



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: Donna Independent School District
Campus name: [] CDN: 108902 Vendor ID: 746000691 ESC: 01 DUNS: 023448491
Address: 116 N. 10th Street City: Donna ZIP: 78532 Phone: 956-464-1600
Primary Contact: Raul Torres Email: ratorres@donnaisd.net Phone: 956-464-1752
Secondary Contact: Dr. Hafehd Azaiez Email: Hafehd.Azaiez@donnaisd.net Phone: 956-464-1600

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: Dr. Hafehd Azaiez Title: Superintendent Email: Hafehd.Azaiez@donnaisd.net

Phone: 956-464-1600 Signature: [Handwritten Signature] Date: 01/14/2021

Grant Writer Name: Lisa Seiser Signature: [Handwritten Signature] Date: 1/15/2021

[] Grant writer is an employee of the applicant organization. [x] 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
Per TAPR, only 32.4% of Donna High School graduates are college ready (53% statewide) and also average just 15.7 in Language Arts on the ACT (20.3 in Texas). Only 15.3% of economically disadvantaged students meet TSI criteria in math and ELA (44.2% in Texas).	With only 12% of Donna residents having a bachelor's degree or higher educational attainment (29% in Texas), college in this district 100% Title 1 and 94% or 13,530 economically disadvantaged, college is an afterthought in this district. College preparation such as training for TSI and ACTs/SATs, college visits and financial aid support will change that culture in this poverty-stricken area.
Donna has a poverty rate nearly three (3) times higher than the state according to 2019 Census estimates, a 10.9% unemployment rate compared to 8.3% in Texas, and a median income half that of the state of Texas.	Working families in this district, of which 82.8% speak Spanish, will be provided support through 21st CCLC literacy and financial literacy educational opportunities and computer software courses presented in the evenings and on Saturdays to support higher employment and wage attainment.
Donna ISD K-8 scores lower than the state in "at meets grade level or above" for 3rd grade reading (13% lower), 6th grade reading (19% below), 7th grade reading (11% below) and in 15 out of the 17 total STAAR testing categories as cited in 2019-20 TAPR.	Staff for the 21st CCLC will incorporate daily reading and comprehension activities for its K-8 students through individualized efforts, required reading, as well as computer software like MyOn Reading and FLOCABULARY. For math support, the district will incorporate STEM hands-on activities, coding, robotics and 3D printing all of which is expected to lead to standardized test improvement.

5. SMART Goal

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

Donna ISD and its 10 21st CC Learning Centers will incorporate quality and daily academic support, a variety of enrichment activities and family engagement/parental involvement events and activities as a focused strategy to improve student standardized test scores, attendance, behavior, grades and parental involvement/knowledge. Through these various measures and by closely following the 21st CCLC Blueprint, Donna ISD will annually increase the standardized test scores of program participants (at least 65% of which are at-risk students) in reading and math by 10% when compared to baseline data, will increase college readiness and improve TSI criteria by 10% for participants, and will indicate through teacher surveys 75% of participating students improving grades and behavior. By 2026-27, the district will see overall improvements of ACT/SAT average scores to 18.

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

- * Create 21st CCLC program marketing plan and outreach materials using Texas ACE branding.
- * Advertise, recruit, interview and hire staff, including Program Director and Site Coordinators for 10 centers.
- * Site Coordinators recruit, select, hire and train/prepare center staff of teachers, paraprofessionals, volunteers and tutors to provide programming for students.
- * Develop district-wide and center-level logic models for programming as well as budgets for each center.
- * Enter into formal partnership (Memorandum of Understanding) with Texas Workforce Solutions
- * Identify and prioritize students most in need to enroll (Statutory Priority 1) targeting at least 65% of at-risk students.
- * Select Title 1 Part A students to participate in program (Statutory Priority 2).

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

- * Site Coordinators in all 10 centers meet with teachers bi-weekly to ensure academic focuses and lesson plans complement regular school day learning.
- * Identify specific academic and family engagement activities that fit the needs and objectives of the 10 centers.
- * Administer surveys to students/parents/guardians to determine level of quality of academic/enrichment activities.
- * Schedule regular bi-weekly meetings between Site Coordinators and campus administration to ensure priority academic objectives are being met as determined by regular school day leaders and curriculum advisors.
- * Implement and build recruitment efforts for enrollment creating a list of eligible students for each center.
- * Administer surveys to regular day teachers/staff to determine impacts of program and for improvement ideas.
- * Meet at least 75% of center-specific enrollment number targets at each facility.

Third-Quarter Benchmark

- * Create professional development plan and provide subsequent regularly scheduled opportunities for ACE staff individually and as a team.
- * Utilize peer and self-assessments to evaluate 21st CCLC staff effectiveness and skills.
- * Provide coordination and support as needed for local and external evaluation processes including site visits and data collection.
- * Meet center-specified daily attendance percentages - no less than 80% at each.
- * Meet center-specified target of students on track for 45-day attendance - no less than 80% each.
- * Meet at least 80% of the target number of parents for annual goal figures.
- * Meet center-specified enrollment numbers - at least 90% capacity and preferably a short waiting list for each.

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.

Donna ISD plans to provide a quality program that aligns with the identified 21st CCLC goals. In order to ensure those SMART goals and other objectives and quarterly benchmarks are met, the district will monitor and evaluate data continuously throughout the grant period and cycle. The district will build a Gantt Milestone diagram to determine timelines and modify processes and implementation of the grant that is not meeting its intended goals. The district, led by the Program Director, Site Coordinators and other stakeholders within the district and program, will utilize data and feedback from the three (3) annual submissions of the Texas ACE Quality Assurance Process (QAP) monitoring, which measure implementation and improvement over time, as well as standardized and local testing student data, daily attendance numbers in the program using the 21st CCLC tracking system Texas 21st, and during the school day, 6-week student grades, and weekly ACE lesson plan alignment with school day learning to ensure positive student outcomes and annual STAAR test scores for students and grade levels. The Texas ACE Capacity Development Process will be facilitated to result in quality improvement action plans through self-assessments with grantee staff site visits, internal collaboration and capacity development coaches supporting specific center/district improvement plans. This also will play a significant role in meeting the project goals and objectives.

Donna ISD also will contract with an external evaluator, who will be responsible for collecting and reviewing various data to monitor student academic achievement, attendance, behavior and participation to ensure program effectiveness and suggest any adjustments or implementation strategies for improvement. If it is determined the benchmarks listed are not or cannot be met, the ACE program leaders will discuss immediate and impactful modifications to the timeline, processes or objectives, depending on the cause of the failure to meet the benchmark. If additional guidance is needed, the district's assigned TEA Program Director will be asked provide suggestions and support. If additional guidance is needed, the district would seek support from other districts in the program, while also advising stakeholders of any significant changes to the program.

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8. Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances.

Check each of the following boxes to indicate your compliance.

- 1. The program will take place in a safe facility that is properly equipped and easily accessible.
- 2. The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.
- 3. The program will target students who primarily attend schools eligible for schoolwide programs under ESEA as amended, Section 1114 and the families of such students.
- 4. Applicants that receive priority points for serving: 1) students in schools implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA as amended, Section 1111(d) and other schools determined by the local education agency to be in need of intervention and support and 2) students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities or who lack strong positive role models assure that they will target these students.
- 5. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy. Funds will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case, supplant federal, state, local, or non-federal funds.
- 6. The community has been given notice of an intent to apply and the application and any waiver request will be available for public review after submission of the application.
- 7. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- 8. The applicant provides assurance to adhere to all Statutory Requirements, TEA Program Requirements, and Performance Measures, as noted in the 2021-2022 Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 11, Year 1 Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the grant program.
- 9. The applicant agrees to all applicable program-specific assurances as described in the 2021-2022 Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 11, Year 1 Program Guidelines.

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9. Statutory/Program Requirements

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

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

a. Donna ISD and its surrounding areas face a multitude of hurdles to overcome for success in all educational and community facets. Located in the Rio Grande Valley's Hidalgo County on the U.S.-Mexico border, this mostly Hispanic area (99.7% of Donna ISD students) is plagued by poverty (36.8%), unemployment (10.9%), homelessness, low educational attainment (12.1% with a bachelors or more) and median income of \$29,600, only half of the \$59,600 in the state of Texas, all of which has significant implications on people of all ages. These community problems are mirrored in the schools with 100% of the 14,388 Donna ISD students Title 1 (only 65.1% statewide), 94% are economically disadvantaged (only 60.2% statewide), and 52.7% are English Learners (only 20.3% statewide), according to the 2019-2020 TAPR. These numbers are exacerbated by 887 of the student population (6.2%) reported being homeless, that compares to 1.4% statewide. These types of economic struggles lead to impacts on academic success, which is lacking in Donna ISD at all levels, grades and subjects. Out of 17 total 2019 STAAR subjects and grade levels tested K-8, Donna ISD students were below the state average in 15 of them, with significant differences in reading, as noted in the needs above. These economic and educational community issues also lead to attendance and behavioral problems in the district. Donna High School's attendance is well below the state average at 91.5% (95.4% in Texas) according to TAPR. PEIMS records also show Donna ISD at risk students recorded 3,529 in school suspensions (there are 11,412 at-risk students in the district) and there were a total of 233 physical assaults and fights in 2019-20. All of this data was discussed by administration, staff, parents and community members during a district-level assessment, which also included analysis of staff/student numbers, facility security, available space, equipment, additional staff needed, currently grant funded programs, and beneficial community partnerships.

- b. More than 65% of students served by the program will be at-risk. Ochoa Elementary is an ESEA identified Comprehensive Support campus and Todd and Caceras are ESEA Targeted Support campuses. Here are specific targets for each school.
 - ADAME - Of 552 students, most in need are 64.9% English Learners (360 students) of which 35% will be served.
 - RIVAS - 297 students, 73.1% are English Learners (210 students), 30% will be served, focusing on reading and science.
 - CACERAS - 354 students, 95.5% are economically disadvantaged (332 students), 25% will be served focused on reading.
 - LE NOIR - 410 students, 86.1% are economically disadvantaged (350 students), 25% will be served focused on science.
 - STAINKE - 526 students, 44.3% are English Learners (230 students) struggling in science, 35% will be served.
 - OCHOA - 415 students, 45.3% are English Learners (185 students), 35% will be served, focused on reading and math.
 - GUZMAN - 395 students, 97.5% economically disadvantaged (380 students), 25% will be served, focused on all ELA.
 - TODD MS - 738 students, 92.8% economically disadvantaged (686 students), 20% will be served, focused on ELA.
 - SOLIS MS - 855 students, 52.2% English Learners (445 students), 25% will be served, focused on reading and writing.
 - DONNA HS - 2,094 students, 33.4% English Learners (690 students), 12% will be served, focused on ELA.

c. Donna ISD plans to target its nearly 79.3% at-risk students who are in need of academic intervention, positive role models, and disciplinary assistance. To target these students, the district will have counselors and teachers recruit and refer these students and provide them additional support services through the 21st CCLC Grant. They will receive priority enrollment. Address Working Families: The district is aware of significant family financial constraints and schedule of the hard-working families within the area. Therefore, the district will provide travel to limit costs incurred by the family members, as well as offer them on-line or pre-recorded activities in both English and Spanish to assist with time constraints. To ensure the needs of the parents are being addressed, the district will provide surveys (online and in print) to gather feedback on the program opportunities for the parents/guardians and ideas on what could assist parents in attending functions with their child.

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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.

Donna ISD intends to develop expanded learning opportunities in these 10 schools, which will focus on improving academic performance, positive behavior, school day attendance, GPA, college and career readiness and the overall health and wellness of participating students. This 21st CCLC program will hire qualified personnel as the full-time Project Director, full-time Site Coordinators and full-time Family Engagement Specialist. Other academic support will come from contracted trainers and vendors. By utilizing 15:1 student to adult ratios that result in individualized attention and small groups improving understanding and social emotional connections. The design will involve four main components, each intended to address one or more needs identified above. All centers will provide the same academic components in order to promote consistency, be aligned with TEKS, and ensure students are able to meet or exceed the academic standards set forth in the SMART goals and objectives.

* Academics: These activities are a top priority and are designed to improve students' academic performance on STAAR testing. Nine of out of the 10 schools targeted in this program test well below the state average in reading, writing, math and/or science at various grade levels. That is the reason for providing at least one (1) hour of homework assistance and tutoring daily from regular classroom teachers and/or TAs. In the short-term and long-term, this will impact the individual students and improve school and district STAAR test scores and GPA.

* Enrichment: These are activities designed to improve student health and wellness, attendance, impact socio-emotional behavior and decrease disciplinary referrals. Activities that combine relaxation and play, academic aspects will be incorporated by building lessons that tie in with the regular school day core learning and create hands-on experiences to complement and reinforce earlier learning, which also if created with that purpose can improve core subject learning and increase student engagement. These activities also offer other lessons, such as teamwork, leadership, discipline, pride, competition and self-image.

* Family and parental: Meaningful engagement activities will be created to increase family/parent/guardian participation in their child's academics and the school as a whole. For parents of children in a district such as Donna ISD, literacy and other related educational development such as financial literacy activities can make an impact and change families for generations with regard to wage rates and employment. Student and family needs will determine the duration and intensity of activities and parental sessions will be tied to campus data and needs assessed.

* College and career: It is imperative to provide students of all ages opportunities to experience and observe careers and colleges in ways that will help them realize their dreams after high school and know those are attainable possibilities despite their economic situation. The intent here will be to strengthen students' of all ages attitude toward that possibility of college, which will help motivate students for the future through these career and college opportunities. This programming also will improve behavior, grades, and academic achievement, all of which are intended to improve both districts' ability to graduate a higher percentage of college-ready students.

For all of this to be obtained, focus has been made to allocate sufficient funds per center for the targeted activities and to secure partnerships to enhance center-level activities. During the program, staff will utilize feedback from stakeholders to measure progress of these efforts, use quantitative and qualitative data from the Quality Assurance Process (QAP) to modify the program, and use Texas ACE program specific Evaluation Guiding Toolkit to identify student outcomes and inform program improvements.

SMART GOAL 1 - Donna ISD 21st CCLC K-8 program students will annually improve their reading (English Language Arts) STAAR scores for "at or approaches grade level or above" by 10% over their benchmark scores. This will help increase by the end of grant cycle the STAAR scores in the nine (9) ACE schools "at approaches grade level" performance measure to 70% (currently 61%, well below the 75% state mark - 2019 TAPR).

SMART GOAL 2 - High School students in the Donna ISD 21st CCLC program will increase their college readiness by improving at least 10% as a graduating class their TSI Criteria attainment in ELA and math (currently 19%, compared to 44.2% in Texas. By the 2025-26 school year, Donna High School graduates will average an 18 on their ACT test and increase its college ready percentages to 50% (currently 35% according to 2019-2020 TAPR).

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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.

ACTIVITIES: Focused on the standardized testing data obtained about the 10 center schools and this community located in one of the poorest counties in all of America, program activities will be developed based clearly on academic needs, but also students' interest for enrichment programs they may not otherwise be exposed to.

Academically, all centers will provide all levels of students in the program at least one (1) hour daily of homework assistance/small group/tutorial help led by grade-level regular school day teachers to help students meet the ever increasing and challenging state academic standards. Based on needs already identified, reading, math and in some centers and levels, science are all areas in need of improvement based on STAAR testing. However, each center can prioritize its own efforts based on its specific needs and the activity/topic choices of students.

Enrichment activities offered will vary depending on the school, student ages/topic choices, and staff experience and knowledge. Donna ISD intends to provide various activities to complement day instruction and reinforce learning through hands-on activities. For elementary and middle school students, hands-on offerings will include arts and crafts, chess, fitness, sports, cooking (the estimated Diabetes prevalence rate according to UTRGV in Donna ISD area is 26%, compared to 11.4% in Texas per the CDC), guitar, photography, martial arts, a community garden, technology, STEM, robotics coding, and dance, all intended to connect with the daytime learning, while also promoting health, creativity, critical thinking, collaboration and communication. These fun enrichment activities are expected to improve behavior and increase engagement in learning. For middle and high school students, enrichment and academic activities will include e-Sports, ACT preparation (15.8 Donna; 20.6 state), and TSI preparation (Donna ISD -TSI criteria for math and ELA 16.6%; state 44.2%), which will improve the district's and the student's college readiness (34.5% Donna; 53% Texas) by placing a priority and focus on these tests. There also will be opportunities both in person and virtually to visit college campuses, mainly to nearby UTRGV, to garner interest in furthering education as one way to motivate at-risk students, of which 65% or more will be targeted here.

Family engagement activities will include literacy/financial literacy, computer educational programs to assist with employment opportunities and learning soft job skills, as well as healthy cooking options for these busy working parents. More educated, more confident and healthy parents can better assist their child(ren) with homework and become lifelong learning mentors and educational leaders.

COORDINATION: To make sure center-level programming coordinates and is integrated properly and completely with the regular school day, Donna ISD will hire grade level and subject matter knowledgeable teachers at each center to tutor and work on homework with the 21st CCLC students. Also, Site Coordinators will work with administrators and teachers on a bi-weekly basis and lesson plans from both the regular school day and ACE program will be shared through a district Learning Management System (LMS) to ensure cohesive and engaging opportunities for students during their 3 hours of daily programming. This effort as well as employing regular school day teachers as ACE program staff will ensure there is a natural link between the after school instruction and the school day. School day teachers will be utilized mostly for homework and tutoring and will be assigned to the appropriate grade levels in which they teach. The 15:1 student to teacher ratio provides sufficient program oversight.

OVERSIGHT: Continuous and regular attendance of the 21st CCLC program will be one gauge used to determine whether activities are engaging and interesting. Program staff will consistently monitor that attendance, including in individual enrichment activities, and will utilize suggestions and resources from high quality teachers about what types of engaging and educational hands-on activities should be included to match with the school day lesson plans and address activities with research and evidence-backed success. Surveys will be distributed to students and used a valuable option to obtain ideas for new activity potentials that would engage students. Ultimately, Site Coordinators will be responsible to oversee and observe regular activities to ensure students are engaged and learning. This information will be used regularly for evaluation and training purposes, but also to provide oversight regarding what is working and what is not. All of these efforts are intended to ensure the activities meet the engagement standards set within the program. Center-level and local program evaluations also will play a role in identifying the success of activities or deeming those that may need improvement or adjusted more significantly.

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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

Donna ISD will join forces with Workforce Solutions of the Lower Rio Grande Valley, to provide training and educational support to both students and parents/guardians that is sustainable and also involves a level of expertise, experience and connections the 21st CCLC program in Donna doesn't possess. A partnership such as this with an agency through the Texas Workforce Commission will be invaluable moving forward and for years to come, beyond the grant period, as students and parents/guardians can continue to utilize the opportunities and services provided by Workforce Solutions. Overall, these efforts will strengthen the skills and understanding of the parents/guardians, while affecting student motivation and desire to stay in school and succeed. Although there is general support from this partner to provide several opportunities, there are specific programs expected to make a significant impact on these at-risk youths, mostly in middle school and high school, and their parents.

For youth participants, E3 is a Workforce Solutions program utilizing career counselors and youth facilitators aimed at empowering youth by identifying barriers early and providing resources such as support services, mentoring and developing cooperative strategies to support them in overcoming barriers to their desired career paths. The program also involves educating youth to better understand workplace and career expectations (financial literacy, job skills development and postsecondary preparation) and be exposed to relevant labor market information. While some of this type of college and career assistance is available at the high school level through counselors, there are elements that aren't accessible to students, such as mentoring and the overall knowledge those from Workforce Solutions bring with them to share. Also, some of these opportunities would be included for students from the two middle schools. That is programming not currently accessible to those students.

For parents/guardians, the partner will offer an array of services focused on literacy and adult education sorely needed in a poverty-stricken, low educational attainment area such as Donna where a majority of residents speak English as their second language (ESL) and have no more than a high school diploma. Programs include workforce skills training aimed toward improving employment opportunities through providing marketable skills and industry-recognized certifications. ESL and English Literacy and Civics classes can support preparations for citizenship as well as improving vocational language training putting their new English skills in the context of their workplace. All of these program expand the scope of the 21st CCLC, while helping TWC meet its own goals of support.

That is not the only partner Donna ISD plans to work with. This is clearly a comprehensive program, which will include various partners that can offer students a broad array of academic and enrichment activities to complement their regular academic programs, as well as offer educational opportunities and service referrals to the families of participating children. The University of Texas - Rio Grande Valley will provide monthly training programs for incorporating STEM activities; student leadership and 21st Century skills such as independent living, critical thinking and problem solving; and qualifying parents/guardians with engagement programs with focus on their child's education, including college prep and orientation. UTRGV has supported afterschool programs throughout the Valley for years and will also support this one, which is just a few miles from the main UTRGV campus in Edinburg.

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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.

The district will utilize information from the 21st Century Blueprint to help identify and implement best practices and create a foundation to build and develop activities that are evidence-based and have supporting research showing their ability to positively impact academic achievement, performance and development of students among other objectives as cited in this application. High quality programming is the goal and Donna ISD stakeholders believe two aspects of the program design are evidenced to provide positive educational outcomes and youth development.

ADULT TO STUDENT RATIOS: Just like the classroom, adults play roles similar to those of teachers in mentoring youth and in structuring programming such as the 21st CCLC. For Donna ISD, the program's intent is for a 15:1 student to adult ratio, including mostly staff, but also some adult volunteers. According to a peer reviewed article, "Amplifiers of developmental and negative experiences in organized activities: Dosage, motivation, lead roles and adult-youth ratios," published in the Journal of Applied Developmental Psychology in 2007, smaller group size and higher staff-to-youth ratios were associated with youths experiencing more support from adults and youth having more opportunities to run activities. Also, the smaller group size was associated with lower rates of conflict and bullying between youth. These findings support the aspects of learning deemed imperative to Donna ISD ACE.

HANDS ON/STEM ACTIVITIES: One of the core enrichment concepts for Donna ISD is a focus on robotics, 3D printing and coding. STEM brings together various learning that can support academic achievement as well as developmental growth. These hands-on efforts are supported by the study, "Alignment of Hands-on STEM engagement Activities with Positive STEM Dispositions in Secondary School Students," published in 2015 by Spring Science+Business Media. It states, "Using approaches that have the essential elements of active learning may help increase student interest in STEM careers." The implication stated in this peer reviewed study collectively implies "many kinds of hands-on, active learning, engaging STEM programs related to make things relevant to the real world may be effective in promoting (or retaining) positive interest in STEM content and careers."

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.

The ACE centers will be housed at the 10 selected Donna ISD campuses. All activities currently planned will be located at each individual center/school, so there will be no need for transportation of students to additional or other facilities following the school day. However, it is expected a relatively high percentage of students in the Donna ISD centers will need transportation home following the program via buses provided through 21st CCLC program funding. It is expected the remainder of students will receive transportation home from a parent/guardian. In both circumstances, there will be the same protocol, regardless of the age group served. Each participating student will be required to have a signed Parental/Guardian Consent form to identify the method in which the student will leave the program each day to go home. This document will be collected by the Site Coordinator who will have it so 21st CCLC staff know which children need to utilize buses to go home or who will be picked up at the school and who will be picking them up. Any students who leave the program early will be required to be signed out by an approved parent/guardian or another designated to be allowed to pick up the student and provide identification. The grant only includes district allowed approval transportation and bus driver salary rates per local policy.

Regarding the transportation provided through the grant for students to safely be taken home after the programming by regular school buses used by the district. There are several procedures that will be implemented and made cohesive within the district's centers. Those procedures include, but are not limited to:

- Immediately, unless otherwise determined by the school or teachers, following dismissal of their regular school day classes, students will report to the designated 21st CCLC area on campus and sign in.
- At the end of the program day, Site Coordinators/21st CCLC staff will ensure students are either on the bus or picked up by a parent/guardian or an authorized individual.
- All students who may participate in field trips or other activities off center sites, will wear a name tag that identifies them as part of the program. When they return to the center, the same above procedures for pickup will be followed.

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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.

Donna ISD is experienced with some afterschool programming, but developing a plan for disseminating information that includes all phases of the program will be as important as ever. All 10 schools targeted by this grant request will be new to afterschool programming, thus creating a need to educate and inform students and families at every level. The district will have a link on its website to after school programming, a Facebook page and materials such as signage for the campuses promoting participation, benefits and how to sign up. The signage for the campuses and their addresses and websites will be listed on the created ACE landing page located on the District website. Donna ISD will utilize the Texas ACE branding in all local program materials and promotions as these marketing materials will all be conveniently available in Spanish and English. The district will expand on its accessibility efforts through additional technology communication with parents directly, which district staff has become very familiar with during the virtual summer and fall terms. At least twice per year, the 21st CCLC Program Director will present an update to the district's Board of Education and other stakeholders about the status of the program, whether it is meeting its goals and provide any other information desired, such as opportunities for participation and information about each specific center. The program's Advisory Committee will involve parents, community members, business owners and more to ensure awareness and buy-in of the after school program. Along with utilizing support, experience and existing materials already developed through Texas ACE resources, Donna ISD also will use www.mytexasace.org website to access program resources and utilize the site's customizable electronic outreach materials. The district will also focus on branding local material and promotions with the ACE logo. The district will emphasize and include additional print brochures sent home to parents who are not as tech savvy, and ensure teachers and staff are talking to parents about the afterschool programming and all it has to offer students during conferences, meetings and open houses.

8. Demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources at each campus served. If applying for Program Priority 1- Program Integration, include a description of how the grant program will integrate with other TEA or local initiatives designed to increase specific academic student outcomes. Use data to explain how the program will realistically impact short- and long-term goals for student academic achievement.

Funding from this 21st CCLC will be used to supplement and not supplant the district's current local, local, state and federally-funded programs. The district will use resources not funded from grant including maintenance personnel and coordinate with other district/campus programs. The district will invite the 21st CCLC personnel to participate in staff development opportunities, such as back-to-school kickoff, new employee training and throughout the school year as a collaborative effort to better serve the participating students and their families. The existing school facilities such as the cafeteria, gym, outdoor fields and classrooms; and equipment such as computers and printers will also be utilized for students, and training teachers, volunteers and staff.

PRIORITY 1 PROGRAM INTEGRATION: Recently, Donna ISD has been awarded the Perkins Basic and Perkins V Strengthening Career and Technology Education (CTE) grants, which along with the Texas Education for Homeless Children and Youth and the Texas Title 1 Priority Schools grants, will be integrated through specific STEM activities. These will be guided by qualified CTE teachers as funded through the Perkins geared toward the MS and HS students to address high need technical careers that require college readiness. A 2010 White House report stated Hispanics are underrepresented in college STEM programs, much of which is caused by insufficient exposure to these subjects at the K-12 levels. These Perkins grants address that at the secondary levels and the 21st CCLC hands-on STEM activities will address these shortcomings at the K-8 levels with expectations to improve standardized math scores (Donna 42% meets grade level; statewide 52%) along with science scores (Donna 43% meets grade level; statewide 54%), where many Donna students are lacking according to 2019-20 TAPR reports. The districts' grant administrator will ensure all services enhance, supplement, and enrich the regular classroom environment. This program will be cost-effective because existing resources such as office space, classrooms, computer labs, telephones, Internet connections, utilities, and administrative staff will be utilized as in-kind.

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9. Statutory/Program Requirements (Cont.)

9. Describe a preliminary plan for how the community learning center will continue after funding under this grant ends. Include how the resources provided by this grant will assist the program in local sustainability efforts.

Donna ISD is committed to sustaining these activities once funding from the 21st CCLC grant has ended. However, it is clear, replacing 100% of annual funding will be extremely difficult in order to replicate the proposed program. There are ways to proceed and sustain aspects and objectives of this program, but it will require buy-in from the community, teachers and partners to provide ongoing support and access to resources at little or no cost and to include local funding for program costs and personnel. The district will start by creating a capacity-building advisory committee. Developing and building partnerships with entities that have the expertise, personnel and desire to assist in providing ongoing programming for these mostly at-risk students of all ages will be key. Some of these partners include University of Texas-Rio Grande Valley students to be tutors, mentors and volunteers, Workforce Solutions for career and college readiness programming, Texas A&M AgriLife Extension to support and provide various activities. Contacting retired teachers from the district to volunteer their time to tutor and help with homework also is a great option. Some of these community partners also will be asked to support fundraising efforts and provide donations and grant money to fund consumable materials and supplies as well as potentially fund limited staff. Another area for sustainability involves purchasing quality materials and equipment that will be sturdy and last for several years. This includes items such as sports equipment, STEM kits, Legos, gardening supplies, technology like 3D printers and software programs. Vendors who provide this also will be asked to donate some kits and materials. Many hands on activities for students, which is one of the focuses of this 21st CCLC program, requires creativity and not significant funding. For example, recycled materials such as plastic bottles, cans, paper and Styrofoam plates can be used for projects and activities at little or no cost. Other ideas revolve around low cost activities like gardening as seeds and soil are not typically cost prohibitive as well as buying quality, long-lasting equipment.

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)

Donna ISD fully intends to utilize volunteers as valuable assets to the staff serving students in these centers in numerous ways. Ensuring these volunteers effectively implement programming will require policies and procedures to recruit, select and then properly train and prepare these volunteers. In particular, volunteers with qualifying experience (technology, literacy, STEM, robotics, and core academics) in educationally-related fields (such as former/retired teachers, social workers, coaches, and sociology) and are bilingual will be given preference.

The Donna area is fortunate to be a location many Winter Texans, as many as 100,000 in total throughout the Rio Grande Valley (UTRGV research) spend significant time and they desire to volunteer in the community and make a difference during the months they are here, typically from November through April. These retirees, average age 72 and older, visit from the Midwestern states and many are educated and oftentimes retired educators, who also have significant knowledge to support enrichment activities such as gardening, painting, arts and crafts and more. Donna ISD will seek these types of volunteers as well as others, including college students, through continuous and consistent recruitment efforts in various forms of media and word of mouth. It is believed by Donna ISD, that volunteers can play a significant role in the 21st CCLC program by providing additional guidance, knowledge and care for the students. According to a 2020 article published in the Journal of Youth Development, volunteers "connect organizations to their communities and enable them to offer services that might otherwise not exist." The study also states volunteers "provide many intangibles that cannot be easily quantified" and their contributions "improved organizational outcomes and/or achieved broader community and social impacts."

Any volunteer interested, will fill out a form that includes information about the volunteer's background. Those selected to assist with the program will be fingerprinted and undergo a criminal background check (following the district's procedures). Once the volunteers are approved to serve the district, they will receive training provided by the Site Coordinators to assist in informing the volunteers about the goals and objectives of the program as well as providing skills to properly and safely work with students of all ages.

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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.

Intentional, quality and engaging programming is the cornerstone of this 21st CCLC program within Donna ISD, and recruiting and retaining students for the program by realizing consistent, continuous participation on a sustained basis over time is the first critical step to students achieving the desired program outcomes.

Throughout the school year, students who are at-risk of academic failure, those who have disciplinary or attendance concerns will be added to the 21st CCLC enrollment list by a teacher, administrator or parent. Site Coordinators will keep this waiting list of students to be enrolled in the program, if the program is at capacity. If the program is not at capacity, at-risk students will join the program upon parental approval. Students who are consistently absent from the after school programming will be replaced by students on the waiting list. However, in order to meet targeted numbers and provide the best student outcomes, all efforts will be made to ensure the chronically absent students attend the program on a regular basis, which will be done by contacting parents/guardians and providing them information on attendance. The plan for retaining students during the school year also involves providing incentives such as free time/games or special activities held on Fridays for those who attend the first 4 days of the week.

SMART GOAL FOR ATTENDANCE (Fall/Spring) - During the school year, at least 22% (1,425) of the Donna ISD students in the 10 designated K-12 campuses (6,600 total) will be enrolled in the 21st CCLC program and by the end of the school year, 75% (1,075) of those will reach the 45-day target for daily attendance of 2 hours per day.

SMART GOAL FOR ATTENDANCE (Summer) - During summer, a total of at least 250 students in Donna ISD will attend 21st CCLC programming 12 or more days for 4 hours or more each day.

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

In an effort to develop a cost-effective and objective-focused program budget, Donna ISD and its leadership reviewed the goals, student needs at each center, the number of students and parents to be targeted for participation and help meet the measures of effectiveness and center-level quality. All of this was done to ensure a minimum 15:1 student to adult ratio through appropriate staffing levels; provide appropriate equipment, supplies and materials; manage the program and implement activities; provide safe travel for students home and to field trips as needed; for staff to have proper training; and contract an external evaluator to monitor the program's success.

Based on recent individual center-level struggles in STAAR testing and overall academic performance in reading and math in various lower grade levels, district leadership agreed every elementary center will be open 5 days per week for at least three (3) hours a day and also will operate at least five (5) weeks in the summer to ensure the most impact in academic achievement, attendance and advancement. This will maintain consistency throughout the program. At the intermediate and high school levels, district leaders determined a need for morning programming focused on homework help and that, too, has been included in the budgeting plan, in which only activities reasonable in price, duration and need as well as allowable per the guidelines were included.

This budget plan is designed to serve as many students as possible with limited funds used toward administration and other services not directly benefiting students. Monies are largely allocated to the grant required staff, extra duty pay for teachers and paraprofessionals, busing, as well as consumables and equipment for enrichment/hands-on activities. The budget request is reasonable for the number of students targeted to served in this program. The cost is within the state approved amounts as indicated in the guidelines and grant activities are achievable based on prior experience with after school programs. Only allowed and requested to cover costs for personnel and materials have been allocated to meet the requirements of the grant and at the same time provide the highest quality possible services to these most at-risk students and their parents in the poverty-stricken area served by Donna ISD.

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10. Equitable Access and Participation

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

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

Group	<input type="text" value="Students and others"/>	Barrier	<input type="text" value="Understanding Cultural, Linguistic or Economic Diversity"/>
Group	<input type="text" value="Students and others"/>	Barrier	<input type="text" value="Strategies for Lack of Support from Parents"/>
Group	<input type="text" value="Teachers and others"/>	Barrier	<input type="text" value="Shortage of qualified personnel"/>
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.	<input type="text" value="1 - Project Director who manages 21st CCLC Program"/>	<input type="text" value="\$85,000"/>
2.	<input type="text" value="10 - Site Coordinators, managing each center and its staff"/>	<input type="text" value="\$450,000"/>
3.	<input type="text" value="1 - Family Engagement Specialist and 1 Secretary/administrative assistant"/>	<input type="text" value="\$70,000"/>
4.	<input type="text" value="Bus drivers and extra duty pay for teachers/paraprofessionals"/>	<input type="text" value="\$521,000"/>
5.	<input type="text" value="Employee benefits"/>	<input type="text" value="\$157,640"/>

Professional and Contracted Services

6.	<input type="text" value="IHE and Workforce partnering agencies"/>	<input type="text" value="\$30,000"/>
7.	<input type="text" value="External evaluator (Admin costs - Not included in below direct-indirect admin cost figure)"/>	<input type="text" value="\$25,000"/>
8.	<input type="text" value="STEM vendor: Training to implement STEM/robotics-related kits and materials"/>	<input type="text" value="\$3,000"/>
9.	<input type="text" value="Donna PD Family and Student presentations"/>	<input type="text" value="\$5,000"/>
10.	<input type="text" value="Vendor: Flocabulary Online academic enrichment"/>	<input type="text" value="\$10,000"/>

Supplies and Materials

11.	<input type="text" value="Supplies and materials for student educational/enrichment activities"/>	<input type="text" value="\$91,400"/>
12.	<input type="text" value="Supplies and materials for 21st CCLC program staff to monitor objectives"/>	<input type="text" value="\$32,451"/>
13.	<input type="text" value="Supplies and materials for Parental Involvement events and activities"/>	<input type="text" value="\$30,000"/>
14.	<input type="text"/>	<input type="text"/>

Other Operating Costs

15.	<input type="text" value="Travel for student/family field trips and educational/enrichment including college visits"/>	<input type="text" value="\$24,600"/>
16.	<input type="text" value="Travel for students/staff and for staff to visit center sites as needed"/>	<input type="text" value="\$136,661"/>
17.	<input type="text" value="Nutritional snacks for Family Engagement activities"/>	<input type="text" value="\$10,000"/>

Capital Outlay

18.	<input type="text"/>	<input type="text"/>
19.	<input type="text"/>	<input type="text"/>
20.	<input type="text"/>	<input type="text"/>

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

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Appendix I: Negotiation and Amendments

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

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

You may duplicate this page.

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

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

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

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Center Operations Schedule

County-district number or vendor ID: 108902

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	108902118	Adame Elementary 5001 N. FM 493 Donna, TX 78537 956-464-1752	0	K-5	100	40
2	108902111	Rivas Elementary 503 South Hutto Road Donna, TX 78537 956-464-1752	0	K-5	100	40
3	108902115	Le Noir Elementary 316 N. Main Street Donna, TX 78537 956-464-1752	0	K-5	100	40
4	108902109	Caceres Elementary 503 South Hutto Road Donna, TX 78537 956-464-1752	0	K-5	100	40
5	108902106	Stainke Elementary 1309 S. Avenue Donna, TX 78537 956-464-1752	0	K-5	100	40
6	108902104	Ochoa Elementary 424 S. 11 th Street Donna, TX 78537 956-464-1752	0	K-5	100	40
7	108902102	Guzman Elementary 510 S. Salinas Boulevard Donna, TX 78537 956-464-1752	0	K-5	100	40
8	108902048	Todd Middle School 400 North Salinas Boulevard Donna, TX 78537 956-464-1752	0	6-8	125	40
9	108902045	Solis Middle School 700 South Avenue Donna, TX 78537 956-464-1752	0	6-8	125	40
10	108902001	Donna High School 2301 E. Wood Avenue Donna, TX 78537 956-464-1752	0	9-12	125	40

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	108902118	Adame Elementary 5001 N. FM 493, Donna, TX 78537	K-5	100	40
Feeder					
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start <i>(Must be approved in NOGA)</i>			
Fall Term	09/14/21	12/17/21	14
Spring Term	01/10/22	05/06/22	15
Summer Term	06/06/22	07/07/22	5
Total number of weeks:			34

Center Schedule

Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday			3:30	6:30			3:30	6:30	8:00			2:00
Tuesday			3:30	6:30			3:30	6:30	8:00			2:00
Wednesday			3:30	6:30			3:30	6:30	8:00			2:00
Thursday			3:30	6:30			3:30	6:30	8:00			2:00
Friday			3:30	6:30			3:30	6:30				
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)	In fall and spring, Saturday monthly activities will be organized for students and families that could potentially include educational and enriching field trips to museums and nature centers well as family engagement activities and ACE showcase events. Depending on the status of COVID-19, remote instruction during the program may have to be implemented with a focus on reading, math, and vocabulary, depending on campus/grade level needs.
Parent/Legal Guardian Activities	During the fall and spring, monthly parent/guardian educational activities will be organized to include, but are not limited, to financial literacy, literacy, computer technology classes to assist in obtaining employment opportunities. Other activities will include healthy cooking classes and gardening courses that can be teamed with family engagement efforts. All of which will be based on parental requests (surveys) from Adame parents/guardians.

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	108902111	Rivas Elementary 503 South Hutto Road, Donna, TX 78537					K-5	100	40				
Feeder													
Feeder													
Program Operations		Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks					
Summer Term Jump Start <i>(Must be approved in NOGA)</i>													
Fall Term		09/13/21			12/17/21			14					
Spring Term		01/10/22			05/06/22			15					
Summer Term		06/06/22			07/07/22			5					
Total number of weeks:								34					
Center Schedule													
Day of the Week	Fall Term				Spring Term				Summer Term				
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	
Monday			3:30	6:30			3:30	6:30	8:00			2:00	
Tuesday			3:30	6:30			3:30	6:30	8:00			2:00	
Wednesday			3:30	6:30			3:30	6:30	8:00			2:00	
Thursday			3:30	6:30			3:30	6:30	8:00			2:00	
Friday			3:30	6:30			3:30	6:30					
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)		In fall and spring, Saturday monthly activities will be organized for students and families that could potentially include educational and enriching field trips to museums and nature centers well as family engagement activities and ACE showcase events. Depending on the status of COVID-19, remote instruction during the program may have to be implemented with a focus on reading, math, and vocabulary, depending on campus/grade level needs.											
Parent/Legal Guardian Activities		During the fall and spring, monthly parent/guardian educational activities will be organized to include, but are not limited, to financial literacy, literacy, computer technology classes to assist in obtaining employment opportunities. Other activities will include healthy cooking classes and gardening courses that can be teamed with family engagement efforts. All of which will be based on parental requests (surveys) from Rivas parents/guardians.											

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022					
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 3	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target			
Center	108902115	Le Noir Elementary 316 N. Main Street, Donna, TX 78537					K-5	100	40			
Feeder												
Feeder												
Program Operations		Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks				
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term		09/13/21			12/17/21			14				
Spring Term		01/10/22			05/06/22			15				
Summer Term		06/06/22			07/07/22			5				
Total number of weeks:								34				
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday			3:30	6:30			3:30	6:30	8:00			2:00
Tuesday			3:30	6:30			3:30	6:30	8:00			2:00
Wednesday			3:30	6:30			3:30	6:30	8:00			2:00
Thursday			3:30	6:30			3:30	6:30	8:00			2:00
Friday			3:30	6:30			3:30	6:30				
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)		In fall and spring, Saturday monthly activities will be organized for students and families that could potentially include educational and enriching field trips to museums and nature centers well as family engagement activities and ACE showcase events. Depending on the status of COVID-19, remote instruction during the program may have to be implemented with a focus on reading, math, and vocabulary, depending on campus/grade level needs.										
Parent/Legal Guardian Activities		During the fall and spring, monthly parent/guardian educational activities will be organized to include, but are not limited, to financial literacy, literacy, computer technology classes to assist in obtaining employment opportunities. Other activities will include healthy cooking classes and gardening courses that can be teamed with family engagement efforts. All of which will be based on parental requests (surveys) from Le Noir parents/guardians.										

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 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	108902109	Caceres Elementary 503 South Hutto Road, Donna, TX 78537						K-5	100	40			
Feeder													
Feeder													
Program Operations		Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks					
Summer Term Jump Start <i>(Must be approved in NOGA)</i>													
Fall Term		09/13/21			12/17/21			14					
Spring Term		01/10/22			05/06/22			15					
Summer Term		06/06/22			07/07/22			5					
Total number of weeks:								34					
Center Schedule													
Day of the Week	Fall Term				Spring Term				Summer Term				
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	
Monday			3:30	6:30			3:30	6:30	8:00			2:00	
Tuesday			3:30	6:30			3:30	6:30	8:00			2:00	
Wednesday			3:30	6:30			3:30	6:30	8:00			2:00	
Thursday			3:30	6:30			3:30	6:30	8:00			2:00	
Friday			3:30	6:30			3:30	6:30					
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)		In fall and spring, Saturday monthly activities will be organized for students and families that could potentially include educational and enriching field trips to museums and nature centers well as family engagement activities and ACE showcase events. Depending on the status of COVID-19, remote instruction during the program may have to be implemented with a focus on reading, math, and vocabulary, depending on campus/grade level needs.											
Parent/Legal Guardian Activities		During the fall and spring, monthly parent/guardian educational activities will be organized to include, but are not limited, to financial literacy, literacy, computer technology classes to assist in obtaining employment opportunities. Other activities will include healthy cooking classes and gardening courses that can be teamed with family engagement efforts. All of which will be based on parental requests (surveys) from Caceres parents/guardians.											

Texas ACE							Program Year					
Center Operations Schedule (one per center)							2021-2022					
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 5	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target			
Center	108902106	Stainke Elementary 1309 S. Avenue, Donna, TX 78537					K-5	100	40			
Feeder												
Feeder												
Program Operations		Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks				
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term		09/13/21			12/17/21			14				
Spring Term		01/10/22			05/06/22			15				
Summer Term		06/06/22			07/07/22			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			3:30	6:30			3:30	6:30	8:00			2:00
Tuesday			3:30	6:30			3:30	6:30	8:00			2:00
Wednesday			3:30	6:30			3:30	6:30	8:00			2:00
Thursday			3:30	6:30			3:30	6:30	8:00			2:00
Friday			3:30	6:30			3:30	6:30				
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)		In fall and spring, Saturday monthly activities will be organized for students and families that could potentially include educational and enriching field trips to museums and nature centers well as family engagement activities and ACE showcase events. Depending on the status of COVID-19, remote instruction during the program may have to be implemented with a focus on reading, math, and vocabulary, depending on campus/grade level needs.										
Parent/Legal Guardian Activities		During the fall and spring, monthly parent/guardian educational activities will be organized to include, but are not limited, to financial literacy, literacy, computer technology classes to assist in obtaining employment opportunities. Other activities will include healthy cooking classes and gardening courses that can be teamed with family engagement efforts. All of which will be based on parental requests (surveys) from Stainke parents/guardians.										

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	108902104	Ochoa Elementary 424 S. 11 th Street, Donna, TX 78537					K-5	100	40				
Feeder													
Feeder													
Program Operations				Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks			
Summer Term Jump Start <i>(Must be approved in NOGA)</i>													
Fall Term				09/13/21			12/17/21			14			
Spring Term				01/10/22			05/06/22			15			
Summer Term				06/06/22			07/07/22			5			
Total number of weeks:										34			
Center Schedule													
Day of the Week	Fall Term				Spring Term				Summer Term				
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	
Monday			3:30	6:30			3:30	6:30	8:00			2:00	
Tuesday			3:30	6:30			3:30	6:30	8:00			2:00	
Wednesday			3:30	6:30			3:30	6:30	8:00			2:00	
Thursday			3:30	6:30			3:30	6:30	8:00			2:00	
Friday			3:30	6:30			3:30	6:30					
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)		In fall and spring, Saturday monthly activities will be organized for students and families that could potentially include educational and enriching field trips to museums and nature centers well as family engagement activities and ACE showcase events. Depending on the status of COVID-19, remote instruction during the program may have to be implemented with a focus on reading, math, and vocabulary, depending on campus/grade level needs.											
Parent/Legal Guardian Activities		During the fall and spring, monthly parent/guardian educational activities will be organized to include, but are not limited, to financial literacy, literacy, computer technology classes to assist in obtaining employment opportunities. Other activities will include healthy cooking classes and gardening courses that can be teamed with family engagement efforts. All of which will be based on parental requests (surveys) from Ochoa parents/guardians.											

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 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	108902102	Guzman Elementary 510 S. Salinas Boulevard, Donna, TX 78537					K-5	100	40				
Feeder													
Feeder													
Program Operations			Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks				
Summer Term Jump Start <i>(Must be approved in NOGA)</i>													
Fall Term			09/13/21			12/17/21			14				
Spring Term			01/10/22			05/06/22			15				
Summer Term			06/06/22			07/07/22			5				
Total number of weeks:									34				
Center Schedule													
Day of the Week	Fall Term				Spring Term				Summer Term				
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	
Monday			3:30	6:30			3:30	6:30	8:00			2:00	
Tuesday			3:30	6:30			3:30	6:30	8:00			2:00	
Wednesday			3:30	6:30			3:30	6:30	8:00			2:00	
Thursday			3:30	6:30			3:30	6:30	8:00			2:00	
Friday			3:30	6:30			3:30	6:30					
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)		In fall and spring, Saturday monthly activities will be organized for students and families that could potentially include educational and enriching field trips to museums and nature centers well as family engagement activities and ACE showcase events. Depending on the status of COVID-19, remote instruction during the program may have to be implemented with a focus on reading, math, and vocabulary, depending on campus/grade level needs.											
Parent/Legal Guardian Activities		During the fall and spring, monthly parent/guardian educational activities will be organized to include, but are not limited, to financial literacy, literacy, computer technology classes to assist in obtaining employment opportunities. Other activities will include healthy cooking classes and gardening courses that can be teamed with family engagement efforts. All of which will be based on parental requests (surveys) from Guzman parents/guardians.											

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 8	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	108902048	Todd Middle School 400 North Salinas Boulevard, Donna, TX 78537						6-8	125	40			
Feeder													
Feeder													
Program Operations				Start Date (MM/DD/YY):				End Date (MM/DD/YY):				Total Weeks	
Summer Term Jump Start <i>(Must be approved in NOGA)</i>													
Fall Term				09/13/21				12/17/21				14	
Spring Term				01/10/22				05/06/22				15	
Summer Term				06/06/22				07/07/22				5	
Total number of weeks:												34	
Center Schedule													
Day of the Week	Fall Term				Spring Term				Summer Term				
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	
Monday	7:00	8:00	4:00	6:00	7:00	8:00	4:00	6:00	8:00			2:00	
Tuesday	7:00	8:00	4:00	6:00	7:00	8:00	4:00	6:00	8:00			2:00	
Wednesday	7:00	8:00	4:00	6:00	7:00	8:00	4:00	6:00	8:00			2:00	
Thursday	7:00	8:00	4:00	6:00	7:00	8:00	4:00	6:00	8:00			2:00	
Friday	7:00	8:00	4:00	6:00	7:00	8:00	4:00	6:00					
Saturday													
Sunday													
Total Hours Per Week:													
Adjunct Sites, If applicable (site name and full address)													
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		In fall and spring, Saturday monthly activities will be organized for students and families that could potentially include educational and enriching field trips, specifically college visits, as well as family engagement activities and ACE showcase events. Depending on the status of COVID-19, remote instruction during the program may have to be implemented to include online vocabulary and science educational efforts, based on campus priorities.											
Parent/Legal Guardian Activities		During the fall and spring, monthly parent/guardian educational activities will be organized to include, but are not limited, to financial literacy, literacy, computer technology classes to assist in obtaining employment opportunities. Also, there will be other activities, such as college visits with their child(ren), weekend/evening healthy cooking opportunities and other activities based on requests from these Todd MS parents/guardians.											

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	108902045	Solis Middle School 700 South Avenue, Donna, TX 78537						6-8	125	40		
Feeder												
Feeder												
Program Operations				Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks		
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term				09/13/21			12/17/21			14		
Spring Term				01/10/22			05/06/22			15		
Summer Term				06/06/22			07/07/22			5		
Total number of weeks:										34		
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	7:00	8:00	4:00	6:00	7:00	8:00	4:00	6:00	8:00			2:00
Tuesday	7:00	8:00	4:00	6:00	7:00	8:00	4:00	6:00	8:00			2:00
Wednesday	7:00	8:00	4:00	6:00	7:00	8:00	4:00	6:00	8:00			2:00
Thursday	7:00	8:00	4:00	6:00	7:00	8:00	4:00	6:00	8:00			2:00
Friday	7:00	8:00	4:00	6:00	7:00	8:00	4:00	6:00				
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		In fall and spring, Saturday monthly activities will be organized for students and families that could potentially include educational and enriching field trips, specifically college visits, as well as family engagement activities and ACE showcase events. Depending on the status of COVID-19, remote instruction during the program may have to be implemented to include online vocabulary, math and science educational efforts.										
Parent/Legal Guardian Activities		During the fall and spring, monthly parent/guardian educational activities will be organized to include, but are not limited to, financial literacy, literacy, computer technology classes to assist in obtaining employment opportunities. Also, there will be other activities, such as college visits with their child(ren), weekend/evening healthy cooking opportunities and other activities based on requests from these Solis MS parents/guardians.										

Texas ACE							Program Year						
Center Operations Schedule (one per center)							2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>													
Center 10	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP						Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target			
Center	108902001	Donna High School 2301 E. Wood Avenue, Donna, TX 78537						9-12	125	40			
Feeder													
Feeder													
Program Operations				Start Date (MM/DD/YY):				End Date (MM/DD/YY):				Total Weeks	
Summer Term Jump Start <i>(Must be approved in NOGA)</i>													
Fall Term				09/13/21				12/17/21				14	
Spring Term				01/10/22				05/06/22				15	
Summer Term				06/06/22				07/07/22				5	
Total number of weeks:												34	
Center Schedule													
Day of the Week	Fall Term				Spring Term				Summer Term				
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	
Monday	7:00	8:00	4:00	6:00	7:00	8:00	4:00	6:00	8:00			2:00	
Tuesday	7:00	8:00	4:00	6:00	7:00	8:00	4:00	6:00	8:00			2:00	
Wednesday	7:00	8:00	4:00	6:00	7:00	8:00	4:00	6:00	8:00			2:00	
Thursday	7:00	8:00	4:00	6:00	7:00	8:00	4:00	6:00	8:00			2:00	
Friday	7:00	8:00	4:00	6:00	7:00	8:00	4:00	6:00					
Saturday													
Sunday													
Total Hours Per Week:	15				15				24				
Adjunct Sites, If applicable (site name and full address)													
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		In fall and spring, Saturday monthly activities will be organized for students and families that could potentially include educational and enriching field trips, specifically college visits, as well as family engagement activities. Depending on the status of COVID-19, remote instruction during the program may have to be implemented to include online ACT/SAT preparation and virtual college visits.											
Parent/Legal Guardian Activities		During the fall and spring, monthly parent/guardian educational activities will be organized to include, but are not limited, to financial literacy, literacy, computer technology classes to assist in obtaining employment opportunities. Also, there will be other activities, such as college visits with their child(ren), weekend and college financial aid support and other activities based on requests from these Donna High School parents/guardians.											

**21st CENTURY COMMUNITY LEARNING CENTER (CCLC)
PARTNERSHIP AGREEMENT BETWEEN**

Donna Independent School District
116 N. 10th Street, Donna, Texas 78532

And

The University of Texas Rio Grande Valley College of Education
1201 W. University Drive, Edinburg, Texas 78539

This Agreement is entered into by and between **Donna Independent School District (ISD)** and **The University of Texas Rio Grande Valley College of Education.**

It is mutually agreed that the purpose of this Agreement is to guide a working relationship between Donna ISD, herein referred to as “District,” and The University of Texas Rio Grande Valley College of Education, herein referred to as “University,” to expand the capacity to achieve shared goals and provide educational support and experiences to staff, students, and parents in the 21st CCLC program.

1. Roles and responsibilities of the University include, but are not limited to:
 - a. Provide participants including staff, students and parents/guardians high quality training and educational support that is sustainable long term.
 - b. Provide professional monthly training programs aimed at incorporating hands-on STEM activities that enhance and reinforce learning (examples include Across-Center Math Clubs and Empowering Girls for STEM). Instructional strategies will be research-based and data driven.
 - c. Provide qualifying parents/guardians engagement programs with a focus on their children’s education – including orientation to higher education programs, and college preparation and application assistance.
 - d. Provide students leadership and 21st Century skills such as independent living, critical thinking, problem solving, collaboration, communication, and educational resilience support.

2. Costs for services:
 - a. The District will provide funding to the University through grant monies for the cost of curriculum materials, staff training time, supplies needed for activities and any other fees or other costs as needed.
 - b. Fees will be determined annually based on the requested scope of services, including number of participants and the types of services provided.

- c. Training will be on district campuses and those from UTRGV involved in this training must be fingerprinted and criminal background checks will be conducted.

3. Long-term sustainability

- a. The expertise, knowledge and personnel are already in place and ready, making this a cost-effective model that can provide unique types of activities, information, and training to students, staff and parent/guardians. Train-the-Trainer Model will be implemented through monthly professional development training. Because of those concepts, the University's current setup, and the continuing and expanding relationship with Donna ISD, these opportunities can provide long-lasting growth as well as a continued partnership that can move beyond the grant cycle.

Donna ISD

A handwritten signature in black ink that reads "Hafedh Azaiez".

Dr. Hafedh Azaiez, Superintendent

01/14/2021

Date:

University of Texas Rio Grande Valley
College of Education

A handwritten signature in black ink that reads "Dr. Ming-Tsan Lu" with Chinese characters "盧明燦" to the right.

Dr. Ming-Tsan Lu,

01/05/2021

Date:

Dear TEA Committee Chair,

As dean, it is my privilege to support the collaboration between our College of Education and P-16 Integration (CEP) faculty and Donna Independent School District (Donna ISD) in applying for the 11th cycle of the TEA's ACE 21st Century Community Learning Center grant. The CEP faculty partnership with Donna ISD proposes training after school educators to implement supplemental curricula to the common core instruction. UTRGV CEP faculty bring multidisciplinary expertise in educational research, educational psychology, counseling, intervention, educational leadership, STEM education, bilingual education, educational technology, and measurement evaluation to the program design. Donna ISD has identified a project director, program coordinators, family specialists, and ten centers to support high schools, middle schools, and elementary schools. The project duration will run five school years, from 2021-2026, with programs implemented in fall, spring, and summer each year as regulated by TEA.

We are enthusiastic about participating in the development of this afterschool program as it aligns with UTRGV's mission "to transform the Rio Grande Valley, the Americas, and the world through an innovative and accessible educational environment that promotes student success, research, creative works, health and well-being, community engagement, sustainable development, and commercialization of university discoveries." By collaborating with Donna ISD, UTRGV will demonstrate our community commitment and continue to cultivate our positive reputation for educational excellence.

Thank you in advance for giving our TEA's ACE 21st Century Community Learning Center grant proposal your attention and review for this prestigious opportunity. Please do not hesitate to contact me if you should have any questions about the request. You can reach me directly by email at alma.rodriguez@utrgv.edu or by phone at (956) 882-5708 or (956) 665-3627.

Sincerely,



Dr. Alma D. Rodríguez
Dean, UTRGV College of Education and P-16 Integration

Office of the Dean

MAIN 2.306
One West University Blvd.
Brownsville, Texas 78520-4933
(956) 882-5708

EDUC 3.102
1201 West University Drive
Edinburg, Texas 78539-2999
(956) 665-3627

utrgv.edu

**21st CENTURY COMMUNITY LEARNING CENTER (CCLC)
PARTNERSHIP AGREEMENT BETWEEN**

Donna Independent School District
116 N. 10th Street, Donna, Texas 78532

And

Workforce Solutions of the Lower Rio Grande Valley
3101 W. Business 83, McAllen, Texas 78501

This Agreement is entered into by and between **Donna Independent School District (ISD)** and Lower Rio Grande Valley Workforce Development Board.

I. Purpose of Agreement

It is mutually agreed that the purpose of this Agreement is to guide a working relationship between Donna ISD, herein referred to as “District,” and Lower Rio Grande Valley Workforce Development Board d.b.a. Workforce Solutions, herein referred to as “Organization,” to expand the capacity to achieve shared goals and provide educational support and experiences to students and parents in the 21st CCLC program.

II. Duration of Agreement

This Agreement is effective December 22, 2020 to December 22, 2021 unless terminated at an earlier date pursuant to the terms of this Agreement. Any request for amendments and/or extensions of the Agreement must be mutually agreed upon and submitted in writing. A cancellation of this Agreement can be made by either party upon thirty (30) days of a written notice.

III. Responsibilities of the Parties Under Agreement

1. Roles and responsibilities of the Organization:

- a. Provide participants including students and parents/guardians with soft skills training to include but not limited to Resume Writing, Job Search, and Financial Literacy to better prepare for a successful career in the future.
- b. Provide youth participants with Career Exploration information empowering youth to make informed decisions for their desired career paths.
- c. Provide parent participants with training and education opportunities available through the Workforce Innovation and Opportunity Act. The available of training and education opportunities is contingent on meeting eligibility requirements and the availability of funding.

2. Costs for services:

- a. The Organization will provide the above-mentioned services at no-cost to the District.

IV. Approval

The undersigned parties bind themselves to the faithful performance of this Agreement. It is mutually understood that this Agreement shall not become effective until approved by all parties involved.

Donna ISD

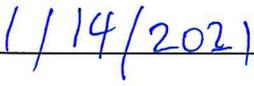
Lower Rio Grande Valley Workforce
Development Board



Dr. Hafedh Azalez, Superintendent



Francisco Almaraz, Chief Executive
Officer



Date:

12/22/2020

Date: