



**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](mailto:competitivegrants@tea.texas.gov)

**Authorizing legislation:**

**Grant period:**  **Pre-award costs:**

**Required attachments:**

**Amendment Number**

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

**1. Applicant Information**

Name of organization

Campus name  CDN  Vendor ID  ESC  DUNS

Address  City  ZIP  Phone

Primary Contact  Email  Phone

Secondary Contact  Email  Phone

**2. Certification and Incorporation**

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

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

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

Authorized Official Name  Title  Email

Phone  Signature  Date

Grant Writer Name  Signature  Date

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

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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, Taft ISD students fail to meet the "at approaches grade level" on the STAAR for all subjects combined. Looking at all subjects, all grades, only 59% of Taft students meet the "at approaches grade level or above (compared to 78% statewide).	Staff for the 21st CCLC will incorporate daily reading and comprehension activities and utilize computer software such as MyOn Reading, iStation and Flocabulary to support ELA and social studies improvements at all levels. For math and science support, the program will incorporate STEM hands-on activities, coding, 3D printing and robotics, all of which is expected to lead to academic improvement.
Taft ISD high school graduates score an average of 15.8 on the ACT (well below the state average of 20.6) which relates to only 41.3% of graduates being college ready (compared to 53% statewide).	With only 6.9% of Taft residents 25 and older having a bachelor's degree or higher (city-data.com) the idea of college in this district with 69.9% at risk and 93.7% (923 students) economically disadvantaged is a challenge. College preparation such as more TSIA2 and ACT/SAT training and college visits can make college a reality.
Only 37.5% of economically disadvantaged students in G-PISD graduate college ready, compared to 55.2% district-wide. Only 36.9% of these students take the ACT/SAT, compared to 53.7% in the district and 75% overall in the state.	Changing the culture for economically disadvantaged students attending college starts with these students believing they can go to college and then is followed through with college preparation and training for ACTs and SATs as a complement to the 21st CCLC's focus on core subjects through homework and tutorials. College visits also will provide future attainable goals for students.

**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.

In an effort to help students improve standardized test scores, behavior, attendance, engagement, grades, and parental involvement, Gregory-Portland ISD (5 centers) and Taft ISD (3 centers - 2 are identified as TARGETED SUPPORT campuses for 2020-21) will incorporate quality academic assistance, a variety of enrichment activities, socio-emotional support, and family engagement events. Through these measures and by following the 21st CCLC Blueprint, the co-op program participants (of which at least 65% will be designated at-risk students) will increase standardized test scores in ELA, math and science by 10% when compared to annual baseline scores, will increase college readiness and improve ACT/SAT scores by 10% for participants and will demonstrate through teacher and parent surveys that 80% of participating students improved their grades and behavior.

**6. Measurable Progress**

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

**First-Quarter Benchmark**

1. Recruit, interview and hire Program Director, Site Coordinators and Family and Engagement Specialist.
2. Create budget at the district level for school board approval. Center level budgets will be created also.
3. Create 21st CCLC marketing plan with outreach materials including the Texas ACE branding.
4. Build program and center level logic models to include timeframes for meeting objectives.
5. Identify and prioritize the students most in need, recruiting 75% of the at-risk students.
6. Build enrollment list and select Title 1 Part A students to participate in the program and hold a family orientation.
7. Enter into formal agreements (Memorandum of Understanding) with partners, including the Boys and Girls Club of the Coastal Bend and the City of Portland Kidz Klub to build relationships for sustainability.

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

1. Site Coordinators in all centers meet bi-weekly with teachers to ensure academic focuses and lesson plans complement regular school day learning and are aligned with TEKs and SMART goal objectives.
2. Identify specific academic and family engagement activities that fit the needs and objectives of the centers and administer surveys to students/parents/guardians to determine the level of quality of academic/enrichment activities.
3. 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.
4. Implement and build recruitment efforts for enrollment creating a list of eligible students for each center.
5. Offer center level activities based on student academic needs and student interest.
6. Meet at least 75% of center-specific enrollment number targets at each center.

**Third-Quarter Benchmark**

1. Build a professional development plan to provide regularly scheduled opportunities for 21st CCLC staff to improve their education/teaching skills individually and as a group/team.
2. Utilize peer and self-assessments to evaluate staff effectiveness in all facets of the program.
3. Meet goals for center-specific enrollment numbers as cited in logic models and timeframes.
4. Meet specified daily attendance percentages of at least 80% daily at each center.
5. Determine and approve summer schedule of activities that include enrichment based on needs of centers.
6. Attend required Texas ACE trainings in addition to scheduling and maintaining regular 21st CCLC staff trainings.
7. Meet at least 80% of target number for students on track to meet the 45-day target number.
8. Meet at least 80% of the target for parental involvement based on annual goal numbers.

**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.

This 21st CCLC program is designed to provide quality academics and enrichment that follow the program Blueprint and aligns with the identified goals of the program. In order to accomplish these objectives, and meet both the proposed SMART goals and quarterly benchmarks, the districts will continuously monitor and evaluate data throughout the grant period and 5-year cycle. Timelines will be created in order to make sure activities and benchmarks are being met when they should, which will assist in determining if the process and results are not meeting the intended goals and time frames.

The Program Director, Site Coordinators, District/School Administrators and other stakeholders such as parents will be charged with utilizing data and feedback from various elements throughout the school year, including, but not limited to: local student testing, annual state standardized testing, daily attendance numbers in the program and during the school day, 6-week student grades, and the 3 annual submissions of the Texas ACE Quality Assurance Process (QAP) monitoring and measuring the implementation and improvement over time. The Texas ACE Capacity Development process will be leveraged to ensure self-assessment processes, internal collaboration and capacity development coaches support specific improvement plans. Gregory-Portland ISD and Taft ISD also will contract with an independent, external evaluator responsible for collecting, analyzing and reviewing various data as well, all in an effort to monitor academic achievement, attendance, behavior and engagement to ensure efficacy and at the same time suggest needed adjustments or strategies for improvement at the district and center levels.

If, through these measures, data and feedback, the benchmarks listed are not or cannot be met, the ACE program leaders will discuss immediate modifications as needed, which could include to the timeline, processes or objectives. The districts also will seek additional guidance and assistance from the assigned TEA Program Director/TEA Technical Assistance Provider. Other options for support and resources include other districts in the program of similar size, scope and demographics. If significant changes are needed to the program, district stakeholders will be involved in those decisions directly and communication with the program participants will be made.

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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.

**NEEDS PROCESS** - In this co-op proposal, three unique communities are involved, which has been taken into account during the development of this 21st CCLC program. An analysis of community needs shows a parallel with the school needs. The communities of Gregory and Portland have much different demographics. Gregory is small with 17.7% poverty (13.1% nationwide) and a median income that is \$12,000 less than the state average. Employment in Gregory also declined by 5.5% from 2017-18 with the main industries being manufacturing, food service/accommodations and mining/oil/gas. Portland has 17,000 residents, 41% of whom are Hispanic and 27.1% of whom have a bachelor's degree or higher (29.9% statewide). The community of Taft brings different obstacles, including being 75.5% Hispanic, having low educational attainment (26.7% have less than a high school diploma), high poverty rates (17.5%) and median income of \$36,055, compared to \$59,206 in Texas (City-Data.com). In addition, Taft TAPR shows there is a need to improve STAAR outcomes for ELAR District-wide, math at the elementary and all other subjects 3rd-8th to raise the overall performance of its students. This data was gathered, analyzed and discussed by administration, parents, staff and community members during the district-level assessment for both ISDs. Another component of the assessment included analysis of the Targeted Intervention Plans, staff/student numbers, facility security, equipment, available space, additional staff, currently funded programs, and partnership opportunities that would add capacity, offer unique, new activities to help students succeed.

**MOST IN NEED** - Because of the variety of students and their different demographics being served, each center has its own focus and most in need population to serve. More than 65% of students served in the program at all schools will be at risk.

- \* Andrews - In this 538-student Title 1 School, most in need are 301 economically disadvantaged, at least 25% will be served.
- \* Austin - With 488 students and 100% Title 1, most in need are 150 4th/5th graders struggling on STAAR, 25% to be served.
- \* Clark - This 618- student 100% Title 1 school, most in need are the 386 economically disadvantaged, 25% will be served.
- \* G-PMS - Of the 1,095 students, most in need are the 49% economically disadvantaged who score well below their campus peers in seven (7) out of nine (9) subjects and grade levels. At least 25% of these struggling students will be served.
- \* G-PHS - Of the 1,343 students, most in need - 562 economically disadvantaged, most of whom score on STAAR lower than the state in 7 out of 10 categories and at least 4% lower than their campus peers in 6 of 10 categories. 20% will be served.
- \* Petty Elementary (Taft) - This 493-student Title 1, D-rated ESEA TARGETED SUPPORT campus has 328 (66.5%) at-risk students, of which 25% will be served.
- \* Taft JH - Of 229 students in this D-rated ESEA TARGETED SUPPORT campus 158 (69%) are at risk, which 40% will be served
- \* Taft HS - With 203 out of 263 (77.2%) students at risk, those are most in need and at least 30% will be served.

**CONTINUED RECRUITING** - G-PISD and Taft ISD plan to target 70% of its at-risk students who are in need of academic intervention, positive role models, and disciplinary assistance. To target these students, the districts will have counselors and teachers identify and refer these students throughout the school year and provide them additional support services through the program. The most in need students, those in the at-risk category will receive priority enrollment.

**ADDRESSING WORKING FAMILIES** - The districts are aware of significant family financial constraints (93.7% in Taft ISD and 48.7% in G-PISD are considered economically disadvantaged) and the importance of working around the schedules of hard-working families within the area. Therefore, the district will provide travel home from the centers to limit costs incurred by the family members, as well as offer them on-line or pre-recorded activities (available in Spanish, too) to assist with time constraints. To ensure the needs of the parents are being addressed, the district will administer surveys (online and in print) to gather feedback on the program and to determine ways to improve attendance at functions with their children.

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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.

PROGRAM DESIGN - This G-PISD-Taft ISD co-op 21st CCLC involving eight (8) centers has a comprehensive design that will focus on providing a variety of activities during the school year and summer intended to impact students' academic performance, engagement in their education, attendance, grades, and college and career readiness. At the same time, efforts to increase parental involvement in these unique communities will occur using fun and engaging activities and events for all ages of the family. The overall design of this program includes allocating sufficient funds for hiring qualified staff (teachers and paraprofessionals) knowledgeable and able to offer activities that align with best practices, while at the same time having experience within the school during daytime educational efforts. This will ensure daily cohesiveness and support and safety for the students to perform their best. In order to meet all these goals, sufficient funds per center have been allocated to address these activities and partners will be officially secured to enhance center activities. The following components will address one or more needs identified and meet the objectives and SMART goals set for this program.

\* ACADEMIC ACTIVITIES - These are a top priority and designed to improve students' academic performance on STAAR testing and improve school grades. The best way to improve standardized testing and grades is through specific and additional individual and small-group instruction (15:1 student to teacher ratios) to complement the regular school day learning. That is the reason for providing at least one (1) hour of homework assistance and tutoring daily from regular classroom teachers and/or paraprofessionals. In the short-term and long-term, this will impact the individual students and improve school and district STAAR test scores and GPA.

\* ENRICHMENT ACTIVITIES - Designed to improve student health and wellness, attendance, impact socio-emotional behavior and decrease disciplinary referrals, these combine relaxation and play. However, it is imperative academic aspects are 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. If done to the level expected and with that purpose, these offerings can improve core subject learning and increase student engagement. These activities also offer other important lessons, such as teamwork, leadership, discipline, pride, competition and self-image. Some of these types of activities can be used as rewards for students who meet academic or attendance goals, work hard or improve their behavior and engagement.

\* PARENT/FAMILY ACTIVITIES - Meaningful engagement will be designed and created to increase family participation in their child's academics and the school as a whole. Information sessions and classes for adults also will be made available to improve their parenting skills and to focus on how they can support and help their children be successful and engaged in school. For Taft and its 90.7% Hispanic students, when families, especially Latinos, are involved in a child's education, academic performance increases according to a 2014 study called, "The Impact of a Collaborative Family Involvement Program on Latino Families and Children's Educational Performance."

\* COLLEGE/CAREER ACTIVITIES/EVENTS - It is important to the success of the district and this 21st CCLC program 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. The goal is to strengthen students' (of all ages) attitude toward attending 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.

SMART GOAL 1 - Gregory-Portland ISD 21st CCLC program students will annually improve their science STAAR scores for "at or approaches grade level or above" by 15% over their benchmark scores. This will lead to a 10% improvement in the district by the end of the grant cycle in the STAAR scores in the all grades science category.

SMART GOAL 2 - Taft ISD and Gregory-Portland ISD high school students (specifically economically disadvantaged in G-PISD) in the 21st CCLC program will increase their college readiness by improving at least 10% as a graduating class on their TSI Criteria attainment in both ELA and math (currently 24.1% in G-PISD and 23.8% in Taft, compared to 44.2% statewide).

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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.

**PROGRAM ACTIVITIES/IMPROVING STUDENT SUCCESS** - Based on the needs assessment, a combination of academic activities, hands-on enrichment complementing the school day learning, specific teen programming, health initiatives and social-emotional activities will be offered all with objectives to show growth in reading/language arts/math state assessments, improve GPA, increase attendance, improve behavior and ensure student engagement. Through the analysis of center-level needs combined with center-level logic models and the overall 21st CCLC district logic model, this program will be designed to implement four components, each of which is intended to address one or more needs identified. Each center will provide the same four components but will adjust the selection of activities based on age, need and interests of students at each center.

\* Academic activities are the top priority in this program and all centers will engage in the concept of one (1) hour daily of homework and tutoring designed to positively impact academic performance including improved standardized test scores (Only 48% of Taft 7th graders are "at approaches grade level" compared to 76% in Texas) and assist students improving their GPA. The success of these efforts will be due to having regular school day teachers running these homework/tutoring hours in small groups and by grade-level to ensure best outcomes. Due to varying needs of each district and campus, centers will be able to prioritize their own efforts based on needs.

\* Enrichment opportunities will vary at the centers, but the objectives of providing activities that complement the school day learning and reinforcing learning through hands-on experiences are the same throughout the program. For elementary and middle school students, hands-on offerings will include arts and crafts, fitness, sports, cooking technology, STEM, robotics and coding, all intended to connect with the daytime learning, while also promoting health, creativity, critical thinking, collaboration and communication. These activities are expected to improve behavior and increase engagement in learning. For middle and high school students, enrichment and academic activities will include college and career readiness as well as personal health, growth and social emotional support through various Boys & Girls Club of the Coastal Bend research-based curriculum and activities such as SMART Moves (drug, alcohol and tobacco resistance), Net SMARTZ (Internet use protection), community volunteering and safer driving through the UPS Road Code program.

\* Family engagement activities will include support with life skills, including literacy/financial literacy, computer educational programs to assist with employment opportunities and learning soft job skills to be workforce ready. Healthy cooking options for these busy working parents will be provided by the G-PISD dual credit culinary arts students. Parents also will be referred to services that address barriers to student academic success.

**COORDINATING WITH SCHOOL DAY** - With each center having at least two (2) regular day teachers staffed for the 21st CCLC, ensuring after school lesson plans match with the daily and weekly regular school day lessons at each campus will be more natural and convenient. However, Site Coordinators will have to work with administrators, curriculum personnel and teachers at all grade levels on a bi-weekly basis to ensure lessons are shared and are cohesive with regular school day learning and are engaging and complementary to the educational needs of the students in the various subjects. School day teachers working in the after school program will mainly be utilized for homework and tutoring and will be assigned to appropriate grade levels they teach to further this link that must occur between the 21st CCLC and the regular day. These teachers will be involved in the planning process and work with other program staff who are leading the enrichment aspects to ensure hands-on activities complement the regular school day work, especially in the core academic classes.

**ACTIVITY OVERSIGHT** - Program staff will monitor activities to ensure continuous and regular attendance, which is one gauge that can be used to determine the quality and engagement of the academic and enrichment activities. Surveys to students will be another invaluable option used to obtain ideas for new activities that will engage students. Staff also will seek suggestions from high quality teachers about what types of hands-on activities should be included to match with the school day lesson plans and ensure those activities are backed by evidence-based data. On a daily basis, Site Coordinators will be responsible for overseeing and observing activities to ensure everything being done targets the objectives of the program both on a center and district level.

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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

There will be two key, but similar partnerships in this 21st CCLC program. One is the Boys & Girls Clubs of the Coastal Bend (BGCCB) and the other is the city of Portland Kidz Klub. Both will be perfect long-term and sustainable partners for these centers that will allow the districts to provide specified activities that will benefit the targeted students by expanding the opportunities they wouldn't have if the entities were not involved in this project. Based on the district and community needs assessments and discussions with the BGCCB and Portland Kidz Club, a plan has been built to provide various activities/curriculum for the targeted students at the centers utilizing part-time staff from both organizations funded through the 21st CCLC program.

BOYS & GIRLS CCB - Will serve Gregory-Portland centers including Austin Elementary, G-P Middle School, G-P High School and all three (3) Taft ISD centers, with a plethora of needs-based, evidence-based and outcome-driven programs/activities focused on academic success, good character and citizenship and healthy lifestyles. Each Site Coordinator and staff will determine which programs are most needed at their centers depending on age groups, student requests/choices, interest levels, and campus needs. The club will provide four staff members per center, curriculum and materials as needed and perform the activities at the centers, eliminating additional travel, time spent, and unnecessary costs for busing students to adjunct sites for programming. This partnership will expand the scope of options for G-PISD and Taft ISD students they normally wouldn't have the opportunity to participate in as well as help the BGCCB meet its own goals to provide programming to local students.

As part of the 21st CCLC, BGCCB will offer, but is not limited to:

\* STEAM - Designed to increase student interest of all ages in related careers and knowledge of activities through hands-on projects in science, technology, engineering, art and mathematics.

\* Robotics - Students learn about various branches of engineering and computer science through hands on design, construction, application, operations, computer systems, sensory feedback and information processing.

\* Net SMARTZ - This teaches Internet safety skills such as personal safety, shopping safety and ethical use.

\* UPS Road Code - Teaches teens about the leading risks for driving and safe techniques to use behind the wheel.

\* Million Members, Million Hours of Service - Encourages good character and an appreciation for citizenship and the responsibilities that follow. Also provides volunteering and community service activities to give back to the area.

\* SMART Moves - Assists youths in learning about and avoiding immediate threats to their wellbeing, including drugs, alcohol, tobacco and teen pregnancy.

\* Triple Play Healthy Habits/Daily Challenges - Educates students on making smart food choices and enhances and strengthens their ability to work with others. It also promotes fun and additional healthy choices through non-competitive yet challenging year-round fitness activities.

PORTLAND KIDZ KLUB - This city-operated program will serve the centers located in Portland (TM Clark and WC Andrews elementary schools) with staffing by sending four (4) staff members to each center, and also provide enrichment and recreational activities similar to those offered by the BGCCB.

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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.

Multiple studies and research suggests highly engaging after school activities and programs that focus on various aspects such as academics, hands-on learning, play, recreation, and social emotional learning can improve academic performance while enhancing developmental skills of students and families. G-PISD and Taft ISD will implement these activities in all of its 21st CCLC sites and ensure the use of best practices based on the Texas ACE Blueprint, workshops and trainings. This will create a foundation to build and develop multiple activities that are evidence-based and have supporting peer-reviewed research showing their ability to positively impact academic achievement as well as the overall development of students and the overall objectives discussed in this grant application. In particular, the following two focuses have significant findings of success.

STEM/Robotics impact on science learning - Due to the well below state average scores in STAAR science scores in the Gregory-Portland ISD elementary schools and overall struggles in all subjects in Taft ISD, that will be one of the main focuses of STEAM hands-on enrichment programming in all center schools, especially the ones served by the Boys & Girls Club of the Coastal Bend various programs and curriculum. According to the study, "Students' Attitude Toward Science as Predictors of Gains on Student Content Knowledge: Benefits of an After-School Program" published in May 2015 in Sch Sci Math, high quality after school programs provide academic and social support needed to increase student affect and achievement levels.

Teacher-led tutoring - Peer-reviewed research shows it has an impact on students. According to the study, "Do School-Based Tutoring Programs Significantly Improve Student Performance on Standardized Tests," published in 2015, results state borderline students who received school-based tutoring from district teachers performed higher on standardized test scores in the areas of mathematics and language arts compared to borderline students who did not participate in this type of tutoring. In addition, the student-teacher relationship is consistently identified as a key factor for increasing student achievement. When students perceive teachers care about them and their well-being, educational engagement in learning increases and results in improved attendance and tests scores.

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.

NEED - The proposed centers and the activities occurring will be mostly located at the district schools, so there will be little need for transportation of students to additional or other facilities following the school day. However, it is expected a significant percentage of students in the center campuses will need transportation home following the program via buses provided through the 21st CCLC program. This will encourage attendance and participation in the program and at the same time assist poverty-stricken parents who may struggle to find transportation home.

NEEDS ADDRESSED - Grant funding has been allocated to cover bus driver costs and additional mileage expenses. The same protocol will be used at all centers for any pickup/transportation. Each 21st CCLC 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 so 21st CCLC staff know which children need to utilize buses to go home or who will be picked up at the school and which parent/guardian/authorized individual 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 person to be allowed to pick up the student with proper identification. Regarding the transportation provided through the grant for students to safely be taken home after programming, there are several procedures that will be implemented and made cohesive within the districts and centers. They are as follows.

- 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 the 21st CCLC student.

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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.

These after school programs will be completely new to Gregory-Portland ISD and Taft ISD. This will make the dissemination of information important to the buy-in of the community as well as to ensure interest from at-risk and other high needs students and parents, so they enroll in the program.

Information about the centers and the purpose of ACE as well as addresses for each center, contact information and the Site Coordinator's name will be disseminated on the districts' website under an ACE 21st CCLC link and via Facebook pages set up for the program itself. The second main location where this information will be made available is at the center level, utilizing signage and fliers to promote the programming and provide enrollment information. In order to reach the community, information will be disseminated via fliers at local community-based organizations and there will be bi-annual report about the program presented by the Program Director to the School Boards of Education. Newspaper articles about the program as well as social media will be used to reach targeted audiences and both market and promote the positives and results of the ACE program in the districts.

Specifically, the districts will use the [www.mytexasace.org](http://www.mytexasace.org) website for customizable electric and print outreach materials that will be used to inform students, parents, teachers, staff, stakeholders and the community about the 21st CCLC program. Both districts will design, create and print various brochures and large window signage for each center including enrollment information. All of these materials will utilize the Texas ACE branding logo. District staff also will design and send out information to parents via text and email to ensure everyone, especially at-risk students, are informed of the opportunity to be part of the program and how to enroll. These elements also will include Texas ACE branding. External evaluator reports will be posted on the districts' 21st CCLC web page.

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 grant will be used to supplement and not supplant the districts' existing federal, state and local programs already existing and intending to increase academic performance on standardized tests, improve attendance, grades, behavior, career and college readiness and social and emotional support.

FEDERAL - Funding that will be coordinated with this 21st CCLC grant includes Every Student Succeeds Act (ESSA) funding, specifically funding that targets Title 1 students in both districts, which provides additional resources and opportunities.

STATE - This grant also will coordinate with G-PISD and Taft ISD school equipment and technology that was purchased through the 2019-20 School Safety and Security grants. This equipment, such as portable radios, security cameras and door entry controls will be used to monitor the after school program at each of the centers.

LOCAL - The districts will use existing local financial and personnel resources not funded from the grant to include maintenance personnel, support staff, furniture, and technology, which will be used for 21st CCLC programming.

PRIORITY 1 - PROGRAM INTEGRATION - Gregory-Portland ISD will integrate its college and career ready 21st CCLC programming with its 2019-20 Carl D. Perkins Basic Formula and Perkins Reserve as well as its 2020-21 Perkins V Strengthening Career and Technology Education (CTE). These grants have assisted G-PISD by fostering innovation through proven CTE programs and practices as well as promoting programs of study or career pathways that align with high-demand occupations in the area. This has been done in partnership with Del Mar College in areas such as culinary arts, criminal justice, engineering, and health sciences. G-PISD students in these programs will serve as mentors and teach their learned skills during 21st CCLC enrichment activities at the Elementary and Middle Schools. This will enhance learning and advance the idea of college and career readiness.

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**9. Statutory/Program Requirements (Cont.)**

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

Sustainability beyond the cycle of the 21st CCLC grant is imperative to meeting student objectives and district goals for long-term improvement in the main area of academics, attendance and behavior. In order to create a preliminary plan for continuing the community learning center, G-PISD will analyze the use of all current and future federal, state and local resources available to determine potential funding levels. The district also will develop and utilize a directory of all the program's partnerships (vendors, community-based organizations, nonprofit organizations, churches, city government/police departments/fire departments, and colleges/universities) in order to determine which services can continue with limited funding.

One important aspect to this plan requires in order to tap potential local revenue streams for programming, 21st CCLC staff must have buy in from district administrators, school board members, school administrators, teachers, parents, students, businesses and the community. All involved must understand the benefits of the program so financial support can be obtained from various stakeholders. Funding can include budgeted amounts from local district coffers as well as donations and fundraising events within the community, particularly the supportive businesses in this tight-knit, family community. Vendors and businesses also can be asked to donate supplies and materials needed by the students in the program. Once all the funding streams are identified and an annual budget is created utilizing the partnership services, specific activities will be planned that align as closely as possible to the interests and needs of the targeted students. In order to reach this level, an Advisory Board will be created to represent the various entities (community members, business owners, parents, teachers, school board members, administration and government leaders). This will assist in providing feedback about the program and for input on what services can continue to be supported and included in the program beyond the cycle of funding.

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)

Gregory-Portland's 21st CCLC co-op plan with Taft ISD involves limited use of volunteers, but efforts will be made to recruit through social media, the district website, but mostly word of mouth some qualified volunteers who have a background in education, sociology, or as a social worker, psychologist or in a related field. Preference will be given to volunteers who have K-12 after school experience to ensure these volunteers an effectively implement programming or activities that will benefit students and families.

Mostly, it is expected volunteers will most likely be involved and utilized specifically for and during special events and activities, such as evening parental and family activities and Saturday or extra activities 21st CCLC students and families are involved in.

In the case where volunteers participate as part of the regular 21st CCLC team after school and with students, procedures for participation follow regular school policies intended to ensure the safety of the children and fellow staff members. Interested volunteers will fill out a form that includes information about the volunteer's background. Those selected to assist with the program will go through a screening process that includes fingerprinting and a criminal background check, which follows the districts' procedures. Once individual volunteers are approved to serve with the districts in this daily or regular capacity, training will be scheduled and provided by the Site Coordinators to ensure proper skills and an understanding of safety and objectives are acquired.

Volunteers for special events and activities will also go through a screening procedure, which is consistent with the school districts' policies. These volunteers will be under direct supervision at all times and not have one-on-one interaction directly with students.

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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.

**RECRUITING** - Engaging activities and programming that students don't typically have the opportunity to participate in will lead to students signing up and attending the program who will stay long term. The success and overall positive outcomes of a program such as this requires the realization of consistent and continuous participation, sustained over time. So, students at risk of academic failure or for disciplinary or attendance reasons will be added to the enrollment list. Site Coordinators will keep a waiting list if the daily program attendance is at capacity. If not, the at-risk students will join the program and attend upon parental approval. For those students who become consistently absent for daily attendance, they will be removed from the program so a new student can be moved from the waiting list. In order to attain the targeted numbers for 45-day attendance, all efforts will be made to urge the absent students to stay in the program and attend by contacting parents and providing them information about the impacts of the program on their child(ren). **RETAINING** - Every six (6) weeks, the district will administer surveys to students to obtain feedback needed to adjust and tailor activities to students' interests, needs and desires, doing so on a regular basis for retention purposes throughout year. Other ways to retain students include providing incentives for students who attend programming Monday through Thursday with special activities for those students on Fridays, including movies, video gaming, party games and sporting events/competitions.

SMART Attendance goal - During fall/spring, a total of 1,050 K-12 students (or about 25% of the total enrollment in these campus schools) will be targeted and enrolled in the 21st CCLC program's 8 centers, and by the end of the year, about 75% of those, or 780, will attain the 45-day target for daily attendance of at least 2 hours each day.

SMART Attendance goal - During summer, a total of at least 350 students in G-PISD and Taft ISD will attend 21st CCLC programming 12 or more days for 4 or more hours 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 order to develop a cost-effective and objective-focused program and budget plan, both districts' leadership teams reviewed student needs at each center to determine the number of students and parents to be targeted for participation and the number of weeks (fall, spring and summer) and times the program would run at each center. 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 quality facilities; 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 and provide suggestions for changes and improvements for a first after school program in G-P and Taft. Consideration for the amounts of instructional materials, supplies and teachers/staff was based on the targeted number of students and families being served.

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 21st CCLC leadership staff, extra duty pay for teachers and the contracts with partnership organizations BGCCB and Portland Kidz Klub to provide staffing for enrichment programming, as well as consumables and equipment for hands-on activities. The budget request is reasonable for the number of students targeted to be 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.

Based on individual center-level struggles in college readiness, STAAR testing, especially in Taft ISD and overall academic performance in the K-8 grades in both districts' administration 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 for a total of 36 weeks (more than the 34 minimum required), which will impact academic achievement, attendance and advancement. At the 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 all to meet the grant's objectives.

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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/teachers/parents"/>	Barrier	<input type="text" value="Lack of knowledge about program benefits"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>

**11. PNP Equitable Services**

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

- Yes  No

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

Are any private nonprofit schools participating in the grant?

- Yes  No

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

**Assurances**

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

**Equitable Services Calculation**

1. Total 21st CCLC program enrollment for all centers	<input type="text"/>
2. Enrollment in 21st CCLC of students attending participating private schools	<input type="text"/>
3. Total 21st CCLC program and participating private school students (line 1 plus line 2)	<input type="text"/>
4. Total year 1 proposed grant budget for serving students in all centers	<input type="text"/>
5. Applicant reservation for required staff payroll.	<input type="text"/>
6. Total grant amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text"/>
7. Per-pupil grantee amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text"/>
<b>Grantee's total required ESSA PNP equitable services reservation (line 7 times line 2)</b>	<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.	Program Director salary	\$55,000
2.	Family Engagement Specialist salary and secretary/administrative assistant salary	\$67,000
3.	Site Coordinators salary	\$376,000
4.	Support staff (teachers, bus drivers, etc.)	\$276,000
5.	Benefits for employees	\$108,360

**Professional and Contracted Services**

6.	External evaluator (Note: Admin costs - but not included in below direct/indirect admin costs)	\$24,000
7.	Partnership - Boys and Girls Club of the Coastal Bend	\$215,000
8.	Partnership - Kidz Klub of Portland	\$70,000
9.	Technical assistance & site visits, resources & activities, &/or PD not offered by the state	\$170,000
10.		

**Supplies and Materials**

11.	For student activities/enrichment/education	\$80,000
12.	For program staff members	\$43,813
13.	For Parent involvement activities	\$20,000
14.	Technical equipment - Smart Boards/interactive panels for student enrichment activities	\$20,800

**Other Operating Costs**

15.	Food - Nutritional snacks for parental/family events	\$41,027
16.	Travel - Transportation to/from centers home and field trips for education and enrichment	\$120,000
17.	Travel - Students/staff to and from the centers and conferences/meetings as necessary	\$13,000

**Capital Outlay**

18.		
19.		
20.		

Direct and indirect administrative costs:

**TOTAL GRANT AWARD REQUESTED:**

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**Appendix I: Negotiation and Amendments**

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

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

***You may duplicate this page.***

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

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

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

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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	205902101	Austin Elementary 308 N. Gregory Gregory, TX 78539 361-777-1093	0	K-5	100	40
2	205902102	TM Clark Elementary 2250 Memorial Parkway Portland, TX 78374 361-777-1093	0	K-5	125	40
3	205902104	WC Andrews Elementary 1100 Lang Road Portland, TX 78374 361-777-1093	0	K-5	100	40
4	205902041	Gregory-Portland Middle School 4600 Wildcat Drive Portland, TX 78374 361-777-1093	0	6-8	125	40
5	205902001	Gregory-Portland High School 4601 Wildcat Drive Portland, TX 78374 361-777-1093	0	9-12	100	40
6	205907101	Woodroe Petty Elementary 401 Peach Street Taft, TX 78390 361-777-1093	0	K-5	125	40
7	205907041	Taft Junior High School 1150 Gregory Street Taft, TX 78390 361-777-1093	0	6-8	75	30
8	205907001	Taft High School 502 Rincon Road Taft, TX 78390 361-777-1093	0	9-12	75	30
9						
10						

Texas ACE Center Operations Schedule (one per center)			Program Year 2021-2022		
<i>(Part 3) Applicant will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>					
Center 1	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP	Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target
Center	205902101	Austin Elementary 308 N. Gregory, Gregory, TX 78539	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	09/07/21	12/17/21	15
Spring Term	01/10/22	05/13/22	16
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			3:00	6:00			3:00	6:00	9:00			3:00
Tuesday			3:00	6:00			3:00	6:00	9:00			3:00
Wednesday			3:00	6:00			3:00	6:00	9:00			3:00
Thursday			3:00	6:00			3:00	6:00	9:00			3:00
Friday			3:00	6:00			3:00	6:00				
Saturday												
Sunday												
<b>Total Hours Per Week:</b>	15				15				24			

<b>Adjunct Sites, If applicable (site name and full address)</b>	
<b>Special Schedules</b> (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.
<b>Parent/Legal Guardian Activities</b>	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 interest levels and needs of parents/guardians, based on surveys.

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022					
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 2	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target			
Center	205902102	TM Clark Elementary 2250 Memorial Parkway, Portland, TX 78374					K-5	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		09/07/21			12/17/21			15				
Spring Term		01/10/22			05/13/22			16				
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			3:00	6:00			3:00	6:00	9:00			3:00
Tuesday			3:00	6:00			3:00	6:00	9:00			3:00
Wednesday			3:00	6:00			3:00	6:00	9:00			3:00
Thursday			3:00	6:00			3:00	6:00	9:00			3:00
Friday			3:00	6:00			3:00	6:00				
Saturday												
Sunday												
<b>Total Hours Per Week:</b>	15				15				24			
<b>Adjunct Sites, If applicable (site name and full address)</b>												
<b>Special Schedules</b> (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. Remote instruction during the program may have to be implemented due to continued COVID-19 restrictions, with a focus on reading, math, and vocabulary, depending on grade level needs as determined by STAAR testing and 6-week grade analysis of program participants.										
<b>Parent/Legal Guardian Activities</b>		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. Decisions for programming will be based on interests and needs of the 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	205902104	WC Andrews Elementary 1100 Lang Road, Portland, TX 78374					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		09/07/21			12/17/21			15				
Spring Term		01/10/22			05/13/22			16				
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			3:00	6:00			3:00	6:00	9:00			3:00
Tuesday			3:00	6:00			3:00	6:00	9:00			3:00
Wednesday			3:00	6:00			3:00	6:00	9:00			3:00
Thursday			3:00	6:00			3:00	6:00	9:00			3:00
Friday			3:00	6:00			3:00	6:00				
Saturday												
Sunday												
<b>Total Hours Per Week:</b>	15				15				24			
<b>Adjunct Sites, If applicable (site name and full address)</b>												
<b>Special Schedules</b> (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.										
<b>Parent/Legal Guardian Activities</b>		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 and be based on interests and needs of the families involved.										

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>													
Center 4	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP						Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target			
Center	205902041	Gregory-Portland Middle School 4600 Wildcat Drive, Portland, TX 78374						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		09/07/21			12/17/21			15					
Spring Term		01/10/22			05/13/22			16					
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	9:00			3:00	
Tuesday			3:30	6:30			3:30	6:30	9:00			3:00	
Wednesday			3:30	6:30			3:30	6:30	9:00			3:00	
Thursday			3:30	6:30			3:30	6:30	9:00			3:00	
Friday			3:30	6:30			3:30	6:30					
Saturday													
Sunday													
<b>Total Hours Per Week:</b>	15				15				24				
<b>Adjunct Sites, If applicable (site name and full address)</b>													
<b>Special Schedules</b> (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. Remote instruction may have to be implemented due to COVID-19 restrictions and campus attendance rates. Programming will be determined by the campus administration and curriculum personnel to meet the needs of the students based on STAAR tests scores and school grades.											
<b>Parent/Legal Guardian Activities</b>		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 G-PMS 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 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	205902001	Gregory-Portland High School 4601 Wildcat Drive, Portland, TX 78374						9-12	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				09/07/21			12/17/21			15		
Spring Term				01/10/22			05/13/22			16		
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	7:00	8:00	4:00	6:00	7:00	8:00	4:00	6:00	9:00			3:00
Tuesday	7:00	8:00	4:00	6:00	7:00	8:00	4:00	6:00	9:00			3:00
Wednesday	7:00	8:00	4:00	6:00	7:00	8:00	4:00	6:00	9:00			3:00
Thursday	7:00	8:00	4:00	6:00	7:00	8:00	4:00	6:00	9:00			3:00
Friday	7:00	8:00	4:00	6:00	7:00	8:00	4:00	6:00				
Saturday												
Sunday												
<b>Total Hours Per Week:</b>	15				15				24			
<b>Adjunct Sites, If applicable (site name and full address)</b>												
<b>Special Schedules</b> (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.										
<b>Parent/Legal Guardian Activities</b>		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 the program's parents/guardians.										

<b>Texas ACE</b>							<b>Program Year</b>						
<b>Center Operations Schedule (one per center)</b>							<b>2021-2022</b>						
<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	205907101	Woodroe Petty Elementary 401 Peach Street, Taft, TX 78390					K-5	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				09/07/21			12/17/21			15			
Spring Term				01/10/22			05/13/22			16			
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	9:00			3:00	
Tuesday			3:30	6:30			3:30	6:30	9:00			3:00	
Wednesday			3:30	6:30			3:30	6:30	9:00			3:00	
Thursday			3:30	6:30			3:30	6:30	9:00			3:00	
Friday			3:30	6:30			3:30	6:30					
Saturday													
Sunday													
<b>Total Hours Per Week:</b>	15				15				24				
<b>Adjunct Sites, If applicable (site name and full address)</b>													
<b>Special Schedules</b> (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.											
<b>Parent/Legal Guardian Activities</b>		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) Petty Elementary 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 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	205907041	Taft Junior High School 1150 Gregory Street, Taft, TX 78390					6-8	75	30				
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		09/07/21			12/17/21			15					
Spring Term		01/10/22			05/13/22			16					
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	9:00			3:00	
Tuesday			3:30	6:30			3:30	6:30	9:00			3:00	
Wednesday			3:30	6:30			3:30	6:30	9:00			3:00	
Thursday			3:30	6:30			3:30	6:30	9:00			3:00	
Friday			3:30	6:30			3:30	6:30					
Saturday													
Sunday													
<b>Total Hours Per Week:</b>	15				15				24				
<b>Adjunct Sites, If applicable (site name and full address)</b>													
<b>Special Schedules</b> (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. Remote instruction due to COVID-19 restrictions may be necessary to implement. Specific instructional choices will be made by administration based on campus needs and program objectives.											
<b>Parent/Legal Guardian Activities</b>		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 as well as being based on need and interest at the center.											

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>													
Center #	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP						Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target			
Center	205907001	Taft High School 502 Rincon Road, Taft, TX 78390						9-12	75	30			
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		09/07/21				12/17/21				15			
Spring Term		01/10/22				05/13/22				16			
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	7:00	8:00	4:00	6:00	7:00	8:00	4:00	6:00	9:00			3:00	
Tuesday	7:00	8:00	4:00	6:00	7:00	8:00	4:00	6:00	9:00			3:00	
Wednesday	7:00	8:00	4:00	6:00	7:00	8:00	4:00	6:00	9:00			3:00	
Thursday	7:00	8:00	4:00	6:00	7:00	8:00	4:00	6:00	9:00			3:00	
Friday	7:00	8:00	4:00	6:00	7:00	8:00	4:00	6:00					
Saturday													
Sunday													
<b>Total Hours Per Week:</b>	15				15				24				
<b>Adjunct Sites, If applicable (site name and full address)</b>													
<b>Special Schedules</b> (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.											
<b>Parent/Legal Guardian Activities</b>		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 the program's 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												
Feeder												
Feeder												
Program Operations		Start Date (MM/DD/YY):		End Date (MM/DD/YY):		Total Weeks						
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term												
Spring Term												
Summer Term												
Total number of weeks:												
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												
<b>Total Hours Per Week:</b>												
<b>Adjunct Sites, If applicable (site name and full address)</b>												
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
<b>Parent/Legal Guardian Activities</b>												

<b>Texas ACE</b>							<b>Program Year</b>						
<b>Center Operations Schedule (one per center)</b>							<b>2021-2022</b>						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>													
Center 10	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target				
Center													
Feeder													
Feeder													
Program Operations		Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks					
Summer Term Jump Start <i>(Must be approved in NOGA)</i>													
Fall Term													
Spring Term													
Summer Term													
Total number of weeks:													
Center Schedule													
Day of the Week	Fall Term				Spring Term				Summer Term				
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	
Monday													
Tuesday													
Wednesday													
Thursday													
Friday													
Saturday													
Sunday													
<b>Total Hours Per Week:</b>													
<b>Adjunct Sites, If applicable (site name and full address)</b>													
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)													
<b>Parent/Legal Guardian Activities</b>													

**21<sup>st</sup> CENTURY COMMUNITY LEARNING CENTER (CCLC)  
PARTNERSHIP AGREEMENT BETWEEN**  
Gregory-Portland Independent School District Taft ISD  
608 College Street, Portland, Texas 78374 400 College Street, Taft, Texas 78390  
And  
The Boys & Girls Clubs of the Coastal Bend  
3902 Greenwood Drive, Corpus Christi, Texas 78416

This Agreement is entered into by and between Gregory-Portland Independent School District (G-PISD) and The Boys & Girls Club of the Coastal Bend (BGCCB).

It is mutually agreed that the purpose of this Agreement is to guide a working relationship between Gregory-Portland ISD, herein referred to as "District," and The Boys & Girls Club of the Coastal Bend, 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 21<sup>st</sup> CCLC program.

1. Roles and responsibilities of the Organization:

- a. Provide participants including staff, students and parents/guardians high quality training and educational activities that are sustainable long term.
- b. Hire, provide and pay 4 part-time staff members per center to travel to SF Austin Elementary, G-PISD and G-PMS and all three (3) Taft ISD campuses (6 campuses total). Part-time staff members will use educational programming provided by the Boys & Girls Club research-based activities focused on academic success, good character and citizenship and healthy lifestyles. The hiring process for these part-time employees will include fingerprinting and criminal background checks and drug testing prior to these BGCCB employees having contact with students/children.
- c. Provide programming, including curriculum and supplies to students, including, but not limited to STEAM, robotics, Net SMARTZ program, UPS Road Code, Million Members, Million Hours of Service, SMART Moves and Triple Play Healthy Habits/Daily Challenges.

2. Costs for services:

- a. The Districts will provide appropriate funding to the Organization through grant monies contracted for the cost of part-time staffing, curriculum materials, staff training time, supplies needed for activities and any other fees or other costs as agreed as needed.

- b. Fees will be determined annually based on the requested scope of services, including number of participants, schools and the types and number of services provided. Site Coordinators in each 21<sup>st</sup> CCLC facility will oversee part-time employees from the Organization and the Program Director will oversee all aspects of the 21<sup>st</sup> CCLC program, of which the district is the fiscal agent.

3. Long-term sustainability

- a. The expertise, knowledge and personnel make this a cost-effective model that can provide unique types of activities, information, and training to students of all ages and needs. Because of the long-term relationship that will continue to build between the entities described in this agreement, this opportunity and situation can provide long-lasting growth as well as a continued partnership that can move beyond the grant cycle. Efforts will be made to utilize Train-the-Trainer Models with Organization staff as well as the district's 21<sup>st</sup> CCLC staff so they can also perform educational efforts that utilize the Organization's curriculum. The Organization also receives various types of funding throughout the year that can be used for future programming for students in the Gregory area as well as the other communities served in this 21<sup>st</sup> CCLC grant, making these efforts sustainable beyond the grant cycle.

Gregory-Portland ISD

Michelle Cavazos  
Michelle Cavazos, Superintendent

1/14/2021  
Date:

Boys & Girls Clubs of the Coastal Bend

Kim Barrientos  
Kim Barrientos, CEO - BGCCB

1.11.21  
Date:

Taft ISD

Ricardo Trevino  
Ricardo Trevino, Superintendent

1/15/2021  
Date: