



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

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

NOGA ID []

Application stamp-in date and time

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

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

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

Grant period: From 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): N/A

1. Applicant Information

Name of organization Premier Children Connections of Southeast Texas
Campus name [] CDN [] Vendor ID 84-3633543 ESC 4 DUNS 22
Address 1031 West Sealy Street City Alvin ZIP 77511 Phone 346-253-5525
Primary Contact Kam Marvel Email kmarvel@pccstx.org Phone 346-253-5525
Secondary Contact Judith Pearce Email jpearce2000@yahoo.com Phone 281-799-3177

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):

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

Authorized Official Name Kam Marvel Title Chairman Email kmarvel@pccstx.org

Phone 3462535525 Signature Kam Marvel Digitally signed by Kam Marvel Date: 2021.01.18 19:26:42 -06'00' Date 01/18/2021

Grant Writer Name Kam Marvel Signature Kam Marvel Digitally signed by Kam Marvel Date: 2021.01.18 19:27:23 -06'00' Date 01/18/2021

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 |
|--|---|
| 25% of all students attending Alvin ISD did not meet a minimum of "Approachable" rating on the 2019 Reading STAAR Assessment | Through a data -driven approach, students will be offered access to highly-qualified learning coordinators providing homework assistance, targeted small-group instruction, and educational enrichment opportunities. Academic and enrichment lessons will be derived from ongoing planning with after-school and school day staff and aligned with the school and district scope and sequence. |
| 25% of economically disadvantaged students attending Alvin ISD did not meet a minimum of "Approachable" rating on the 2019 Math STAAR Assessment | Through targeted efforts to recruit, retain, and engage economically disadvantaged students, the neediest students will gain expanded learning time and access to educational technology outside of school-day hours with activities designed using the 5-E model and problem/project based learning approaches. |
| 33 % of all tested students attending Alvin ISD did not meet a minimum of "Approachable" rating on the 2019 Writing STAAR Assessment | Students will be engaged in evidence-based writing practices daily during out-of-school time to include sentence-combining , collaborative writing, inquiry, and word processing, all based on student choice to increase motivation and competencies. |

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.

The following summative SMART goal has been determined for the Premier Children Connections Afterschool Centers on Education (PCC-ACE) program: 90% of targeted students that attend a minimum of 45 days for 120 minutes during the school year or 12 days at 240 minutes per day during the summer in a highly structured, evidence based out-of-school program time will improve in academic, attendance, behavior, or promotion rates annually as measured by individual student performance on standardized testing, grades, school day attendance, and student conduct reports. The program will use a multidisciplinary approach driven by data, student voice and choice, and successful strategies proven effective over time in Alvin ISD. The goal will be measured through monitoring performance and behavior both annually and over time with identified cohorts of students.

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) A minimum of 75% of students will be identified and enrolled in the PCC-ACE program
- 2) Individual student needs' assessments will be completed for all students enrolled to include review of academic, attendance, and behavior data
- 3) Individual progress plans will be established for each participant
- 4) Students will attend a minimum of 75% of days enrolled in the PCC-ACE program
- 5) 100% of adult family members of enrolled students will receive an orientation

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8. Measurable Progress (Cont.)

Second-Quarter Benchmark

- 1) 100% of students will be enrolled and consistently attending the PCC-ACE program
- 2) 75% of students with a minimum of 45 days in the program will have a passing grade in all subjects at the conclusion of the fall semester
- 3) 75% of all students with a minimum of 45 days attendance in the program will not have an office referral post enrollment
- 4) 75% of all students with a minimum of 45 days attendance in the program will miss three or fewer days of school post enrollment per quarter

Third-Quarter Benchmark

- 1) 90% of all students enrolled in the PCC-ACE program will have attended a minimum of 45 days
- 2) 80% of students with a minimum of 45 days in the program will have a passing grade in all subjects at the conclusion of the third grading period
- 3) 80% of all students with a minimum of 45 days attendance in the program will not have an office referral during the second semester
- 4) 80% of all students with a minimum of 45 days attendance in the program will miss three or fewer days per quarter
- 5) 100% of regular students will demonstrate improvement of Social and Emotional Learning (SEL) as measured by an evidence-based assessment

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.

Operating 21st CCLC programs over the past 15 years, Texas ACE programs in Alvin ISD, our staff has implemented procedures proven to increase student academic performance and attendance, decrease discipline referrals, and increase promotion of participants. The PCC-ACE program will establish individual student baselines when collecting standardized testing results, report cards, student and teacher surveys, school attendance, and discipline records. On-going strategies will include a review of student academic benchmark testing, ongoing informal communication with school day staff, and adult family member interactions. Site coordinators will perform formal student data reviews at the completion of each grading period. Student activity attendance is entered into the TX21st system weekly and reviewed by the project director weekly.

The evaluation team, made up of the project director, AISD staff, independent evaluator, and PCC-ACE leadership will review established Interim Reports quarterly to monitor and adjust program and instructional delivery. In the event benchmarks or summative SMART goals do not reveal progress, those activities proven most effective are continued or increased in frequency, and activities with low attendance and/or low participant satisfaction are replaced or modified quarterly. Any modifications of benchmarks will be made on an annual basis during the continuation application process and based on the evolving needs at each campus.

Instructional strategies considered best practice by district leadership through annual campus planning will influence delivery models in the after-school program. Thorough annual campus leadership and PCC-ACE staff Evaluation Monitoring Meetings preceding each school year, the logic models for each center will be revised and updated. An example of this strategy in practice would be a specific teacher delivering services in the PCC-ACE program that fails to meet Key Performance Indicators with an assigned cohort will not be offered the opportunity to continue with the same cohort, or possibly the program. If the teacher is retained, more frequent monitoring will occur after advanced training efforts to ensure program fit. The modifications will ensure achievement of program goals and lead to increased investment for sustainability.

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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.

The comprehensive needs assessment evaluated community needs and resources including an analysis of the Brazoria County and community plan, the AISD District Improvement Plan, and Targeted and Campus Improvement Plans. Micro-data was reviewed from information extracted from the TAPR of individual campuses and campus/district surveys. The process was directed by PCC leadership (comprised of program/project directors from 21st CCLC Cycle 3,4,5,6,7,8,and 9 grants) and composed of community members from business, education, non-profit, and members of the faith community.

The Brazoria County Community Plan (BCCP) was developed by a community-wide committee made up of five subcommittees that included the following areas of focus: juvenile services, mental health, victim services, law enforcement, and emergency management. The following are three priorities for the area developed by the committee: 1) "There is a lack of afterschool care programs"; 2) "There is a lack of services for juveniles considered to be at-risk for sexual exploitation, including, human trafficking, increased incidence of sexting/display of harmful material, a need for after school care programs" ; 3) "...services [are lacking] for youth/adolescents which is relative to increased incidence of bullying, terroristic threats/violence, substance abuse, and suicidal ideation". Compounding the issues is rampant growth in public school enrollment as statistical data from the BCCP report and AISD demographic reveal Alvin ISD schools grew 35% from 2013 to the current school year in number of students served.

AISD data reflected that the schools selected have an estimated 67% students living in high poverty, roughly two-thirds of the students are classified as minority and more than half of the students are classified as At-Risk. Additionally, one quarter of the students are considered English Language Learners and almost 16% of students are receiving special education or 504 services. Priority needs at these specific campuses were determined to be the following: increase annual academic progress for the neediest students, decrease behavioral incidents , decrease absences, increased access to academic enrichment, consistent adult family-member participation, and increased on time grade level advancement.

- Individual campus needs assessments reflect the following "most in need" students and the percent to be served:
- C1 Walt Disney EL - Economically Disadvantaged(ED) (345 students) ; estimated 22% of ED population to be served
 - C2 RL Stevenson EL - Economically Disadvantaged (409 students) ; estimated 18% of ED population to be served
 - C3 Bill Hasse EL - Economically Disadvantaged (565 students) ; estimated 13% of ED population to be served
 - C4 Bob and Betty Nelson EL - At-Risk (AR) (339 students) ; estimated 22% of AR population to be served
 - C5 Alvin EL - At-Risk (AR) (339 students) ; estimated 22% of AR population to be served
 - C6 Melba Passmore EL- At-Risk (358 students) ; estimated 21% of AR population to be served
 - C7 EC Mason EL - At-Risk (369 students) ; estimated 20% of AR population to be served
 - C8 Don Jeter EL - At-Risk (564 students) ; estimated 13% of AR population to be served

Students deemed most in need of academic assistance will be highest priority group, aligning with the needs statements. School day staff and administration will send updated priority lists determined by site-based teams, and site coordinator will have weekly communication with leadership to evaluate targets. Students in need of support in the areas of behavior and attendance will be the next highest targeted group. Likewise, to address the needs of working families, targeted tutoring, snacks, homework assistance, enrichment activities, and generous pick-up times will be implemented to ensure wrap-around services.

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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 activities funded by this grant will align with the stated "Purpose of Program" and the framework established by the Texas ACE Blueprint. Out-of-school time programs in Alvin ISD have established a pattern of ensuring participating students meet academic standards, improve attendance, and decrease episodes of negative behavior while increasing student engagement in learning. The PCC-ACE program is based on the following, "Research shows that high-quality afterschool programs improve students' educational outcomes, school attendance, and social and emotional learning. Consistent participation in afterschool programs has also been found to lower dropout rates and help to close achievement gaps for low-income students"(National Conference of State Legislatures, 2019). Likewise, according to the Texas 21st Century Community Learning Centers Statewide Evaluation conducted 2010-2015 (American Institute of Research, 2016), "Students participating in ACE programming at high levels (60 or more days per year) do see improvements on key school-related indicators. The largest impacts were consistently related to on-time grade-level promotion followed by fewer absences and decreased school-day disciplinary incidents." PCC-ACE will continue with highly engaging programs founded on the principle of strong participant and adult-family member relationships with program and school-day staff, evidence and research-based activities, student voice and choice, and empathy for historically marginalized populations.

Through the needs assessment process and the fifteen years of achievement, it was determined that the following objective set of measures for this planned project are as follows:

- 1) 80% of regular students will demonstrate adequate yearly academic progress as measured by STAAR performance data
- 2) 90% of regular students will demonstrate acceptable or higher on behavioral performance surveys annually
- 3) 90% of regular students will demonstrate adequate or above annual attendance rating based on school-day attendance

Individual student performance will be evaluated at the completion of each grading period through an analysis of grades, stakeholder surveys, pre/post-tests, individual attendance, and school day behavior referrals. Annual progress will include this data complemented with annual STAAR test scores. On-going strategies include review of student academic benchmark testing, informal communication with school day staff, and parent conferences. Site coordinators will maintain individual student files which are frequently updated and evaluated with the purpose of assuring individual student progress. Student activity attendance is entered into the TX21st system daily. At the completion of each semester, all student data is uploaded to the TX21st system for review and analysis by PCC-ACE leadership and the independent evaluation team. The evaluation team has established Interim Reports which are used by site coordinators to monitor and adjust program and instructional delivery. Those activities proven most effective are continued or increased in frequency, and activities with low attendance and/or low participant satisfaction are replaced or modified.

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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.

Premier Children Connections of Southeast Texas was founded on the principle that individual relationships and a focus on the whole child drive student achievement. Leadership and staff have managed seven different 21st CCLC grants over the past decade and a half by offering comprehensive programs that not only focus on academic support, but the social/emotional intelligence and self esteem of all participants, leading to higher overall student success. Out-of-school time programs that deliver strong outcomes integrate activities that include small group instruction, targeted tutoring, project-based learning, homework assistance and academically aligned enrichment activities. The PCC-ACE logic model is based on the theory of change that "Students with barriers, spending additional time (min. 45 days, 120 minutes per day) in well-structured and school-day aligned out-of-school time activities, led by qualified personnel, will improve academic performance, attendance, behavior, and on-time grade-level advancement."

A variety of strategies will ensure success, beginning with curriculum alignment. PCC-ACE will use various research and evidence-based practices to complement and enhance academic performance that begins with collaboration with school day staff and administration to align educational enrichment activities with the district scope and sequence at each school. PCC-ACE will leverage district instructional staff to formulate a highly populated database of ACE Activity Unit and ACE Lesson Plans intentionally designed to complement and enhance academic performance and achievement by incorporating current grade and age-appropriate TEKS. PCC-ACE has adopted a research-based practice of the 5-E model of instruction using thematic teaching with interdisciplinary connections to incorporate collaborative learning such as science experiments, community service projects, research projects, technology exploration/application and fine arts activities. Unit and lesson plan themes will be derived from student interests, cultural identities, and barriers preventing success. Staff delivering activities will receive professional development in addressing individual learning styles, research-based classroom and discipline management, and blended learning through direct instructional delivery and digital tools.

To ensure activities that are engaging and inspire students to learn, a multi-tiered system of evaluation will accompany other grant activities that guarantee school day alignment for program activities. Actions include ongoing monitoring of attendance trends, individual surveying of students, and hosting student focus groups. Consistent activity observations by site coordinators, program leadership, and school-day staff and administration will add an additional layer of review. These actions will allow program staff to make informed decisions while striving ensuring continuous improvement.

In order to complement these evaluation actions, PCC-ACE staff will continuously keep abreast of best practices in both education and after-school environments. This will be achieved by ensuring PCC-ACE staff participate in learning delivered by the TEA and its contracted partners, currently WestStat and Research for Learning (RFL). PCC-ACE staff will participate in both synchronous and asynchronous professional development delivered through the MyTexasACE portal, Y4Y training provided by USDE, attend the annual OSTICON conference, and participate in ongoing professional development offered through AISD. With the tenet of lifelong learning, PCC-ACE will continue to strive for program excellence while offering engaging activities.

The Quality Assurance Process (QAP) will offer an additional external view of activity alignment, engagement, and continuous improvement. With strict consideration of and adherence to all detailed in the Texas ACE Blueprint and on the Quality Assurance section of MyTexasACE, PCC-ACE will strive to maintain optimized ratings on all Quality Indicators. Specifically, staff will receive clear expectations and training on lesson planning, followed by an opportunity for discussion and reflection of feedback. Additionally, an observation tool tailored to ACE environment environment will be used to maximize student learning related to instructional delivery. Adoption of the Out-of-School Time Observation Instrument supported by the Mott Foundation will ensure program activities address all domains of quality after-school programs, contribute to positive youth outcomes, and increase student engagement.

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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 proposed project will be an active partnership with one local educational agency (LEA) Alvin ISD, and a community-based organization, Premier Children's Connection of Southeast Texas (PCC). AISD Leadership and the PCC Board of Directors and management team determined that PCC will function as the managing partner and fiscal agent. Of the eight campuses proposed by this grant, six have no current out-of-school time services and two are part of an expiring 21st CCLC grant provided by another organization. With this lack of accessibility to high-quality services for students attending the proposed centers, the proposed partnership is necessary to deliver equity.

Alvin ISD will provide technical expertise regarding research and evidence-based curricula, and access to comprehensive student demographic and performance data. Various district departments will provide nutritious snacks, custodial services and bus transportation. Participating campuses will provide certified teachers and paraprofessionals in paid and volunteer roles, and access to classrooms, office space, technology labs, gyms, libraries and outdoor facilities. Campuses will also recommend program resources such as curricula and learning software that both complement and enhance school day instruction in order to achieve program goals and objectives. Cross-planning will occur through homework coordination, activity development, and tutorial planning.

The PCC administrative team, composed of the executive director, controller, and project director, will provide direct management of the overall grant including data management and reporting, fiscal management, human resources, payroll, auditing, and marketing. PCC-ACE will provide site coordinators, learning coordinators, supplies and materials, software, and professional development to ensure the success of the project. A full-time PCC-ACE site coordinator will be housed at each campus, overseeing the program with the support of the PCC administrative team. Part-time learning coordinators will provide direct services to the students and will be hired, trained, and managed by PCC. Adult family member literacy and engagement activities at each center will be planned and delivered with assistance from the PCC-ACE full-time Family Engagement Specialist.

To sustain the program over time, the superintendent of Alvin ISD signed a letter of support indicating the district's intention to continue the program beyond the life of this grant. PCC will continue providing after-school services by operating sliding scale, fee-based after-school centers in conjunction with Alvin ISD and plans to continue the centers with this model. To supplement the fee-based centers, federal, state, and local funds will be pursued to ensure maximum opportunities for students beyond the life of the grant.

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9. Statutory/Program Requirements (Cont.)

5. Explain how the program will apply best practices, including research- or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students.

PCC-ACE will utilize resources provided on the MyTexasACE website to ensure up-to-date after-school best practices coupled with the following evidence and research-based practices: 1. Academic activities will be planned in conjunction with school day staff based on the campus scope and sequence and individual classroom learning utilizing the Texas ACE Alignment Form, Texas ACE Lesson Plan, and Texas ACE Activity Plan. Data will inform each sub-group activity using information from the Needs Assessment, student grades and district benchmark testing. 2. Alvin ISD will provide highly qualified instructional staff to assist each center and ensure TEKS-aligned activities are delivered. 3. Open-Education-Resource Instructional Materials from the TEA linked Texas Gateway site will complement teacher created resources. 4. Approved curriculum accessible through Texas Home Learning 3.0 project, K-5 PhD Science curriculum, and Amplify Texas Elementary Literacy Program will be implemented at various scales dependent on individual campus needs.

Likewise, PCC-ACE plans to provide hands-on and virtual interactions to increase career exploration, military opportunity awareness, and community college/university prospects. To complement educational activities, postsecondary and workforce preparation activities that connect to real world experiences will include college and university field trips, professional speakers, career fairs, and entrepreneurial activities. Virtual scavenger hunts of local, state, and national institutions of post-secondary learning will allow students to begin goal setting and planning while emphasizing post-secondary learning.

With an emphasis on positive youth development, students will receive 30 weekly units of Character First Education, a research-based, globally used curriculum with engaging stories and lessons for elementary students. PCC-ACE will deliver grade-level appropriate lessons focused on preventing alcohol and drug abuse, increasing social/emotional learning, mitigating gang involvement, initiating student resilience, and developing leadership. Students will develop empathy, learn about social justice, and gain an appreciation of global citizenship through community service activities.

6. Describe the transportation needs of participating students and how those needs will be addressed. Specifically describe how students participating in the program will travel safely to and from each center and home.

Students will be directly dismissed from their school day class to the PCC-ACE program located on their home campus. Center site coordinators along with school administrative personnel will establish a protocol and procedure to ensure a safe transition at dismissal. Elementary students will be accompanied by either school day or center staff from their classes to the location for the start of the PCC-ACE program.

Students are required to sign in with PCC-ACE staff members so that accurate attendance and accountability can be maintained. For elementary students, parents are required to sign their child out when they pick them up from PCC-ACE. PCC-ACE will obtain the necessary parental consent which includes the selection of transportation for their children (car riders, bike riders, walkers) when PCC-ACE is dismissed. Bus transportation will be provided during the summer program from site to home. The AISD Transportation Department will assign drop off locations and times based on student enrollment. Participants who walk or ride a bicycle home will receive safety training. Daylight savings time will prompt adjusted release schedule changes for walkers and bike riders to ensure travel during lit hours.

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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.

PCC will use various forms of media and communication to disseminate information about our community learning centers and their locations. The PCC-ACE Community Advisory Council (CAC) will receive regular email updates; meet at least quarterly to review program achievements, review internal monitoring results and external evaluation reports; make recommendations for continuous improvement; provide professional advice and guidance; and support the program in community forums in order to develop new collaborations. Through these efforts the CAC members will disseminate information to their peers and constituents in the community.

Alvin ISD and PCC will have host websites disseminate all information regarding the community centers of learning which includes all locations, planned activities, events within the PCC-ACE programs. This information will also be available on the PCC website on a dedicated page. In addition, both organizations will notify the public through several social media platforms. This will showcase the program highlights that will include videos, photos, highlighting the activities that are completed at all centers including events and program details.

All stakeholders will receive information in their home language to ensure that all information is understandable and accessible at all times. A monthly newsletter will be created detailing all the information about upcoming activities, events, announcements and a schedule of weekly activities. TEA approved materials used for promoting the programs including brochures, posters, and flyers will be displayed and accessible for stakeholders to take. Each school year, PCC-ACE staff will notify parents and faculty of the program by scheduling orientations, attending school open houses, and ensuring that program information is located in high traffic areas of the school. Alvin ISD staff will identify students most in need and PCC-ACE staff will recruit by sending personal invitations via text and email to adult family members followed up by individual conversations with prospective program participants.

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.

PCC will collaborate with federal, state and local social service agencies, other community based organizations, Alvin Community College, community members, faith-based organizations, volunteers and the business and industry sector to increase each student's success in academics and beyond.

Federal programs and resources that will be utilized include Title I funds to supplement tutoring and the United States Department of Agriculture providing nutritious snacks or meals. State resources and programs include TEA providing professional development and technical assistance; Texas A & M AgriLife Extension providing parenting classes, curriculum, and nutrition education, and Texas Children's Health Network providing educational seminars and supplies. Local resources and programs to be utilized include the Community Health Network providing adult health education, dental services, and counseling services; the Adult Education Center offering GED, citizenship and adult literacy classes; and civic organizations providing funding for basic needs.

PCC will be applying for Program Priority 1- Program Integration. PCC-ACE will access curriculum and deliver lessons with fidelity from the Texas Home Learning 3.0 project, K-5 PhD Science curriculum, and Amplify Texas Elementary Literacy Program. Each campus will deliver various levels of integration of these initiatives based on the campus improvement plan and needs assessments. The anticipated short and long-term goals for student academic achievement were based on district campus performance over the past three school years. The quantifiable needs detailed in section 4 of this grant related to poor performance on reading, math and writing STAAR exams will be addressed with these specific proposed activities, including integration of these TEA and local initiatives, strong collaboration between school-day and PCC-ACE staff, and positive relationships with adult mentors. Based on 15 years of experience, the goal of 90% of students maintaining/increasing annual yearly progress is realistic based on increased learning time, highly qualified staff, innovative practices, and increased student engagement in learning.

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

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.

Previously funded ACE out-of-school time programs in Alvin ISD have been successfully sustained on various scales. Portions of services seeded with 21st CCLC funds, successive grant awards, and fee-based programs are all results of grant funding building the capacity for out-of school time programs. The steering committee has determined that sliding-scale fee-based programs will be used to continue services at the conclusion of 21st Century Community Learning Center funds.

The resources provided by this grant will assist the program in local sustainability efforts by establishing a campus culture that supports out of school time programming, building a student and staff base, and allowing for procurement of materials and supplies with the durability to be used beyond the life of the grant. Likewise, data from the program will allow Alvin ISD and PCC leadership to determine specific programs and activities that are necessary to support students. Additionally, the evidence of success provided by annual evaluation reports will assist in applying for local, state, federal, and foundation funding to carry on with specific initiatives. The grant-mandated creation of campus and program steering committees will consist of engaged stakeholders from leadership to participants that will serve as community advocates for the individual programs, strengthening support for sustainability.

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)

PCC leadership has more than 20 years of recruiting and engaging qualified volunteers in Alvin ISD to assist with student and adult education programs. Recruitment will include robust social media efforts, continued involvement in local civic clubs, ongoing participation in the Alvin-Manvel Chamber of Commerce, and leveraging of campus/district relationships.

Local educators, leaders, college students, high school students, and retired professionals will be used to assist with program development, provision of one-time and ongoing activities, assist with small group tutoring and mentoring, and assist with marketing efforts. Retired teachers will be recruited to assist with adult education activities, tutoring, and mentoring. Alvin Community College work-study students will be engaged to offer additional clerical support and activity provision. Campuses will work with PALS and NHS students to offer individual and group mentoring.

The Family Engagement Specialist will recruit, train, and chair the Family Engagement Teams (FET's) at each center. These specific teams of volunteers will offer program activity suggestions, assist with activity provision and marketing, and create new center partnerships. The FET's will be critical in sustainability efforts as they will act as part of the campus steering committee and provide campus staff with feedback.

Screening of volunteers includes a district mandated criminal background check and a PCC-ACE review of candidate professional qualifications, volunteer experience, and education. Volunteers will be matched only with opportunities that align with their specific skill-sets and desire to provide. Once matched with an opportunity, volunteers are provided with an orientation, mentoring, and ongoing oversight. PCC has a robust volunteer training program that requires a review of district and agency policies, various scenarios, warning signs for abuse and neglect, and a summative knowledge check. Volunteer monitoring will occur monthly and evaluation will be completed each term to identify areas of improvement and mutually decide on continuation of services.

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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.

According to the American Institute of Research (AIR) Texas 21st Century Community Learning Centers: 2014-2015 Evaluation, "Students who participated in ACE for 60 or more days showed improved STAAR mathematics performance, decreased school day discipline incidents and absences, and increased likelihood to be promoted to the next grade level". The PCC-ACE leadership team used this conclusion in conjunction with grant requirements to establish the following SMART Goals for this proposal:

- 1) 100% of regular students will have attended a minimum of 45 days for 120 minutes per day by May 15, 2022 as evidenced by student sign-in sheets.
- 2) 80% of summer participants will attend a minimum of 12 days for 240 minutes per day as evidenced by student sign-in sheets.

The program strategies for recruiting include the following: comprehensive marketing of the program begins upon award including emails, social media, website updates, and flyers; site-based teams at each school will identify targeted students; site coordinators will personally connect with adult family members of targeted students; and school-day staff will follow up with parent/guardian as needed.

PCC-ACE plans to provide high-quality, student centered opportunities which will engage and retain participants. Likewise, the PCC core belief that relationships, not programs, have the greatest impact on student success will drive personal connections between staff and participants. Critical academic services will be offered to students and communicated to parents/guardians in order to establish program value. Student voice and choice will influence activities through the use of student surveying, analysis of attendance trends, and student leadership teams. Innovative, high-interest educational opportunities such as problem-based learning, hands on activities, use of technology, physical activity, and fine arts will ensure attendance.

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

The PCC proposal was formulated with the understanding of the purpose of the Every Student Succeeds Act (ESSA): "to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps." This purpose statement has driven the PCC proposal to remove barriers while targeting groups historically marginalized as primary participants for inclusion in services.

Center-level needs assessments were informed by individual Campus Improvement Plans, coupled with 15 years of data and feedback from ACE centers operating in Alvin ISD. Adult family member feedback over the years supports the premise that access to programs that operate until 6:00 p.m. or later have the greatest benefit to working parents while keeping children safe. Students that received homework assistance and tutoring from qualified staff demonstrated increased academic performance and improved behavior. This comprehensive data drove the proposed operations schedule and corresponding staffing and budget plans.

Information from the 20 ACE centers, previously and currently operating in Alvin ISD, was used to determine an optimal number of students to be served while considering appropriate staffing and budgets. Likewise, the budget reflects service of no more than 25% of students at any one campus to ensure the neediest students are targeted for enrollment. The plan will meet the measures of effectiveness by maintaining a limited student to staff ratio in order to meet the comprehensive needs of individual students while providing evidence and research-based activities. Individual student service plans will be maintained by staff and a proven case-management model will be applied. Students will be assessed based on academic, behavior, and attendance needs and be placed in appropriate activities to address areas in need of improvement. Each site will have one highly qualified site coordinator, five learning coordinators, five certified teachers for tutorials and lesson planning, and vendors for enrichment activities. Each center will never exceed the grant-required 15:1 student to staff ratio, with tutoring groups striving for a 5:1 student to staff ratio. Staff and participant relationships will be at the core of services.

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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 | <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. | Required Grant Positions (Project Director, Family Engagement Specialist, Site Coordinators) | \$530,000 |
| 2. | Front Line Staff (Learning Coordinators) | \$566,000 |
| 3. | Program Assistant/Support Staff | \$121,000 |
| 4. | Employee Benefits | \$127,270 |
| 5. | | |

Professional and Contracted Services

| | | |
|-----|---|----------|
| 6. | Curriculum and Instructional Support | \$10,000 |
| 7. | Enrichment Services | \$10,000 |
| 8. | Targeted Academic Support Services (Certified Teachers) | \$50,000 |
| 9. | Other contracted services | \$16,000 |
| 10. | | |

Supplies and Materials

| | | |
|-----|--------------------------|----------|
| 11. | Instructional Supplies | \$90,000 |
| 12. | Instructional Technology | \$20,000 |
| 13. | | |
| 14. | | |

Other Operating Costs

| | | |
|-----|--|----------|
| 15. | Out-of-state Travel for Approved Conference | \$2,500 |
| 16. | Educational Field Trips | \$6,000 |
| 17. | Operating Costs that do not require specific approval (mileage, rent, cell phones, etc.) | \$52,000 |

Capital Outlay

| | | |
|-----|-----|--|
| 18. | N/A | |
| 19. | | |
| 20. | | |

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

For TEA Use Only:

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

Appendix I: Negotiation and Amendments

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

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

You may duplicate this page.

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

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

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

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Center Operations Schedule

County-district number or vendor ID: 84-3633543

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 | 020901107 | Walt Disney Elementary (281) 585-6234 5000 Mustang Road Alvin, TX 77511 | 0 | 3rd to 5th | 75 | 60 |
| 2 | 020901106 | R.L. Stevenson Primary (281) 585-3349 4715 Mustang Road Alvin, TX 77511 | 0 | 1st to 2nd | 60 | 60 |
| 3 | 020901104 | Bill Hasse Elementary (281) 585-3397 1200 House Street Alvin, TX 77511 | 0 | 1st to 5th | 75 | 60 |
| 4 | 020901119 | Bob and Betty Nelson Elementary (713) 814-7300 14400 County Road 185 Alvin, TX 77511 | 0 | 1st to 5th | 75 | 60 |
| 5 | 020901101 | Alvin Elementary (281) 585-2511 2200 Westpark Drive Alvin, TX 77511 | 0 | 1st to 5th | 75 | 60 |
| 6 | 020901108 | Melba Passmore Elementary (281) 585-6696 600 Kost Alvin, TX 77511 | 0 | 1st to 5th | 75 | 60 |
| 7 | 020901105 | E.C. Mason Elementary (281) 245-2832 7400 Lewis Lane Manvel, TX 77578 | 0 | 1st to 5th | 75 | 60 |
| 8 | 020901110 | Don Jeter Elementary (281) 245-3055 2455 County Road 58 Manvel, TX 77578 | 0 | 1st to 5th | 75 | 60 |
| 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 | 020901107 | Walt Disney Elementary 5000 Mustang Road Alvin, TX 77511 | | | | | 3 rd -5 th | 75 | 60 | | | |
| Feeder | | | | | | | | | | | | |
| Feeder | | | | | | | | | | | | |
| Program Operations | | Start Date (MM/DD/YY): | | | End Date (MM/DD/YY): | | | Total Weeks | | | | |
| Summer Term Jump Start <i>(Must be approved in NOGA)</i> | | | | | | | | | | | | |
| Fall Term | | 8/26/2021 | | | 12/10/2021 | | | 13 | | | | |
| Spring Term | | 12/13/2021 | | | 5/20/2022 | | | 18 | | | | |
| Summer Term | | 6/6/2022 | | | 7/7/2022 | | | 5 | | | | |
| Total number of weeks: | | | | | | | | 36 | | | | |
| Center Schedule | | | | | | | | | | | | |
| Day of the Week | Fall Term | | | | Spring Term | | | | Summer Term | | | |
| | AM Start | AM End | PM Start | PM End | AM Start | AM End | PM Start | PM End | AM Start | AM End | PM Start | PM End |
| Monday | | | 3:25 | 6:25 | | | 3:25 | 6:25 | 8:30 | | | 2:30 |
| Tuesday | | | 3:25 | 6:25 | | | 3:25 | 6:25 | 8:30 | | | 2:30 |
| Wednesday | | | 3:25 | 6:25 | | | 3:25 | 6:25 | 8:30 | | | 2:30 |
| Thursday | | | 3:25 | 6:25 | | | 3:25 | 6:25 | 8:30 | | | 2:30 |
| Friday | | | 3:25 | 6:25 | | | 3:25 | 6:25 | | | | |
| Saturday | | | | | | | | | | | | |
| Sunday | | | | | | | | | | | | |
| Total Hours Per Week: | 15 | | | | 15 | | | | 24 | | | |
| Adjunct Sites, If applicable (site name and full address) | | | | | | | | | | | | |
| Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips) | | Remote Homework Help and Tutoring if needed | | | | | | | | | | |
| Parent/Legal Guardian Activities | | Fall Orientation, Family Literacy classes; Library Night, Lights on Afterschool, Brazcon, STEM events, AgriLife Healthy Living, Community Health Classes, Summer Orientation | | | | | | | | | | |

| Texas ACE | | | | | | | Program Year | | | | | | |
|---|---------------------|--|----------|------------------------|-------------|--------|-----------------------------------|-----------------------------------|---------------------------------------|-------------|----------|--------|--|
| Center Operations Schedule (one per center) | | | | | | | 2021-2022 | | | | | | |
| <i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i> | | | | | | | | | | | | | |
| Center 2 | 9 Digit campus ID # | Name of Center/Feeder School, Physical Address, City, ZIP | | | | | Grade Levels Served | Proposed "Regular" Student Target | Proposed Parent/Legal Guardian Target | | | | |
| Center | 020901106 | R.L. Stevenson Primary 4715 Mustang Road Alvin, TX 77511 | | | | | 1 st – 2 nd | 60 | 60 | | | | |
| Feeder | | | | | | | | | | | | | |
| Feeder | | | | | | | | | | | | | |
| Program Operations | | | | Start Date (MM/DD/YY): | | | End Date (MM/DD/YY): | | | Total Weeks | | | |
| Summer Term Jump Start <i>(Must be approved in NOGA)</i> | | | | | | | | | | | | | |
| Fall Term | | | | 8/26/2021 | | | 12/10/2021 | | | 13 | | | |
| Spring Term | | | | 12/13/2021 | | | 5/20/2022 | | | 18 | | | |
| Summer Term | | | | 6/6/2022 | | | 7/7/2022 | | | 5 | | | |
| Total number of weeks: | | | | | | | | | | 36 | | | |
| Center Schedule | | | | | | | | | | | | | |
| Day of the Week | Fall Term | | | | Spring Term | | | | Summer Term | | | | |
| | AM Start | AM End | PM Start | PM End | AM Start | AM End | PM Start | PM End | AM Start | AM End | PM Start | PM End | |
| Monday | | | 3:25 | 6:25 | | | 3:25 | 6:25 | 8:30 | | | 2:30 | |
| Tuesday | | | 3:25 | 6:25 | | | 3:25 | 6:25 | 8:30 | | | 2:30 | |
| Wednesday | | | 3:25 | 6:25 | | | 3:25 | 6:25 | 8:30 | | | 2:30 | |
| Thursday | | | 3:25 | 6:25 | | | 3:25 | 6:25 | 8:30 | | | 2:30 | |
| Friday | | | 3:25 | 6:25 | | | 3:25 | 6:25 | | | | | |
| Saturday | | | | | | | | | | | | | |
| Sunday | | | | | | | | | | | | | |
| Total Hours Per Week: | 15 | | | | 15 | | | | 24 | | | | |
| Adjunct Sites, If applicable (site name and full address) | | | | | | | | | | | | | |
| Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips) | | Remote Homework Help and Tutoring if needed | | | | | | | | | | | |
| Parent/Legal Guardian Activities | | Fall Orientation, Family Literacy classes; Library Night, Lights on Afterschool, Brazcon, STEM events, AgriLife Healthy Living, Community Health Classes, Summer Orientation | | | | | | | | | | | |

| 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 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 | 020901104 | Bill Hasse Elementary 1200 House Street Alvin, TX 77511 | | | | | 1 st – 5 th | 75 | 60 | | | | |
| Feeder | | | | | | | | | | | | | |
| Feeder | | | | | | | | | | | | | |
| Program Operations | | Start Date (MM/DD/YY): | | | End Date (MM/DD/YY): | | | Total Weeks | | | | | |
| Summer Term Jump Start <i>(Must be approved in NOGA)</i> | | | | | | | | | | | | | |
| Fall Term | | 8/26/2021 | | | 12/10/2021 | | | 13 | | | | | |
| Spring Term | | 12/13/2021 | | | 5/20/2022 | | | 18 | | | | | |
| Summer Term | | 6/6/2022 | | | 7/7/2022 | | | 5 | | | | | |
| Total number of weeks: | | | | | | | | 36 | | | | | |
| Center Schedule | | | | | | | | | | | | | |
| Day of the Week | Fall Term | | | | Spring Term | | | | Summer Term | | | | |
| | AM Start | AM End | PM Start | PM End | AM Start | AM End | PM Start | PM End | AM Start | AM End | PM Start | PM End | |
| Monday | | | 3:25 | 6:25 | | | 3:25 | 6:25 | 8:30 | | | 2:30 | |
| Tuesday | | | 3:25 | 6:25 | | | 3:25 | 6:25 | 8:30 | | | 2:30 | |
| Wednesday | | | 3:25 | 6:25 | | | 3:25 | 6:25 | 8:30 | | | 2:30 | |
| Thursday | | | 3:25 | 6:25 | | | 3:25 | 6:25 | 8:30 | | | 2:30 | |
| Friday | | | 3:25 | 6:25 | | | 3:25 | 6:25 | | | | | |
| Saturday | | | | | | | | | | | | | |
| Sunday | | | | | | | | | | | | | |
| Total Hours Per Week: | 15 | | | | 15 | | | | 24 | | | | |
| Adjunct Sites, If applicable (site name and full address) | | | | | | | | | | | | | |
| Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips) | | Remote Homework Help and Tutoring if needed | | | | | | | | | | | |
| Parent/Legal Guardian Activities | | Fall Orientation, Family Literacy classes; Library Night, Lights on Afterschool, Brazcon, STEM events, AgriLife Healthy Living, Community Health Classes, Summer Orientation | | | | | | | | | | | |

| 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 | 020901119 | Bob and Betty Nelson Elementary 14400 County Road 185 Alvin, TX 77511 | | | | | 1 st – 5 th | 75 | 60 | | | |
| Feeder | | | | | | | | | | | | |
| Feeder | | | | | | | | | | | | |
| Program Operations | | Start Date (MM/DD/YY): | | | End Date (MM/DD/YY): | | | Total Weeks | | | | |
| Summer Term Jump Start <i>(Must be approved in NOGA)</i> | | | | | | | | | | | | |
| Fall Term | | 8/26/2021 | | | 12/10/2021 | | | 13 | | | | |
| Spring Term | | 12/13/2021 | | | 5/20/2022 | | | 18 | | | | |
| Summer Term | | 6/6/2022 | | | 7/7/2022 | | | 5 | | | | |
| Total number of weeks: | | | | | | | | 36 | | | | |
| Center Schedule | | | | | | | | | | | | |
| Day of the Week | Fall Term | | | | Spring Term | | | | Summer Term | | | |
| | AM Start | AM End | PM Start | PM End | AM Start | AM End | PM Start | PM End | AM Start | AM End | PM Start | PM End |
| Monday | | | 3:25 | 6:25 | | | 3:25 | 6:25 | 8:30 | | | 2:30 |
| Tuesday | | | 3:25 | 6:25 | | | 3:25 | 6:25 | 8:30 | | | 2:30 |
| Wednesday | | | 3:25 | 6:25 | | | 3:25 | 6:25 | 8:30 | | | 2:30 |
| Thursday | | | 3:25 | 6:25 | | | 3:25 | 6:25 | 8:30 | | | 2:30 |
| Friday | | | 3:25 | 6:25 | | | 3:25 | 6:25 | | | | |
| Saturday | | | | | | | | | | | | |
| Sunday | | | | | | | | | | | | |
| Total Hours Per Week: | 15 | | | | 15 | | | | 24 | | | |
| Adjunct Sites, If applicable (site name and full address) | | | | | | | | | | | | |
| Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips) | | Remote Homework Help and Tutoring if needed | | | | | | | | | | |
| Parent/Legal Guardian Activities | | Fall Orientation, Family Literacy classes; Library Night, Lights on Afterschool, Brazcon, STEM events, AgriLife Healthy Living, Community Health Classes, Summer Orientation | | | | | | | | | | |

| 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 | 020901101 | Alvin Elementary 2200 Westpark Drive Alvin, TX 77511 | | | | | 1 st – 5 th | 75 | 60 | | | |
| Feeder | | | | | | | | | | | | |
| Feeder | | | | | | | | | | | | |
| Program Operations | | Start Date (MM/DD/YY): | | | End Date (MM/DD/YY): | | | Total Weeks | | | | |
| Summer Term Jump Start <i>(Must be approved in NOGA)</i> | | | | | | | | | | | | |
| Fall Term | | 8/26/2021 | | | 12/10/2021 | | | 13 | | | | |
| Spring Term | | 12/13/2021 | | | 5/20/2022 | | | 18 | | | | |
| Summer Term | | 6/6/2022 | | | 7/7/2022 | | | 5 | | | | |
| Total number of weeks: | | | | | | | | 36 | | | | |
| Center Schedule | | | | | | | | | | | | |
| Day of the Week | Fall Term | | | | Spring Term | | | | Summer Term | | | |
| | AM Start | AM End | PM Start | PM End | AM Start | AM End | PM Start | PM End | AM Start | AM End | PM Start | PM End |
| Monday | | | 3:25 | 6:25 | | | 3:25 | 6:25 | 8:30 | | | 2:30 |
| Tuesday | | | 3:25 | 6:25 | | | 3:25 | 6:25 | 8:30 | | | 2:30 |
| Wednesday | | | 3:25 | 6:25 | | | 3:25 | 6:25 | 8:30 | | | 2:30 |
| Thursday | | | 3:25 | 6:25 | | | 3:25 | 6:25 | 8:30 | | | 2:30 |
| Friday | | | 3:25 | 6:25 | | | 3:25 | 6:25 | | | | |
| Saturday | | | | | | | | | | | | |
| Sunday | | | | | | | | | | | | |
| Total Hours Per Week: | 15 | | | | 15 | | | | 24 | | | |
| Adjunct Sites, If applicable (site name and full address) | | | | | | | | | | | | |
| Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips) | | Remote Homework Help and Tutoring if needed | | | | | | | | | | |
| Parent/Legal Guardian Activities | | Fall Orientation, Family Literacy classes; Library Night, Lights on Afterschool, Brazcon, STEM events, AgriLife Healthy Living, Community Health Classes, Summer Orientation | | | | | | | | | | |

| 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 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 | 020901108 | Melba Passmore Elementary 600 Kost Alvin, TX 77511 | | | | | 1 st – 5 th | 75 | 60 | | | | |
| Feeder | | | | | | | | | | | | | |
| Feeder | | | | | | | | | | | | | |
| Program Operations | | | Start Date (MM/DD/YY): | | | End Date (MM/DD/YY): | | | Total Weeks | | | | |
| Summer Term Jump Start <i>(Must be approved in NOGA)</i> | | | | | | | | | | | | | |
| Fall Term | | | 8/26/2021 | | | 12/10/2021 | | | 13 | | | | |
| Spring Term | | | 12/13/2021 | | | 5/20/2022 | | | 18 | | | | |
| Summer Term | | | 6/6/2022 | | | 7/7/2022 | | | 5 | | | | |
| Total number of weeks: | | | | | | | | | 36 | | | | |
| Center Schedule | | | | | | | | | | | | | |
| Day of the Week | Fall Term | | | | Spring Term | | | | Summer Term | | | | |
| | AM Start | AM End | PM Start | PM End | AM Start | AM End | PM Start | PM End | AM Start | AM End | PM Start | PM End | |
| Monday | | | 3:25 | 6:25 | | | 3:25 | 6:25 | 8:30 | | | 2:30 | |
| Tuesday | | | 3:25 | 6:25 | | | 3:25 | 6:25 | 8:30 | | | 2:30 | |
| Wednesday | | | 3:25 | 6:25 | | | 3:25 | 6:25 | 8:30 | | | 2:30 | |
| Thursday | | | 3:25 | 6:25 | | | 3:25 | 6:25 | 8:30 | | | 2:30 | |
| Friday | | | 3:25 | 6:25 | | | 3:25 | 6:25 | | | | | |
| Saturday | | | | | | | | | | | | | |
| Sunday | | | | | | | | | | | | | |
| Total Hours Per Week: | 15 | | | | 15 | | | | 24 | | | | |
| Adjunct Sites, If applicable (site name and full address) | | | | | | | | | | | | | |
| Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips) | | Remote Homework Help and Tutoring if needed | | | | | | | | | | | |
| Parent/Legal Guardian Activities | | Fall Orientation, Family Literacy classes; Library Night, Lights on Afterschool, Brazcon, STEM events, AgriLife Healthy Living, Community Health Classes, Summer Orientation | | | | | | | | | | | |

| 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 | 020901105 | E.C. Mason Elementary 7400 Lewis Lane Manvel, TX 77578 | | | | | 1 st – 5 th | 75 | 60 | | | |
| Feeder | | | | | | | | | | | | |
| Feeder | | | | | | | | | | | | |
| Program Operations | | Start Date (MM/DD/YY): | | | End Date (MM/DD/YY): | | | Total Weeks | | | | |
| Summer Term Jump Start <i>(Must be approved in NOGA)</i> | | | | | | | | | | | | |
| Fall Term | | 8/26/2021 | | | 12/10/2021 | | | 13 | | | | |
| Spring Term | | 12/13/2021 | | | 5/20/2022 | | | 18 | | | | |
| Summer Term | | 6/6/2022 | | | 7/7/2022 | | | 5 | | | | |
| Total number of weeks: | | | | | | | | 36 | | | | |
| Center Schedule | | | | | | | | | | | | |
| Day of the Week | Fall Term | | | | Spring Term | | | | Summer Term | | | |
| | AM Start | AM End | PM Start | PM End | AM Start | AM End | PM Start | PM End | AM Start | AM End | PM Start | PM End |
| Monday | | | 3:25 | 6:25 | | | 3:25 | 6:25 | 8:30 | | | 2:30 |
| Tuesday | | | 3:25 | 6:25 | | | 3:25 | 6:25 | 8:30 | | | 2:30 |
| Wednesday | | | 3:25 | 6:25 | | | 3:25 | 6:25 | 8:30 | | | 2:30 |
| Thursday | | | 3:25 | 6:25 | | | 3:25 | 6:25 | 8:30 | | | 2:30 |
| Friday | | | 3:25 | 6:25 | | | 3:25 | 6:25 | | | | |
| Saturday | | | | | | | | | | | | |
| Sunday | | | | | | | | | | | | |
| Total Hours Per Week: | 15 | | | | 15 | | | | 24 | | | |
| Adjunct Sites, If applicable (site name and full address) | | | | | | | | | | | | |
| Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips) | | Remote Homework Help and Tutoring if needed | | | | | | | | | | |
| Parent/Legal Guardian Activities | | Fall Orientation, Family Literacy classes; Library Night, Lights on Afterschool, Brazcon, STEM events, AgriLife Healthy Living, Community Health Classes, Summer Orientation | | | | | | | | | | |

| 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 # | 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 | 020901110 | Don Jeter Elementary 2455 County Road 58 Manvel, TX 77578 | | | | | 1 st – 5 th | 75 | 60 | | | |
| Feeder | | | | | | | | | | | | |
| Feeder | | | | | | | | | | | | |
| Program Operations | | Start Date (MM/DD/YY): | | | End Date (MM/DD/YY): | | | Total Weeks | | | | |
| Summer Term Jump Start <i>(Must be approved in NOGA)</i> | | | | | | | | | | | | |
| Fall Term | | 8/26/2021 | | | 12/10/2021 | | | 13 | | | | |
| Spring Term | | 12/13/2021 | | | 5/20/2022 | | | 18 | | | | |
| Summer Term | | 6/6/2022 | | | 7/7/2022 | | | 5 | | | | |
| Total number of weeks: | | | | | | | | 36 | | | | |
| Center Schedule | | | | | | | | | | | | |
| Day of the Week | Fall Term | | | | Spring Term | | | | Summer Term | | | |
| | AM Start | AM End | PM Start | PM End | AM Start | AM End | PM Start | PM End | AM Start | AM End | PM Start | PM End |
| Monday | | | 3:25 | 6:25 | | | 3:25 | 6:25 | 8:30 | | | 2:30 |
| Tuesday | | | 3:25 | 6:25 | | | 3:25 | 6:25 | 8:30 | | | 2:30 |
| Wednesday | | | 3:25 | 6:25 | | | 3:25 | 6:25 | 8:30 | | | 2:30 |
| Thursday | | | 3:25 | 6:25 | | | 3:25 | 6:25 | 8:30 | | | 2:30 |
| Friday | | | 3:25 | 6:25 | | | 3:25 | 6:25 | | | | |
| Saturday | | | | | | | | | | | | |
| Sunday | | | | | | | | | | | | |
| Total Hours Per Week: | 15 | | | | 15 | | | | 24 | | | |
| Adjunct Sites, If applicable (site name and full address) | | | | | | | | | | | | |
| Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips) | | Remote Homework Help and Tutoring if needed | | | | | | | | | | |
| Parent/Legal Guardian Activities | | Fall Orientation, Family Literacy classes; Library Night, Lights on Afterschool, Brazcon, STEM events, AgriLife Healthy Living, Community Health Classes, Summer Orientation | | | | | | | | | | |

| 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 | | | | | | | | | | | | | |



**Premier
Children's
Connection**
of Southeast Texas

Partnership Agreement
Afterschool Centers on Education, Cycle 11
Premier Children's Connection
and
Alvin ISD
2021 - 2026

This Partnership Agreement between Premier Children's Connection (PCC) Afterschool Centers on Education (ACE) and Alvin ISD (AISD) sets out to establish the relationships and responsibilities of all parties in the implementation of Cycle 11 ACE programs at **Alvin Elementary, Don Jeter Elementary, Bill Hasse Elementary, E.C. Mason Elementary, Melba Passmore Elementary, Bob and Betty Nelson Elementary, R. L. Stevenson Primary and Walt Disney Elementary.**

It is the intent of both parties to bring the resources of PCC-ACE to facilitate the academic achievement and personal success of students by providing the full range of PCC-ACE services to those students and their families. Specifically, the PCC-ACE grant program will:

- Develop, implement and manage eight (8) PCC-ACE Centers in AISD.
- Provide opportunities for academic enrichment, including providing tutorial services to help children, meet state and local student academic achievement standards in core academic subjects, such as reading, mathematics, and science;
- Offer students a broad array of additional services, programs and activities, such as youth development activities, drug and violence prevention programs, counseling programs, art, music, physical fitness programs and technology education programs that are designed to reinforce and complement the regular academic program of participating students;
- Offer families of students served by community learning centers opportunities for literacy and related educational development.

It is the intent of both parties to maintain a cooperative, interactive, and supportive relationship among and between the Schools and PCC-ACE for the benefit of the students served.

A. PCC-ACE agrees to the following:

1. PCC-ACE agrees to provide management, administrative, logistical and technical support to the Program, as warranted, to ensure the success of the Program Site service delivery initiatives. PCC-ACE Program Sites within AISD.
2. PCC-ACE, under its Standards and this Agreement, will provide, to identified students, a program of services which includes: academic enhancement, enrichment and recreational activities, parental and family involvement activities, health, education and social referrals, pre-employment skills training and career awareness activities, as well as cultural enrichment opportunities. PCC-ACE will

not fulfill additional duties (administrative, clerical, etc.) that would usually be assigned to school employees.

3. PCC-ACE maintains and retains case files on each assigned student containing all relevant data requisite to the case and the PCC-ACE criteria. Case records will only be released in accordance with the Confidentiality of Mental Health Information statutes under Texas Civil Law.
4. The PCC-ACE Site Coordinators are employees of PCC-ACE while assigned to the Program site and are under the direct supervision of PCC-ACE; furthermore, PCC-ACE staff will follow procedures for disciplinary action and grievance outlined in the PCC-ACE personnel policies and consistent with state or federal law.

B. Schools agree to the following:

1. Schools will provide a confidential office or classroom with telephone and internet access exclusively for PCC-ACE staff use, classroom space for staff program operations, a safe and healthy work environment, access to designated classrooms for tutoring, computer labs, gymnasium, cafeteria, playgrounds, restrooms, and adequate after hours access to building facilities and custodial services, as well as, access to copy and fax machines, necessary office furniture, supplies, and other equipment sufficient to facilitate the efficient delivery of PCC-ACE services at Schools.
2. AISD Food Services will provide after-school suppers to all participating students at schools whose population served are over 50% free and reduced lunch.
3. Schools will provide to PCC-ACE, subject to parental consent per FERPA, available student data and Read and Print Only access to the district's student data and data such as, but not limited to, student attendance, student grades, conduct, student personal data, STAAR scores, Free/Reduced lunch eligibility, LEP designation and any other data from school records that will ensure the eligibility and effectiveness of service delivery to students and which may be pertinent to PCC-ACE program and TEA reporting requirements.
4. Schools will encourage and promote volunteerism in PCC-ACE programs offered to AISD students and Schools will adequately publicize the presence of PCC-ACE programs and events by inclusion of PCC-ACE information in school newsletters, marquees and public announcements as deemed appropriate.
5. The Principal will provide PCC-ACE the name of a contact person at School for PCC-ACE staff to communicate with for approval of programs and activities in their absence.
6. Schools will ensure that professional staff of principals, teachers, counselors, and educational specialists will be encouraged to make appropriate referrals to PCC-ACE in order to ensure the effective provision of services to the student population served.

7. Schools will recommend and encourage a minimum of five (5) certified staff teachers to provide their educational expertise and tutoring services to PCC-ACE on a consulting basis.
8. Schools will inform PCC-ACE in writing of any and all relevant school developments, policy changes, or other issues arising within the district or schools that affect the provisions of this Agreement or the operations of PCC-ACE at Schools.
9. Schools will maintain existing responsibility for addressing and/or referring to appropriate authorities all school-related cases involving suicide threats, violent behavior, child abuse, sexual abuse or harassment, and/or legal custody. The Principal will provide the PCC-ACE Site Coordinator the names and responsibilities of the School Crisis Management Team and update that information as needed.
10. The Principal will notify the PCC Executive Director of any problems or concerns that might arise at School as soon as practical.
11. The ISD will provide adequate space and services for five (5) consecutive weeks of PCC-ACE summer programming. AISD will determine a location of summer programming.

C. Schools and PCC-ACE mutually agree to:

1. The PCC Executive Director, PCC-ACE Project Director, PCC-ACE Site Coordinator, the School Principal, and the schools' designated staff will proceed in a collaborative effort to ensure the successful operation of the PCC-ACE. Communications between the parties will be ongoing; to include scheduled meetings as needed between the PCC-ACE Staff, school Principal and/or his or her designee to address programmatic issues. In addition, the PCC-ACE Site Coordinator may serve as a member of the school's site-based decision-making committee.
2. PCC-ACE follows national, state and local PCC-ACE policies and ethical standards for service provision, under applicable state and local laws. In cases where written AISD school policies concerning service delivery are more restrictive than PCC-ACE policies, PCC-ACE will follow the written AISD or school policy concerning student service delivery, except as mutually agreed upon, in writing.
3. PCC-ACE will provide staff and other resources to the schools for the benefit of the students. PCC-ACE will offer a multi-disciplinary team that will serve a manageable number of students. The maximum number will be determined by PCC-ACE grant requirements.
4. PCC-ACE will provide an annual PCC-ACE Needs Assessment and Logic Model discussion, and approval. This PCC-ACE Logic Model will provide all parties with an outline of PCC-ACE weekly activities to be undertaken in the upcoming semester.

5. Schools and PCC-ACE understand that all PCC-ACE services and funding under this Partnership Agreement will augment, but not duplicate, existing service resources. The Principal agrees to notify PCC-ACE of any duplication of services as soon as practical.
6. The parties agree that the PCC-ACE Site Coordinator and PCC-ACE staff are not employees of the ISD. The ISD is not responsible for the payment of salaries, benefits, unemployment, worker's compensation, etc. for these individuals. PCC-ACE will be responsible for paying Certified Teachers for agreed-upon work rendered as part of the PCC-ACE project.
7. The terms of this Partnership Agreement for Services will be from July 1, 2021 until July 31, 2026. This Partnership Agreement is contingent on mutual agreement by Alvin Independent School District and Premier Children's Connection and successful award of the 2021-2022 Nita M. Lowey 21st Century Community Learning Centers Cycle 11 Grant.

This Partnership Agreement of Services constitutes the full and total understanding and agreement of AISD, Schools and PCC-ACE, and any modifications, amendments or alterations must be agreed to in writing by AISD Superintendent, the School Principals and PCC Executive Leadership.

For Alvin ISD

Carol Nelson 12/18/2020
Carol Nelson Date
Superintendent,
Alvin ISD

For Premier Children's Connection

Kam Marvel 12/18/2020
Kam Marvel Date
Board President,
Premier Children's Connection