



**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 to **Pre-award costs:** permitted for this grant

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
Somerville ISD elementary and middle school students score significantly lower on the STAAR tests than the state averages in every subject at every grade level. Only 62% of students scored "at approaches grade level" in all subjects, compared to 78% statewide.	This 21st CCLC program is intended to provide extensive tutoring, homework help and hands-on activities focused on the core subjects. These efforts, which will be led by regular school day teachers, based on grade level, will ensure focused assistance that will lead to STAAR improvements as sought for to make a dent in the student achievement gaps compared to Region 6 and the state.
For 6th graders in the Snook ISD, only 47% "approach grade level" in STAAR reading (68% statewide) and only 56% in math (81% statewide). In 7th grade, 39% approach grade level in writing (70% statewide).	With those percentages even lower for the economically disadvantaged, we know incorporating daily reading, comprehension activities, blended learning concepts like computerized individual programs, and coding and STEM enrichment will enhance reading and math skills for standardized test score improvements.
Only 30% of Somerville graduates and 32% of economically disadvantaged Snook graduates enrolled in a Texas IHE (53.4% statewide) according to the latest TAPR. Snook graduates averaged a 17.2 ACT score, and Somerville 16.5, compared to 22.2 in Region 6.	Changing the culture about attending college in these rural districts with high percentages of Title 1 students (99.8% in Snook and 69% in Somerville) will include college preparation and training for TSI, ACTs and SATs as a complement to daily 21st CCLC homework and tutorials focused on core subjects. College visits will provide future goals for students to help improve performance.

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.

This Somerville ISD and Snook ISD Co-op, made up of five (5) 21st CC Learning Centers (3 in Somerville and 2 in Snook), targeting 340 students will incorporate quality academic support, various enrichment activities and family engagement events as a strategy to improve student standardized test scores, attendance, behavior, grades and parental involvement. Through these measures and by following the 21st CCLC Blueprint, these districts will annually increase middle school STAAR test scores by ACE participants in reading, writing and math by at least 10% when compared to baseline data in the "at approaches grade level or above" performance measure. Also, program participants will increase their regular school day attendance by 10% and by 2022-23, the percentages of participant graduates attending Texas colleges and ACT scores will increase by 10%.

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

- First-Quarter Benchmarks are (in no specific order):
- Create and build a logic model for the overall 21st CCLC program and for each specific center.
 - Advertise for, interview and hire staff, including Program Director, Site Coordinators and Family Engagement Spec.
 - Enter into a formal partnership agreement with Texas A&M AgriLife 4-H - Burleson County.
 - Promote program benefits through marketing campaign including brochures and communication.
 - Host events/meetings with parents to discuss enrollment into the program (create a list of potential enrollees).
 - Identify and prioritize students most in need to enroll in program, targeting at least 65% of at-risk students.
 - Hire/build staff at each center (teachers, paraprofessionals, volunteers and tutors).

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

Second-Quarter Benchmarks are:

- Create a professional development plan for ACE staff.
- Implement and build upon recruitment efforts for enrollment with hopes to have waiting lists at each center.
- Schedule and follow up with regular meetings between Site Coordinators and campus administration.
- Site Coordinators will hold bi-weekly meetings with teachers to create lesson plans to complement the school day.
- Develop and host regularly-scheduled high quality Family Engagement and parental educational efforts.
- Meet pre-determined (logic model) center-specific enrollment number targets at each facility.
- Create and distribute surveys to students/parents/guardians to gauge quality of academic/enrichment activities.
- Create and distribute surveys to regular day teachers to determine impacts of program and improvement ideas.

Third-Quarter Benchmark

Third-Quarter Benchmarks are:

- Utilize peer and self assessments to evaluate 21st CCLC staff effectiveness.
- Provide professional development opportunities to center staff/personnel, individually and as a group.
- Meet pre-determined center-specified daily attendance percentages - no less than 75% at each.
- Meet pre-determined center-specified target of students on track for 45-day attendance - no less than 75%.
- Meet at least 75% of the target number of parents for annual goal figures.
- Provide coordination for local and external evaluation processes including site visits and data collection.
- Implement center-level alignment plan with regular school day instruction.
- Meet pre-determined center-specified enrollment numbers - no less than 90% capacity and potentially waiting list.

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.

Data and Evaluating: This program will heavily rely upon feedback and information from the three annual submissions of the Texas ACE Quality Assurance Process (QAP), which will monitor and measure implementation and improvement over time, in addition to standardized and local student testing data, attendance numbers from the school day and program, student grades and 21st CCLC alignment efforts with the school day. The Texas ACE Capacity Development process also will be used for quality improvement plans through self-assessments with staff site visits, internal collaboration, and capacity development coaching support for specific center/program improvement plans. Similarly, external evaluator mid-year and annual reports, information from site visits and other suggestions and recommendations will play a significant role in making adjustments to meet the project goals and objectives while also identifying training and other services to be included in the program. Among the data collected and disseminated regularly include continued focus on the needs assessments and results from each center, which is imperative to long-term success by ensuring focus remains on the improvement areas for schools and the students in the program. Additional qualitative and quantitative data will be collected to monitor the success and progress of the grant program, including surveys of students, parents and teachers, and six-week grading, daily attendance utilizing the 21st CCLC tracking system, and annual STAAR testing.

Modifying: All of the data mentioned above will be used to guide the Program Director, Site Coordinators, administrators and stakeholders via a voluntary advisory group, who will review and analyze at regular monthly meetings to guarantee timely responses to potential or arising problems using new pathways to meet the benchmarks and grant performance measures as cited in this application.

If it is determined that benchmarks listed or the summative SMART goals are not being met or showing progress of being met, the advisory group and program leaders will determine immediate modifications needed to the timeline, processes or objectives. If additional support is needed, the assigned TEA Program Director will be asked to provide guidance. If more is needed, the districts would seek help from other districts and alert stakeholders of changes.

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8. Statutory/Program Assurances

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

Check each of the following boxes to indicate your compliance.

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

9. Statutory/Program Requirements

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

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

Addressing needs: Over the last few months, district administration and stakeholders such as community/business leaders in both Somerville ISD and Snook ISD have gathered and analyzed data from campuses and used that to assess the needs of students, parents and families based on the review of standardized testing, grades, attendance, disciplinary reports and instructional and enrichment programs available. With Somerville district's overall TEA rating of D for 2019, including an F rating for its elementary school, targeted intervention plans have already been created. That information, specifically focused on lesson plans, alignment and objectives, all of which are included in this 21st CCLC planning process regarding academic cohesion and supportive measures. While these areas are diverse ethnically with White, African American and Hispanic, there's one aspect that is similar: there are a significant number of economically disadvantaged students (76% in Somerville and 72% in Snook, compared to 60% statewide). According to the U.S. Census Quick Facts, this rural farming area also has 23.5% people below the poverty line, compared to 15.5% in Texas and a lower educational attainment with just 11.7% of residents 25 and older hold a bachelor's degree or higher, compared to 29.3% in the state. All of this leads to the need to expand educational opportunities for these traditionally underserved students (at least 65% of those enrolled in the program will be at risk) and families with expectations and objectives to improve reading, writing and math skills while providing activities that build upon academics and engage in social, physical and emotional wellbeing.

Most need: With an F rating from TEA for 2019 and an ESEA Comprehensive Support campus, Somerville Elementary is in need at all levels. Based on STAAR testing, students in the 4th and 5th grades struggle the most in core subjects tested, specifically Reading and Math, scoring as much as 24% below the state averages in "at approaches grade level." The number of students who meet the struggling criteria in those grades and subjects is at least 50, of which this program will attempt to serve 75% of those eligible students. For Snook ISD, middle school economically disadvantaged students struggle significantly in Reading and Writing to reach the "at approaches grade level or above." For example, only 23% of economically disadvantaged 7th graders scored at that performance measure in writing (compared to 70% statewide). The total number of students in that "most in need" category is 60 and this program will attempt to serve 75% of that number. For high school students in both districts, ACT and SAT test scores are significantly lower than the state average and is even lower among economically disadvantaged students. In order to improve these numbers, which will lead to more students going to college, the program will target at least 75% of the 80 of these "most in need" students.

Recruiting: Teachers, administration, and counselors at each center, based on their knowledge of the students and families, will create and build a list of students they suggest enroll in the program based on standardized test scores, academic need, attendance, behavioral concerns and potential for failure/dropping out. For K-5 students, the classroom teachers will contact parents after school hours to discuss the program with them and provide a registration form for enrollment. For the middle and high school students, site coordinators will contact parents, explain the program and its proposed benefits and activities, and also provide a registration form. Throughout the school year and by utilizing the TX21st data system, 6-week grades, daily attendance records, annual STAAR testing scores, and through regular staff meetings and discussions, students who are at-risk of academic failure or other reasons will be added to the enrollment list by a teacher, administrator, or parent. These same recruitment activities occur for each school year as students are continually assessed at the campuses and within the program. This program provides working parents with the security of knowing their children are safe and receiving help with homework they may not be able to provide. Activities, such as literacy classes and family events will be held in the evenings to accommodate working parents.

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9. Statutory/Program Requirements (Cont.)

2. Programs must help students meet academic standards as defined by the measures of effectiveness (i.e., growth in state assessment, improved GPA, increased school day attendance, improved school day behavior, and increased student engagement in learning) listed in the Purpose of Program section of this RFA. (See Program Guidelines) Describe how the proposed program design will positively impact this set of measures at the grant and center levels. Provide data and SMART goals describing the expected estimated impact over time on one or more measure.

Design: This 5-center Co-op program will focus on providing various activities selected based on the ability to impact students' academic performance, attendance, advancement, graduation rates, college and career opportunities, while increasing parental involvement through engagement and educational opportunities. Through detailed and center-level logic models, based on the overall district 21st CCLC program logic model, the design will involve four main components, each intended to address one or more needs identified through a set a measures. All centers will provide the same basic components and thus are expected to have similar impacts.

- Academic Support: These activities are the top priorities and are designed to improve students' academic performance. A majority of the schools targeted in this program test below the state average in reading, math and writing. That is the reason for providing at least one (1) hour of homework assistance and tutoring daily from regular classroom teachers and/or paraprofessionals from the districts. This assistance will be performed in small groups determined by grade level and, depending on staff levels, also will be based on skill levels to ensure the most impact for each student with the expectation of improved grades and growth in state assessment scores. This will impact the individual students and improve school and district standardized test scores.

- Enrichment/development activities: These elements are designed to improve student attendance, impact socio-emotional behavior, decrease disciplinary referrals and improve health and wellness. By providing broad variety of services and activities as selected by students (of which 65% will be at risk) that combine relaxation and play, academic aspects will be incorporated by building lessons that tie in with the regular school day core learning, will be TEKS aligned, and create hands-on experiences to complement and reinforce earlier learning. These activities impact behavior and increase student engagement in learning. Enjoyable and fun activities can be used as rewards for academic improvement, hard work, improved attendance and positive behavior. These activities also offer other lessons and experiences for youth including teamwork, leadership, discipline, pride, competition and self-image.

- Family and parental activities: Meaningful engagement is key here as activities will be offered to increase family participation in their child's academics and the school as a whole. When families, especially Latinos, are involved in a child's education, academic performance increases, according to a 2014 study in School Community Journal called, "The Impact of a Collaborative Family Involvement Program on Latino Families and Children's Educational Performance." For parents of children in these poverty-stricken and low educational attainment districts, literacy, financial literacy, employment support, health and nutrition education can make long-term positive impacts and change their lives. Scheduling these activities in the evenings and on Saturdays to take into account the efforts of working parents will increase involvement and parental support. Needs and interests will determine these activities.

- College and career readiness: While a majority of these types of activities will be offered to students in the high school, elementary and middle schoolers also will be provided opportunities to experience and observe careers and colleges in ways that will help them realize their dreams after high school. The intent here is to strengthen students' attitude toward their college career goals in this historically low educational attainment area, by introducing students to opportunities and by providing training/support for improved TSIA2 scores and higher ACT/SAT tested rates (only 54% in Somerville) and scores (16.5 ACT in Somerville and 17.2 in Snook). Helping motivate students for the future through these opportunities will improve behavior, grades, and academic achievement.

- SMART Goal #1: Somerville ISD 21st CCLC elementary participants in 4th grade will improve their reading and math scores for "at approaches grade level or above" by 5% per year based on benchmark scoring. This will lead to an increase, by the end of the grant period, of the overall district STAAR scores at that performance measure to at least 65% for reading and math (currently 55% and 41%).

- SMART Goal #2: Snook ISD 21st CCLC middle school participants in 7th grade will improve their reading and writing scores for "at approaches grade level or above" by 5% per year based on benchmark scoring. This will lead to an increase in STAAR scores by grant period end to at least 65% in reading and writing (currently 54% and 39%).

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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: Utilizing information from needs discussions and assessments as already noted, and paired with this rural area's high poverty rates and low educational attainment, the purpose of this program is to offer imperative academic services as well as a variety of hands-on enrichment activities that can both assist in academic achievement and provide opportunities for students they wouldn't normally have. All activities selected will be based on the ability to impact students and their parents in at least one fashion, preferably more.

- Academics: All centers will provide all levels of students in the program one (1) hour daily of homework assistance and small group and individual tutorials led by grade level school teachers to help students meet the challenging state academic standards. Focus in all schools will mainly be on reading and mathematics, while ensuring TEKS alignment at all levels of core subject efforts. However, each campus and its Site Coordinator will regularly meet with administrative staff to discuss specific campus priorities, but emphasis will remain on academic core instruction. These services are intended to ensure students have the time, support and teachers available to help them complete schoolwork and thus improve grades and achievement.

- Enrichment activities: Depending on the school, student ages, student interests, school needs, and staff/volunteer experience and knowledge, the Somerville/Snook 21st CCLC Co-op will provide an array of activities for students to choose from to complement and reinforce through hands-on opportunities regular school day academic learning. For elementary and middle school students, offerings will include arts and crafts, fitness, sports, cooking, a community garden, technology, STEM, robotics coding, and dance, all intended to promote health, creativity, critical thinking, collaboration and communication. For high school students, enrichment and academic activities will include ACT, SAT and TSIA2 preparation. Also, high school students will have the opportunity to learn more about agriculture and horticultural science, the lifeblood of this rural farming community through the partnership with the Texas A&M AgriLife Extension and activities to include leading, guiding and mentoring the elementary and middle school students in creating their community gardens. This will build leadership, communication skills, confidence and reinforce learning for those high school students involved.

- Family engagement activities: Literacy/financial literacy, computer educational programs to assist with employment opportunities and healthy cooking for these busy working parents will be available for ACE parents in both districts. Produce from their own created community garden will be used for the healthy nutrition cooking activities led by the Texas A&M AgriLife Extension and its curriculum and specialists.

- Addressing student needs: In order to provide the academic support that will make the most impact, ensuring after school lesson plans match with the daily/weekly regular school day lessons at each campus is imperative. The districts' 21st CCLC Site Coordinators will work with curriculum personnel and teachers at each of the campuses on a bi-weekly basis. Lesson plans from both the regular school day and ACE program will be shared to ensure cohesive and engaging hands-on opportunities for students. This along with 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 mainly for homework and tutoring and will be assigned to the appropriate grade levels in which they teach. They also will be involved in planning, working with other staff and leading enrichment focused on hands-on activities that complement regular school day work in the core academic classes.

- Oversight: Attendance at enrichment activities will be monitored to ensure student interest. The 21st CCLC staff will utilize suggestions and resources from teachers about what types of hands-on activities should be included in the program to match with the school day/week lesson plans as well as address evidence-based activities. Surveys to students and parents also will be distributed and analyzed to gauge interest and quality of programming as well as interest levels for new activity potentials. Site Coordinators will observe activities daily for evaluation and training purposes with staff in order to ensure the activities are to the engagement standards set in the program. Center-level and local program evaluation, including external and internal evaluations also will play a role in analyzing activities and will be used to make adjustments to attain the goals set focused on overall student success.

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9. Statutory/Program Requirements (Cont.)

4. Describe the planned partnership between the applicant and the proposed eligible partner organization. Include how the partnership will contribute to achieving stated objectives and sustaining the program over time. Check the box if applying for priority points for such a partnership. To receive priority points, the applicant must provide information that demonstrates the activities proposed in the application are, as of the date of the submission of the application, not accessible to students who would be served; or that it would expand access to high-quality services available in the community.

TEA will provide the same priority to an application submitted by a local education agency (LEA) if the LEA demonstrates that it is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements of this grant. Check the box if applying for priority points under this special rule. If this box is checked, provide clear relevant evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements.

This applicant is part of a planned partnership

The applicant is unable to partner

The Somerville ISD/Snook ISD Co-op will partner with the Texas A&M AgriLife Extension - Burleson County to provide a number of specified high quality activities and opportunities for the 21st CCLC program to expand opportunities for students and parents that are not currently available for these at-risk students and their families. Based on the needs discussions between districts and shared goals and objectives, a plan and new long-term partnership has been created with the Texas A&M AgriLife Extension in Burleson County to provide various programming opportunities for students of all ages, abilities and interests. Activities and programs focused on reducing bullying and improving hygiene will be provided on a varying basis, while robotics, community gardening and horticulture and animal sciences will occur on a more regular schedule. All of these activities will occur at the centers with support and guidance from Texas A&M AgriLife Extension personnel, including providing curriculum information and training support as needed for 21st CCLC staff to perform daily educational efforts. The mission of the Texas A&M AgriLife Extension - Burleson County is to improve the lives of people, businesses, and communities across Burleson County through education. That mission is accomplished by providing programs, tools and resources that teach people how to improve agriculture and food production, advance health practices, protect the environment, strengthen communities and enrich youth. That and the effort to apply science-based knowledge to create high-quality, relevant education encouraging lasting and effective change fits directly with the goals of the 21st CCLC program and the goals of the Somerville ISD/Snook ISD Co-op.

Some of the activities that will be part of the 21st CCLC program through the partnership with the Texas A&M AgriLife Extension - Burleson County for all ages include:

- Growing and Nourishing Healthy Communities Garden Course - Students and parents participating in this activity, which can be both after school and involve families, will learn how to grow fruits and vegetables, select a garden location, techniques on how to compost, plant and water along with insect control. Then they will learn how to cook with the produce grown from the community gardens, which will be located on the school grounds.
- Explore Robotics Project: Building Blocks of Bots - This Texas 4-H program and curriculum (through the Texas A&M AgriLife Extension) uses a non-formal educational process of engaging youth in a "learning by doing" process. Mainly focused on hands-on opportunities, participation will be conducted by 21st CCLC staff under the guidance of the county extension agents. Through workshops, clinics and classes, students will be able to demonstrate the knowledge they have gained, which will help them learn key life skills such as working with others, teamwork, cooperation and goal setting.
- Take a Stand and Safety Day - These two programs focus on safety and security both emotionally and physically and are not available currently to students in the schools. Take a Stand is a program about all aspects of bullying including what to do about it and how to protect yourself. Safety projects are about preventing accidents and injuries by recognizing safety hazards and fits in this rural community with information about being safe around large animals or with outdoor activities like shooting, hunting and swimming.

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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.

Peer reviewed research reveals that highly engaging after school activities and programs that focus on educational and social and emotional learning can improve academic performance while enhancing developmental skills of students and families. That is why the Somerville ISD/Snook ISD Co-op will attempt to implement these types of programs and activities in all its schools for this 21st CCLC program and also use best practices based on the Texas ACE Blueprint, trainings and workshops. The following two activities, in particular meet multiple student needs that can lead to lifelong impacts for academic success and career choices.

- With a focus on teacher-led tutoring in this 21st CCLC program, 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 in Research in Middle Level Education, results indicate "borderline students who received school-based tutoring from district teachers performed higher on standardized test scores in the areas of mathematics and language arts than borderline students who did not participate in tutoring." Also, the student-teacher relationship is consistently identified as a key factor for increasing student achievement. When students perceive teachers care about their well-being, engagement increases affecting attendance and test scores.
- Implementing STEM focused activities, including robotics through the Texas A&M AgriLife Extension - Burleson County in addition to various daily hands-on activities such as math and design projects encourages innovation, problem solving and creative thinking at all levels. According to, Students' Attitude Toward Science as Predictors of Gains on Student Content Knowledge: Benefits of an After-School Program (May 2015) in Sch Sci Math, "high quality after school programs devoted to science have the potential to enhance students' science knowledge and attitudes, which may impact their decisions about pursuing science-related careers." After school programs "provide academic and social support needed to increase student affect and achievement levels." Students participating in high quality STEM-related after school programs have shown increased academic outcomes on standardized tests and a greater likelihood in pursuing a STEM-related career field compared to their peers who did not.

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.

All of the proposed centers and the activities occurring will be located at the district schools, so there will be no need for transportation of students to additional or other facilities following the school day. However, it is expected about 30% to 40% of students in the center campuses from Somerville ISD/Snook ISD will need transportation home following the program via buses provided through reasonable/approved costs included in the 21st CCLC program. It is expected the remainder of students will receive transportation home from a parent/guardian. In both circumstances, there will be the same protocol at all five (5) centers. 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.

Regarding the transportation provided through the grant for students to safely be taken home after the programming, there are several safety measures such as cameras and in the buses, experienced drivers, and roster log 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 them as part of the program. When they return to the center, the same above procedures for pickup will be followed.

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

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.

For both Somerville ISD and Snook ISD, after school programming will be a new concept, thus creating a significant need to ensure marketing, promotion and education of the benefits a program such as this will provide for its at-risk students, families and the schools overall. It is important for these districts to properly, consistently and fully disseminate information in both English and Spanish as needed about this program to the parents and students of the community along with the residents in an effort to create a buy-in of the 21st CCLC.

These sister districts will utilize a suite of print information, social media, internet, and the www.mytexasace.org website for customizable electronic outreach materials to inform students, parents, teachers, staff, stakeholders and the community about this after school program. The districts as a team will design, create and print various brochures and larger wall and window signage for each individual center, which will include all locations of the centers and who to contact and how to enroll in the program. These materials will utilize the Texas ACE branding logo in all of these local program materials and promotions, which also will be published in English and Spanish. District staff also will design and send out information via text and email to parents in order to ensure all are aware of the programs and how to enroll, including the locations of the centers, which are at all schools in the Somerville and Snook districts. These technology communication methods also will incorporate the Texas ACE branding logo and additional information about the program. Information about the program will be included as a link on both districts' websites to include the name of Program Director, Site Coordinators, locations of the centers, activities at each one and how to enroll. At least twice per year, the 21st CCLC Program Director will present an update to the districts' Board of Education and other stakeholders about what goals and objectives the program is reaching and provide any other information desired. External evaluator reports also will be posted on the ACE web pages.

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 grant will be utilized to supplement and not supplant the districts' existing local, state and federally-funded programs intended to increase academic performance in STAAR testing, improve attendance and behavior, provide social and emotional support and ultimately increase college readiness and higher education attainment. The districts will coordinate use of Title I funding to target those students by providing additional resources, materials and technology and by using existing financial and personnel resources not funded from the grant to include maintenance personnel and coordination with other district and campus programs to meet the goals and objectives of this program. The 21st CCLC staff will be included in district and campus staff/faculty meetings and professional development opportunities in an effort to maximize communication and provide educational efforts to better serve the participating students and their families. Current school equipment, such as computers and other technology, will be used during this program. Any program activities required by state law, School Board rules or local board policies will not be paid for with this requested grant funds. Also, no state or local funds will be decreased or diverted for any other uses because of the availability of these funds. As the fiscal agency, Somerville ISD will maintain documentation to demonstrate the supplemental nature of these funds.

In addition, the districts will be utilizing resources and the expertise of organizations such as Texas AgriLife for 4-H programming and the public swimming pool in nearby Caldwell for swimming lessons to maximize efficiency, staffing levels and overall reach as many high-needs students and their families as possible. The districts also will take advantage of the Texas ACE program's in-person and online training opportunities to participate in this statewide professional development. This funding coordinated with Title I (high-poverty) and state compensatory funding will lead to an enriched school culture provided through the 21st CCLC program, which will lead to short-term and long-term student gains academically, physically and social emotionally.

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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.

The first steps toward sustainability of any program beyond the life of a grant is buy-in from the district, staff and the community. This will require the ability to show and prove the worth of the efforts and investments made on behalf of the students, parents and community as a whole. Being the first efforts and experiences in both districts with after school programming of any kind, this will be a process that is imperative to the success of the program's short-term achievements and the program's sustainability in the long-term.

In high poverty districts such as Somerville and Snook, it will be virtually impossible to replace all the funds provided by state and federal grants for a program such as this, to replicate the ACE programming. However, by the end of grant program, some of the less costly aspects of the after school activities can/may be integrated into school budgets, such as after school tutoring/homework help and materials for hands-on enrichment programs, which will help support sustainability. In addition, these educational and enrichment activities could continue for little cost by utilizing additional volunteers from the community and college interns from Texas A&M University in College Station, which is located just 25 miles from Somerville and 15 miles from Snook. The importance and impact of an after school program as established through the Texas 21st CCLC funds is an investment that can't be overlooked for the benefit of the districts, its students, parents and overall community. Efforts would continue to be made to work with and build upon the relationship with community partners such as the Texas A & M AgriLife Extension (4-H) and our business organizations along with potentially including the Texas Parks and Wildlife, which has an office in Somerville. Other opportunities include asking for financial assistance and donations from local businesses, which are very supportive of youth programs in Burleson County. To put it all together, a capacity building advisory group will be named and meet quarterly to move in this direction toward long-term sustainability.

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

Both Somerville ISD and Snook ISD plan to utilize volunteers in a limited fashion. Due to the rural and agricultural nature of both districts, volunteers are difficult to find, and in this case, will not be intentionally sought for daily programming as regular members of the 21st CCLC team.

However, volunteers may be involved and used specifically for and during special events and activities, such as evening parental and family activities as well as any Saturday or extra activities 21st CCLC students and families are involved in. Regardless of what their involvement will be, efforts always will be made to reach out to experienced and educated community members who have knowledge in the activities (such as financial literacy, robotics, nutrition, gardening and more) being offered to students. Special preference always will be given to those with a background in education or social work.

In the case where volunteers participate as part of the regular 21st CCLC team, procedures for participation follow regular school policies including fingerprinting and undergoing a criminal background check. This is intended to ensure the safety of all participants. 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 not go through a procedure such as the one described for those who are regularly part of the 21st CCLC program, 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 and retaining strategies: When quality and engaging programming occurs, the expectations are students will sign up and attend the program and they 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. In order to attain the desired outcomes, students at risk of academic failure or for disciplinary or attendance reasons will be added to the enrollment list by a teacher, parent or administrator. Site Coordinators will track the waiting list of students to be enrolled in the program, if the daily program attendance is at capacity. If the program is not at capacity, the at-risk students will join the program and attend upon parental approval and proper filing of enrollment documentation. 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 a student on 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). 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 and more.

SMART Attendance goal: During fall/spring, a total of 460 K-12 students (or 45% of the total enrollment in the districts) will be targeted and enrolled in the 21st CCLC program's five (5) centers, and by the end of the year, about 75% of those, or 340, will attain the 45-day target for daily attendance of at least 2 hours each day.

SMART Attendance goal: During summer, at least 100 students in Somerville/Snook ISD will attend 21st CCLC programming for 12 or more days for at least 4 hours per 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.

Center-level needs: Based on the districts' struggles in STAAR testing and overall academic performance, especially in reading at all centers, at all grade levels and at all performance measures, the districts determined every center will be open five (5) days per week (31 weeks total Fall/Spring) for at least three (3) hours per day and for at least 5 weeks in the summer (6 hours/day) to build an impactful program that will result in improved academic achievement, attendance and grade advancement. Those hours along with the decision to include two (2) qualified regular day teaching staff at each center to provide homework assistance and tutoring also served as a priority point for these districts. The funding for instructional staff is reasonable, necessary and aligned at each center based on the targeted number of students, their age group and subject levels in which each center is focused based on STAAR testing. For consistency, the secondary schools in both districts will operate 1-hour in the morning, 2 hours after school. At the same time, the Site Coordinators for each center, under the direction of a Program Director, will use support staff to ensure center delivery plans are in place for continuity and lines of communication between similar centers will be a focus so students are all receiving evidence-based curriculum that matches the objectives.

Effectiveness: The districts have established this plan to help meet program objectives. The budget is designed to serve as many students as possible with limited funds utilized toward administration and other services not directly benefiting the many at-risk students in these districts. Monies are largely allocated to the 21st CCLC leadership staff, extra duty pay for teachers and paraprofessionals as well as consumables and equipment for 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 amount and the grant activities are achievable based on discussions with general budgeting efforts and discussions with other districts that have led and run after school funded programs. Only allowed and requested to cover costs for personnel and materials have been allocated to meet the requirements of the grant to provide the highest quality possible services to students and parents in Somerville ISD and Snook ISD.

For TEA Use Only:

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

10. Equitable Access and Participation

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

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

Group	<input type="text" value="Others"/>	Barrier	<input type="text" value="Lack of Support from Parents"/>
Group	<input type="text" value="Students and others"/>	Barrier	<input type="text" value="Cultural, Linguistic or Economic Diversity"/>
Group	<input type="text" value="Students, teachers, others"/>	Barrier	<input type="text" value="Lack of knowledge regarding program benefits"/>
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.	Program Director	\$55,000
2.	Site Coordinators	\$235,000
3.	Family Engagement Specialist and secretary/administrative assistant	\$73,000
4.	Teachers/bus drivers/support staff	\$216,375
5.	Benefits for all employees	\$81,112

Professional and Contracted Services

6.	External Evaluator - Admin Costs	\$15,000
7.	Partner funding - Texas A&M AgriLife Extension	\$10,000
8.	Professional Training, Technical Assistance, Resources & Activities not offered through grant	\$69,305
9.		
10.		

Supplies and Materials

11.	Supplies/materials for student activities	\$30,600
12.	Supplies/materials for program staff	\$45,030
13.	Supplies/materials for parental involvement activities	\$20,000
14.	Technology-driven items for student academic and enrichment	\$15,000

Other Operating Costs

15.	Travel (fuel and others) for students/staff to and from center sites as needed/conferences	\$43,650
16.	Travel for student/family field trips - educational and enrichment	\$7,733
17.	Nutritional snacks for Family events	\$30,000

Capital Outlay

18.	Establish computer resource room to be utilized by parents and families	\$50,000
19.		
20.		

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

For TEA Use Only:

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

Center Operations Schedule

County-district number or vendor ID: 74002327

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	026902101	Somerville Elementary School 700 8 th street, Somerville, 77879 (979) 596-2153	0	K-4	80	30
2	026903101	Snook Elementary School 10110 FM2155, Somerville 77879 (979) 272-8307	0	K-5	80	30
3	026902042	Sommerville Intermediate School 700 8 th street, Somerville, 77879 (979) 596-1502	0	5-7	50	30
4	026903002	Snook Secondary (Middle and High) School 10110 FM2155, Somerville 77879 (979) 272-8307	0	6-12	80	30
5	026902001	Somerville High School 570 8 th Street, Somerville 77879 (979) 272-8307	0	8-12	50	30
6						
7						
8						
9						
10						

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022					
<i>(Part 3) Applicant will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 1	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target			
Center	026902101	Somerville Elementary School, 700 8 th street, Somerville, 77879					K-4	80	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	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:	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 and family engagement activities such as 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 terms, monthly parent/guardian educational activities to potentially include but are not limited to financial literacy, literacy, computer technology classes and other selected opportunities based on the center's and participants' needs.										

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	026903101	Snook Elementary School, 10110 FM2155, Somerville 77879					K-5	80	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			3:15	6:15			3:15	6:15	8:00			2:00
Tuesday			3:15	6:15			3:15	6:15	8:00			2:00
Wednesday			3:15	6:15			3:15	6:15	8:00			2:00
Thursday			3:15	6:15			3:15	6:15	8:00			2:00
Friday			3:15	6:15			3:15	6:15				
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 and family engagement activities such as 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 terms, monthly parent/guardian educational activities to potentially include but are not limited to financial literacy, literacy, computer technology classes and other selected opportunities based on the center's and participants' needs.										

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	026902042	Somerville Intermediate School, 700 8 th street, Somerville, 77879					5-7	50	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	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:	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 and family engagement activities such as 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 terms, monthly parent/guardian educational activities to potentially include but are not limited to financial literacy, literacy, computer technology classes and other selected opportunities based on the center's and participants' needs.										

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	026903002	Snook Secondary (Middle and High) School, 10110 FM2155, Somerville 77879						6-12	80	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	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, college/university visits and family engagement activities. 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 terms, monthly parent/guardian educational activities to potentially include but are not limited to financial literacy, literacy, computer technology classes and other selected opportunities based on the center's and participants' needs.											

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	026902001	Somerville High School, 570 8 th Street, Somerville 77879						9-12	50	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	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, college/university visits, and family engagement activities. 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 terms, monthly parent/guardian educational activities to potentially include but are not limited to financial literacy, literacy, computer technology classes and other selected opportunities based on the center's and participants' needs.											

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022					
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 6	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target			
Center												
Feeder												
Feeder												
Program Operations		Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks				
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term												
Spring Term												
Summer Term												
Total number of weeks:												
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												
Total Hours Per Week:												
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
Parent/Legal Guardian Activities												

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

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

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

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

PARTNERSHP AGREEMENT

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

The Texas A&M AgriLife Burleson County Extension will work with the Somerville Independent School District and Snook Independent School District as a 21st CCLC Partner Co-op. These partners have joined in the planning and design of this after school program and agree to support and participate in the activities as outlined in the application and within this document.

Applicant School Districts/addresses	Somerville ISD 625 8 th Street Somerville, TX 77879 Snook ISD 10110 FM2155 Somerville, TX 77879
Name/address of Partner Organization	Texas A&M AgriLife Extension – Burleson County 100 W. Buck Street, Suite 105 Caldwell, TX 77836
Roles and responsibilities of Partner organization	
<p>The Burleson County Texas A&M AgriLife Extension and the Somerville/Snook ISD 21st CCLC Co-op will participate as partners by working together to provide high quality activities for all ages of program participants not currently available in the centers as well as those that are sustainable over the long term, including the next five (5) years. The Burleson AgriLife Extension will:</p> <ul style="list-style-type: none"> * Provide support and guidance through staffing and training at the centers for regularly scheduled enrichment activities including, but not limited to, Growing and Nourishing Healthy Communities Garden Course, Explore Robotics Projects, Take a Stand and Safety Day; * Provide necessary curriculum for these already developed courses and programs; and * Provide necessary materials/supplies for teachers and students to participate in these courses and programs. 	
Costs for services provided by the Partner organization	
<p>The Somerville/Snook ISD 21st CCLC program Co-op will provide funding to the Texas A&M AgriLife Burleson County Extension through grant monies for the cost of the curriculum materials/supplies needed for the activities that will be led by AgriLife staff, but will be held at the center locations. Fees will be determined annually based on the requested scope of services needed from the AgriLife Extension.</p>	
Long-term sustainability of partnership and after school programming	
<p>A partnership like this that focuses on providing evidence-based and already prepared curriculum creates both a cost-effective and longer-term sustainable model for these activities to continue throughout the grant cycle and beyond. By building this partnership, there will be potential for further joint efforts that will impact the students and adults in the program in the short-term and long-term. Both organizations will work to identify additional services and opportunities that can be sustained over time, including beyond the grant cycle.</p>	
Fiscal Agent - Applicant – Somerville ISD	Partner Organization – Texas A&M AgriLife Extension
Authorized official: Karla Sparks	Authorized official: John Grange
Title of authorized official: Superintendent	Title of authorized official: Extension Agent - Burleson
Signature: 	Signature: 
Date Signed: 1-11-2021	Date Signed: 12-2020