such as Bee-Bots, Ozo-Bots, Lego We-Do 2.0 and Hand-to-Mind kits. Lakeshore Literacy Learning materials and StoryBook Science among others will support activities such as cross curriculum content (fairy tales that teach story structure and offer reading engagement through and via STEM principles). K-12 Summit program will help support ELL learners.

Parent Engagement and Training: Collaborative agencies will provide parent support programs: family physical health and nutrition, parent enrichment seminars, family counseling services, parenting training, and family bonding activities. The family engagement specialist will work to engage parents and families in these scheduled opportunities and also make home visits as needed to provide deep level support to parents and families.

Volunteers: The family engagement specialist will also solicit participation from a large winter Texas population that inhabits the area during peak months as well. Additionally, grandparents as volunteers will be sought to support student engagement. The protocol for engaging volunteers as noted elsewhere in this application will be facilitated by the family engagement specialist to be a volunteer friendly program.

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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

La Feria ISD no longer has access to a community -based organization such as Communities in Schools due to state budget cuts. In light of this lack of access to a CBO, this amplifies the need for ACE programs at the six proposed centers in LaFeria ISD with the proposed services in this application particularly to support their highest need students including high percentages of ELL and mobile students relative to the geographic location of LFISD.

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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.

Duncan and Murnane (2011) states that an increase in instructional time, and a longer school year can help with academic achievement, which emphasizes the critical need for quality after school programs and summer camps to help disadvantage students and families. Additionally, more than 15 million school-age children (26 percent) are on their own afterschool. More than 27 million parents of school –age children are employed, including 23 million who work full time. (U.S. Dept of Labor, 2010). Among them are more than 1 million whom are in grades K-5 (Afterschool Alliance, 2009). Only 8.4 million K-12 children (15 percent) participate in afterschool programs. An additional 18.5 million would participate if a quality program were available in their community (Afterschool Alliance, 2009). The hours between 3 p.m. and 6 p.m. are the peak hours for juvenile crime and experimentation with drugs, alcohol, cigarettes and sex. (Fight Crime: Invest in Kids, 2002). The Council of Chief State School Officers (CCSSO) study finds that, "high-quality extended learning time provides school-age youth with opportunities to belong, participate in enriching activities, receive targeted academic support and forge meaningful connections with adults and peers outside the regular school day." This research builds on other research in the educational literature which concludes that school programs that offer extended-day and extended-time intervention focusing on academic and other activities (e.g. health, parent education, technology integration, social services and cultural programs) have shown positive benefits. Higher participation in after-school programs is more effective in producing higher student achievement. By offering the program as proposed including attention to the formative CIPP process for evaluation described, fidelity to best practices in afterschool programming will result in an exemplary afterschool program.

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.

LFISD will provide safe transportation for participating students to and from the center(s) and home. Upon registration of a student participant, ACE will obtain necessary parental consent to participate in the program and ensure a dismissal process is in place to document and address transportation needs and emergencies, including an emergency readiness plan, emergency contact information, and follow-up documentation and the appropriate checkout system. Teachers will escort young children to the bus pickup station or parent station upon daily program completion to include transporting after school program students from the center to their home using standard policies and procedures setup by LFISD. Forms, schedules, and rules clearly defined and outlined will be developed and enforced. LFISD Policy will be set for walkers who are age appropriate and eligible to walk home. Students who are too young to walk and do not ride the bus will need to be signed out by parents or authorized family members identified in the student's application form. Files will contain address and emergency contact information and drop off schedule for the bus drivers. ID badges for young students will be worn until the student and bus drivers become familiar with their routes. Program attendance and bus privileges can be revoked if a participant is acting up during the bus ride home. In order to ensure the safety of all students and check the disciplinary activity, the transportation department will be kept abreast of discipline problems and can recommend the student be expelled from the program. Bus drivers will have access to communication with the site base to report any delays although buses will meet all local and state requirements with trained state certified bus drivers including first aid kits in each bus. Students will be bused home when the program ends in the afternoon as funded by the 21st Century Community Learning center grant. The high percentage of low socioeconomic student percentage coupled with a high percentage of families below the poverty line with little access to transportation. Transportation will occur once students have their evening meal funded by the federal feeding program. Consideration will be given to ensure that age appropriate supervision is provided on buses based on center attendees and whether they opt into bus transportation. The center project director will review bus rider rosters to avoid mixed aged groups of children on buses without additional supervision to ensure the safety of all.

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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.

LFISD ACE Marketing: ACE will disseminate information about each of the proposed Community Learning Centers at each of six LFISD campuses including each center's location, to the community in a manner that is both understandable and accessible through diverse media such as; District, Campus and Project Brochures, District, Campus and Project Newsletters, District TV/Radio PSA Announcements, District, Campus and Project Newspaper Articles, District Marketing Materials, New Parent Handbooks, Radio and TV Ads, District, Campus and Project Flyers, District, Campus and Project News Stories & Parent Letters, Campus Bulletin Boards posting project work and pictures in the front of the school. A daily menu of services will be encouraged for each site to direct parents and community to appropriate classrooms for ACE signage and information. School announcements will be made concerning the ACE program, cafeteria recruitment will occur with an ACE table for special ACE student birthdays and event recruitment, monthly staff presentations will be made and a competition rewarding the top classrooms with ACE students in the program. Teaching staff will assist disseminating information to parents and have a recruitment enrollment goal for keeping their class active. Staff will disseminate drive by flyers for parents during pickup time and do home visits when appropriate. Word of Mouth: The most important component will be word of mouth by students who will love the dynamic age appropriate activities, caring staff and a safe and bully free learning environment. All outreach, marketing, and communication materials will comply with Texas ACE branding guidelines.

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.

All funding as proposed in this application will be used to provide a comprehensive program. LFISD will provide approximately \$100,000+ in in-kind services such as custodial services, utilities, and space to house ACE program. The LFISD business manager and ACE project director will work to maximize resources to provide a comprehensive 21st CCLC program including existing higher education partners and activities and others. LFISD will provide in-kind space for housing the ACE program as well which will be an extensive provision given the service of six centers across six campuses for approximately 1500 students in LFISD. LFISD buses will be used to transport students on an in-kind basis with ACE funding to support gasoline costs. LFISD will provide in-kind utility costs to support extended school day hours at no cost directly to the ACE project. An LFISD cafeteria staff member will be supported through ACE funds who will make application to the federal government to support afterschool snacks and dinner to participating students at no cost to the project. Area Institutions of Higher Education with which LFISD already partners will collaborate to maximize opportunities in Trio, Gear-Up, etc. for middle and secondary students with additional afterschool hours to support these initiatives.

It takes a village to run a successful comprehensive ACE program and LFISD and ACE staff will work to make the most of this potential 21st CCLC funding in support of LFISD students. All funding proposed in this application will be supplementary and will not supplant existing budgeted goods and services.

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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.

LFISD will make every fiscal effort to maintain the level of services provided in this grant once the term of the grant has ended. Once LFISD is funded for this project, the goal will be to build sustainability into the core of spending practices. It will be key to purchase larger items needed for the program early. Our vision includes technology to help students learn basic coding, and technology skills as well as critical thinking skills as innovators and problem solvers. Additionally, technology purchases will support student research projects for school and help with homework. We will need to ensure that these purchases include warranties and protection plans and are of sufficient quality to last a few years. In addition, costumes and musical instruments for exploring the arts are on the plan to purchase as are kits for robotics, reading materials, and software that will help enhance our proposed STEM initiative and other components of our program. In addition, there are plans for staff training in the areas of safety, discipline, and academics. The Project Director and site coordinators will help build continuity between the in-school activities and the after-school activities. Parents would be invited to various sessions as well so that they too can learn and be able to help their child(ren) at home. The idea being that once the grant funds are gone, LFISD will have adequate materials and equipment to sustain after-school programming, but more importantly, LFISD will have staff that understand the program, are trained and can implement activities that continue to provide programming in the spirit of the grant. Additionally, LFISD will investigate daycare licensure training as an option to support afterschool beyond the grant period. Aggressive efforts to seek funding opportunities for 21st CCLC future cycles would allow LFISD to continue to offer afterschool programs.

10. If the program plans to use volunteers in activities carried out through the community learning center(s), describe how the program will encourage and use appropriately qualified persons to serve as the volunteers. Explain the policy for screening and placing volunteers. If the entity does not plan to use volunteers, please indicate that in the space provided. (Choosing not to use volunteers will not lower review scores)

The LFISD ACE program plans to encourage and use appropriately qualified persons to serve as volunteers by carefully selecting people who are motivational role models towards higher education. LFISD ACE will follow the district policy for volunteers which includes screening and placing of volunteers in activities carried out through the community learning center specifically with early childhood activities that require reading stories, art, music, and chess and mentoring one on one building projects through Home Depot/Lowes for high at-risk students who need a caring adult. These volunteers will be College Students, Graduate Practicum's, Winter Texans, AARP workers and other senior volunteers with collaborations with Elderly Day Centers such that will help provide qualified senior volunteers volunteering in their areas of expertise. The required training for all volunteer workers and staff will include at a minimum a standard childcare workbook for working with children, appropriate immunization shots, CPR first aid training, staff development training, and a background check. Agency seniors must also meet eligibility and interview requirements. Senior citizens' and disabled students' accommodations, parenting skills, literacy needs and childcare needs will be addressed at each center. A Social Security Number may be requested in order to verify criminal history records. District Policy requires a criminal history record of all school volunteers. Provide evidence of identity after submitting the application with a copy of a valid (unexpired) Texas Driver's License, state issued ID, United States Passport, U.S. military card or draft record, or Alien Registration Card (with picture) to the campus parent liaison. Once volunteers meet these requirements, the campus administrator or parent liaison will receive an "Authority to Report to Volunteer" which allows the volunteer to begin service. Volunteers from the last school year must renew their applications for the new school year. Those not cleared to volunteer can attend meetings/parent conferences but cannot stay on campus to volunteer. All participants in the ACE program will be required to sign-in and sign-out daily at each center as per ACE procedures and only authorized parents or guardians will be allowed to pick up the student. The primary understanding for ACE safety is to follow the set ACE policy and procedures in alignment with standard LFISD protocol for all students, parents and teachers. student. The primary understanding for ACE safety is to follow the set ACE policy and procedures in alignment with standard LFISD protocol for all students, parents and teachers.

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9. Statutory/Program Requirements (Cont.)

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

The goals for this LFISD ACE program are to work on issues that challenge our community in education, health and art, find workable solutions, discover ways to recruit more participants to events, find answers for maintaining participant retention, understand the services that we all provide, and bridge the gap for services that are needed. The family engagement specialist and project director will work to help families with children that are most At-Risk to make sure they are aware of and do participate in afterschool services. The family engagement specialist and project director will work with the schools to recruit students who are two to three grade levels behind first, then consider other at-risk students and families in need of the services that the center can provide to improve their mental wellbeing, education, health, career development and family life. The plan for retention includes a student missing after three days; the family engagement will call to check on the family to see if there is anything the family needs and see what is happening. If the family engagement cannot reach the family after a week, the family engagement specialist will contact the school. The family engagement specialist will work with the counselor to help the family if there are issues that need resolved. If the family decides to leave the program, the family specialist will try to document the reason why to enable us to improve our process and retention. The center will work to be an inclusive environment where all students are welcome and want to attend.

For Grades K-8, students will be encouraged, engaged, and incentivized to meet these attendance goals: Eligible students attending 45+ days at 120 minutes per day during the year (fall, spring); Eligible students who attend who attend 12+ days at 240 minutes per day during the summer program.

For Grades 9-12: Eligible students who attend 45+ days or more during the entirety of the school year (fall, spring, and summer). Days attended for 90 minutes or more are counted toward the total.

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

Center-level needs assessments revealed that access to before school care as well as after-school care will be needed at the six centers. Some students in LFISD endure long bus rides. This causes a number of students to arrive on campuses early. Supervised homework time and access to WIFI for these early arriving students will support "breakfast club" activities. This early before school homework and tutorial support time will address the needs of working parents who must drop off students early. Additionally, remotely located students experience similar challenges in afternoon/evening transportation; thus, students often arrive home well after dark after long bus rides. In light of these needs, ACE center hours at each campus will be 7 a.m. - 8 a.m. before school and 3:30 p.m. - 5:30 p.m. afterschool meeting the three-hour programming ACE requirement and extended learning time opportunity. Additionally, WIFI-enabled buses funded through this grant initiative will support academic learning on bus rides to and from ACE centers. Staffing patterns will reflect a 1:15 ratio for all grade levels served in the grant including K-12. Efforts will be made to have both para-professional level adults as well as certified teachers to provide services to students with appropriate grade level and content expertise during both before school and afterschool ACE times. The first 60-90 minutes of afterschool programming will be academic intensive enrichment including direct instruction as well as structured hands-on STEM and literacy activities. Budgeted STEM and Literacy experts will support curriculum implementation not typically available to rural and remote schools. Funds are budgeted to support a full-time project director and full-time site coordinators. An administrative assistant dedicated to the afterschool program is also budgeted. A full-time family engagement specialist will support the four ACE centers.

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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	ELL students	Barrier	high numbers of ELL students need additional support via ACE
Group	Highly mobile students	Barrier	highly mobile students need additional academic support
Group	Working parents	Barrier	need access to before and afterschool child supervision
Group	Single Female Household	Barrier	students of single female head of household need support

11. PNP Equitable Services

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

- Yes No

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

Are any private nonprofit schools participating in the grant?

- Yes No

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

Assurances

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

Equitable Services Calculation

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

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12. Request for Grant Funds

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

Payroll Costs

1.	Project Director (full-time)	65,000
2.	Site Coordinators (one full-time per each of six proposed centers)	270,000
3.	Afterschool staff (administrative asst, teachers, paraprofessionals, busdrivers, cafe, etc.)	706,650
4.	Family Engagement Specialist (full-time for six centers)	50,000
5.	Benefits (Note: internal budget available for all positions listed incl. #hours#days#rate)	108,996

Professional and Contracted Services

6.	Dual Credit Tuition (supplemental to existing)	25,000
7.	STEM contracted services (to provide instruction and lesson planning related to TEKS)	30,000
8.	Other Contracted Services (Zumba, UTRGV, TSC, etc. will be supplemental, not supplant)	72,000
9.		
10.		

Supplies and Materials

11.	General Supplies (per center for instructional, art, music, and other enrichment supplies)	60,000
12.	STEM supplies (per detailed proposed budget available upon request)	60,000
13.		
14.		

Other Operating Costs

15.	Employee Project Related travel (as required for project director)	10,000
16.	Other Operating (local mileage, educational field trips, etc.)	32,000
17.	Gasoline Expenditures (afterschool transportation)	30,000

Capital Outlay

18.	Technology (to support 4 afterschool labs at elem/middle)	104,000
19.		
20.		

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

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

Appendix I: Negotiation and Amendments

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

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

You may duplicate this page.

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

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

Section Being Negotiated or Amended Negotiated Change or Amendment

[Empty text box for section name]

[Empty text box for negotiated change or amendment]

[Empty text box for section name]

[Empty text box for negotiated change or amendment]

[Empty text box for section name]

[Empty text box for negotiated change or amendment]

[Empty text box for section name]

[Empty text box for negotiated change or amendment]

[Empty text box for section name]

[Empty text box for negotiated change or amendment]

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

Center Operations Schedule

County-district number or vendor ID: 031905

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	031905101	Sam Houston Elementary	1	K-4	200	100
2	031905103	CE Vail Elementary	1	K-4	200	100
3	031905106	DG Sanchez Elementary	1	K-4	200	100
4	031905105	Noemi Dominguez Elementary	1	5-6	150	75
5	031905041	WB Green Elementary	1	7-8	125	65
6	031905001	La Feria High School	2	9-12	125	65
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	031905101	Sam Houston Elementary			K-4	200	100					
Feeder	031905101	Sam Houston Elementary			K-4							
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>		NA		NA		NA						
Fall Term		09/07/2021		12/17/2021		15						
Spring Term		1/10/2022		05/20/2022		18						
Summer Term		06/06/2022		07/08/2022		5						
Total number of weeks:						38						
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	7:00	7:45	3:45	6:00	7:00	7:45	3:45	6:00	8:30	NA	NA	1:30
Tuesday	7:00	7:45	3:45	6:00	7:00	7:45	3:45	6:00	8:30	NA	NA	1:30
Wednesday	7:00	7:45	3:45	6:00	7:00	7:45	3:45	6:00	8:30	NA	NA	1:30
Thursday	7:00	7:45	3:45	6:00	7:00	7:45	3:45	6:00	8:30	NA	NA	1:30
Friday	7:00	7:45	3:45	6:00	7:00	7:45	3:45	6:00	8:30	NA	NA	1:30
Saturday												
Sunday												
Total Hours Per Week:	15				15				20			
Adjunct Sites, if applicable (site name and full address)	NA											
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	NA											
Parent/Legal Guardian Activities	Specific proposed activities to include family literacy nights to include reading, math, and technology literacy activities for students to share with their families, parent education opportunities including GED, ESL and computer classes, supporting parent supporting students at home with academic engagement strategies.											

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	031905103	CE Vail				K-4	200	100				
Feeder	031905103	CE Vail				K-4						
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>		NA		NA		NA						
Fall Term		09/07/2021		12/17/2021		15						
Spring Term		1/10/2022		05/20/2022		18						
Summer Term		06/06/2022		07/08/2022		5						
Total number of weeks:						38						
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	7:00	7:45	3:45	6:00	7:00	7:45	3:45	6:00	8:30	NA	NA	1:30
Tuesday	7:00	7:45	3:45	6:00	7:00	7:45	3:45	6:00	8:30	NA	NA	1:30
Wednesday	7:00	7:45	3:45	6:00	7:00	7:45	3:45	6:00	8:30	NA	NA	1:30
Thursday	7:00	7:45	3:45	6:00	7:00	7:45	3:45	6:00	8:30	NA	NA	1:30
Friday	7:00	7:45	3:45	6:00	7:00	7:45	3:45	6:00	8:30	NA	NA	1:30
Saturday												
Sunday												
Total Hours Per Week:	15				15				20			
Adjunct Sites, If applicable (site name and full address)	NA											
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	NA											
Parent/Legal Guardian Activities	Specific proposed activities to include family literacy nights to include reading, math, and technology literacy activities for students to share with their families, parent education opportunities including GED, ESL and computer classes, supporting parent supporting students at home with academic engagement strategies.											

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	031905106	DG Sanchez				K-4	200	100				
Feeder	031905106	DG Sanchez				K-4						
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>		NA		NA		NA						
Fall Term		09/07/2021		12/17/2021		15						
Spring Term		1/10/2022		05/20/2022		18						
Summer Term		06/06/2022		07/08/2022		5						
Total number of weeks:						38						
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	7:00	7:45	3:45	6:00	7:00	7:45	3:45	6:00	8:30	NA	NA	1:30
Tuesday	7:00	7:45	3:45	6:00	7:00	7:45	3:45	6:00	8:30	NA	NA	1:30
Wednesday	7:00	7:45	3:45	6:00	7:00	7:45	3:45	6:00	8:30	NA	NA	1:30
Thursday	7:00	7:45	3:45	6:00	7:00	7:45	3:45	6:00	8:30	NA	NA	1:30
Friday	7:00	7:45	3:45	6:00	7:00	7:45	3:45	6:00	8:30	NA	NA	1:30
Saturday												
Sunday												
Total Hours Per Week:	15				15				20			
Adjunct Sites, If applicable (site name and full address)	NA											
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	NA											
Parent/Legal Guardian Activities	Specific proposed activities to include family literacy nights to include reading, math, and technology literacy activities for students to share with their families, parent education opportunities including GED, ESL and computer classes, supporting parent supporting students at home with academic engagement strategies											

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	031905105	Noemi Dominguez Elementary				5-6	150	75				
Feeder	031905105	Noemi Dominguez Elementary				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>		NA		NA		NA						
Fall Term		09/07/2021		12/17/2021		15						
Spring Term		1/10/2022		05/20/2022		18						
Summer Term		06/06/2022		07/08/2022		5						
Total number of weeks:						38						
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	7:00	7:45	3:45	6:00	7:00	7:45	3:45	6:00	8:30	NA	NA	1:30
Tuesday	7:00	7:45	3:45	6:00	7:00	7:45	3:45	6:00	8:30	NA	NA	1:30
Wednesday	7:00	7:45	3:45	6:00	7:00	7:45	3:45	6:00	8:30	NA	NA	1:30
Thursday	7:00	7:45	3:45	6:00	7:00	7:45	3:45	6:00	8:30	NA	NA	1:30
Friday	7:00	7:45	3:45	6:00	7:00	7:45	3:45	6:00	8:30	NA	NA	1:30
Saturday												
Sunday												
Total Hours Per Week:	15				15				20			
Adjunct Sites, if applicable (site name and full address)	NA											
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	NA											
Parent/Legal Guardian Activities	Specific proposed activities to include family literacy nights to include reading, math, and technology literacy activities for students to share with their families, parent education opportunities including GED, ESL and computer classes, supporting parent supporting students at home with academic engagement strategies											

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 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	0319051041	WB Green Junior High				7-8	125	65				
Feeder	0319051041	WB Green Junior High				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>				NA		NA		NA				
Fall Term				09/07/2021		12/17/2021		15				
Spring Term				1/10/2022		05/20/2022		18				
Summer Term				06/06/2022		07/08/2022		5				
Total number of weeks:								38				
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	7:00	7:45	3:45	6:00	7:00	7:45	3:45	6:00	8:30	NA	NA	1:30
Tuesday	7:00	7:45	3:45	6:00	7:00	7:45	3:45	6:00	8:30	NA	NA	1:30
Wednesday	7:00	7:45	3:45	6:00	7:00	7:45	3:45	6:00	8:30	NA	NA	1:30
Thursday	7:00	7:45	3:45	6:00	7:00	7:45	3:45	6:00	8:30	NA	NA	1:30
Friday	7:00	7:45	3:45	6:00	7:00	7:45	3:45	6:00	8:30	NA	NA	1:30
Saturday												
Sunday												
Total Hours Per Week:	15				15				20			
Adjunct Sites, if applicable (site name and full address)	NA											
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	NA											
Parent/Legal Guardian Activities	Specific proposed activities to include family literacy nights to include reading, math, and technology literacy activities for students to share with their families, parent education opportunities including GED, ESL and computer classes, supporting parent supporting students at home with academic engagement strategies											

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	0319051001	La Feria High School				9-12	125	65				
Feeder	0319051001	La Feria High School				9-12						
Feeder	0319051002	La Feria Academy				9-12						
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>		NA		NA		NA						
Fall Term		09/07/2021		12/17/2021		15						
Spring Term		1/10/2022		05/20/2022		18						
Summer Term		06/06/2022		07/08/2022		5						
Total number of weeks:						38						
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	7:00	7:45	3:45	6:00	7:00	7:45	3:45	6:00	8:30	Na	na	1:30
Tuesday	7:00	7:45	3:45	6:00	7:00	7:45	3:45	6:00	8:30	Na	na	1:30
Wednesday	7:00	7:45	3:45	6:00	7:00	7:45	3:45	6:00	8:30	Na	na	1:30
Thursday	7:00	7:45	3:45	6:00	7:00	7:45	3:45	6:00	8:30	Na	na	1:30
Friday	7:00	7:45	3:45	6:00	7:00	7:45	3:45	6:00	8:30	Na	na	1:30
Saturday												
Sunday												
Total Hours Per Week:	15				15				20			
Adjunct Sites, if applicable (site name and full address)	NA											
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Potential college tours, etc. on occasional Saturdays.											
Parent/Legal Guardian Activities	Specific proposed activities to include family literacy nights to include reading, math, and technology literacy activities for students to share with their families, parent education opportunities including GED, ESL and computer classes, supporting parent supporting students at home with academic engagement strategies											