



**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:** 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
- Debarment and Suspension Certification
- General Provisions and Assurances
- Lobbying Certification
- Application-Specific Provisions and Assurances
- ESSA Provisions and Assurances requirements

Authorized Official Name  Title  Email

Phone  Signature  Date

Grant Writer Name  Signature  Date

Digitally signed by Briza Robles  
Date: 2021.01.18 17:47:34 -06'00'

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
On average, 66% of Hearne/Calvert ISD students are at "Approaches Grade Level or Above" in Math compared to the State's average of 82% (2019-20 TAPR). Neither district meets the State's 78% average of "Approaches Grade Level or Above" on All Subjects.	Program activities will be purposefully designed to address the districts' significant academic need and will also reflect each of the following four components during each term: academic assistance (homework assistance/tutoring), academic enrichment (during non-school hours), family and parental support, and college readiness.
On average, 14% of graduates from Hearne/Calvert ISD are classified as "College Ready" compared to the State (50% per the 2019-20 TAPR). Plus, neither district had college ready TSI scores in both subjects.	Both districts will address their significant college readiness need by coordinating and aligning activities during non-school hours with the school day curricular program, emphasizing academic assistance on state academic standards, such as STAAR for younger students and TSI for grades 9-12.
Hearne/Calvert ISD (Title I districts) have a 95% "economically disadvantaged" student population. The median household income of both districts falls short of the nation's average (\$68,703) by \$10,000 or more, depending on the district (US Census Bureau).	Both districts will address this economic need by offering daily academic enrichment opportunities, along with homework and tutoring assistance during non-school hours for students attending these high-poverty/low-performing schools. These will compose of enrichment activities not currently available to these students or their families.

**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.

Hearne and Calvert ISD will implement (4) 21st Century Community Learning Centers (3 in Hearne ISD; 1 at Calvert ISD) to help their students improve existing, significantly low student performance rates in Math (66%), TSI readiness (0%), and college readiness (14%) (2019-20 TAPR) by providing a variety of free services, including quality and daily academic support, enrichment activities tailored to student/family interest, and family engagement activities. With the implementation of the Texas Ace Blueprint and proposed activities, improved standardized test scores, attendance, behavior, grades, and increased parental involvement/guidance will become a reality for these impoverished Title I districts. The long-term goal for both districts is to meet the State's academic performance rate on All Subjects and see a 75% increase in college readiness by the end of the program cycle, 2026-27.

**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**

- \*The Program Budget will be developed and approved at the district-level by both Hearne/Calvert IS school boards.
- \*Both districts will interview and hire required program staff (a full-time Project Director, a full-time Site Coordinator per center, and a full-time Family Engagement Specialist), as well as identify potential volunteers from neighboring community-based organizations, district partners, and local businesses.
- \*21st CCLC program materials (marketing and outreach) will be created using approved ACE branding.
- \*Both districts will target and recruit 65% of the at-risk student population for program services. Students who need academic intervention, are absent frequently and/or at-risk of dropping out, or are involved in delinquent activities will be targeted by both school and program staff to ensure the most in need students are recruited to the program.

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**8. Measurable Progress (Cont.)**

**Second-Quarter Benchmark**

- \*Both districts will continue assessing and identifying the academic needs of each (4) participating campus to offer academic activities tailored to identified student, family, and the overall districts' needs during each semester.
- \*All proposed program activities will align with the proposed SMART Goal, as ensured by school and program staff.
- \*Surveys (print/digital) will be administered to students/parents/guardians to identify which enrichment activities students and their families are most interested to participate, leading to increased family engagement.
- \*Surveys (print/digital) will be administered to regular day teachers/school staff to ensure priority program objectives are properly being met, as well as to identify areas for program/student improvement and potential solutions to increase the overall impact of the program.
- \*Prioritize recruitment efforts to engage at-risk students and meet % of center-specific enrollment targets per center.

**Third-Quarter Benchmark**

- \*Summer program schedules/activities/bus route schedule will be developed and approved by school administrators and the Project Director.
- \*All participating Program staff will participate in training and other opportunities offered by the Texas Ace program. Additionally, center-level staff will attend scheduled program-related training, individually or as a group.
- \*Routine coordination and program support will be provided to facilitate evaluation processes, including scheduled site visits and data collection, as well as to ensure the program is on track to meeting all proposed objectives/goals.
- \*All (4) centers will meet center-specific enrollment target numbers, ensuring at-risk students are prioritized.
- \*All (4) centers will meet center-specific attendance target numbers.
- \*All (4) centers will meet center-specific parent/guardian/family engagement target 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.

Hearne/Calvert ISD will implement the Texas Ace Blueprint in their planning and development of the program to ensure a high-quality program is created with high-quality services that will make a long lasting impact on participating students and their families. To ensure the proposed SMART Goal and 21st CCLC goals are effectively met, both districts will routinely track and audit the program's impact on all participants through evaluation data (student grades, attendance, surveys, stakeholder feedback, and external feedback) provided during each semester. The TEA approved Project Director will assume full responsibility for monitoring and evaluating data resulting from the program's implementation. Furthermore, the Texas ACE Quality Assurance Process (QAP) will take place 3 times during the school year, and the program evaluation data/feedback provided will be emphasized and applied to increase program success. Ultimately, the program will be modified if it is determined that both districts are not on track to meet the proposed SMART Goal, Quality Assurance Process (QAP), and/or have not met the proposed objectives listed in the first, second, and/or third quarter benchmarks.

Hearne/Calvert ISD, in collaboration with program staff, will modify the program based on feedback and suggestions obtained from the Steering Committee, student and parent choice described through administered surveys, community members, the external evaluator, Technical Assistance Provider, and the approved TEA Project Director in order to assure all facets of the program operate cohesively and effectively. Additionally, an external evaluator will be hired to collect, assess, and oversee program evaluation data (student academic achievement, attendance, and behavior), as well as to provide recommendations for program modification and sustainability.

By following the measures described above and incorporating a broad range of feedback and program data, Hearne/Calvert ISD will ensure they: 1) have ample time to modify the program if the proposed benchmarks/SMART Goal are not showing progress/being met and 2) promote both program sustainability and district-wide consensus.

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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.

- Describe the needs assessment process, center-level needs assessment process, multiple sources of data used, and stakeholder feedback that occurred for this grant application.
- 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.
- Describe the plan for how the center will continually assess and recruit the students most in need and how the plan addresses the needs of working families.

(a.) Hearne/Calvert ISD administration took a holistic approach of reviewing district-level student and staff data, as well as reviewing multiple sources of campus-level data (TAPR, PEIMS 425, STAAR/TSI outcomes, student demographics, etc.) to identify existing needs. District-level assessment included: an inventory of human capital available, safety and security of all facilities, rooms/space available for after school usage, equipment/software that could be utilized after school, additional support staff needed (such as maintenance workers, cafeteria staff, paraprofessionals, and volunteers), training/travel required to support this program, plus relationships currently established with community organizations, trainers, and potential partner services. The campus-level data assessment process included disaggregating data from the Texas Academic Performance Report (TAPR) to determine attendance rate, graduation rates, STAAR results, End-of-Course results, number of students per campus, student demographics, and staff data. Data such as grades, counselor identified social needs, and PEIMS 425 for disciplinary and violent acts were also reviewed. Hearne/Calvert ISD reviewed: Free/Reduced Lunch percentages, Title I percentages, median household income per city, demographics, and federal/state websites. Per the research, both Hearne and Calvert ISD respectively offer free lunch to students (95%; 93%), are (100%) Title I school districts, have median household income rates below the nation (\$56,616; \$30,089), and have a significantly high population of minority groups (Hearne ISD's Hispanic population is 43%, and Calvert ISD's African American population is 45%). More than half (74%) of Hearne's district is made up of at-risk students. While Calvert ISD is much smaller (140 students), its at-risk student population is still significant, composed of almost a fourth (22%) of its students. Current resources in place to support both districts' needs are Title I funding, the Texas Department of Agriculture School Lunch Program, and the Workforce Solutions Brazos Valley (for both districts). In addition, stakeholder information garnered year round from parents, students, counselors, staff, community, businesses, and School Board Members was assessed to determine the need to apply, activities that could be proposed, center schedules, and staff required to run an efficient and self-sustaining after school program. (b.) The research conducted shows: 1) significantly low student performance rates, specifically in Math compared to the State, 2) high-poverty rates in both districts with an average of 95% students identified as "economically disadvantaged," and 3) significantly low student performance rates on the TSI, demonstrating 0% TSI readiness and 14% college readiness. Plus, All Subjects assessments do not meet the State's average and need to be improved; too many students between grades 7-12 have lower than a 3.0 GPA; in-school suspensions are too high; and grades 1-5 need more engaging learning opportunities. Student populations deemed "most in need" for each campus are: Hearne Elementary Students not meeting the State's goals in Reading/Writing/Math assessments, approximately 400 students. 25% of eligible students (100) will be served. Hearne Junior High students not meeting the State's goals in Reading/Math/Science/Social Studies assessments, approximately 120 students. 42% of eligible students (50) will be served. Hearne High School students that are not considered "college ready" with failing TSI scores, approximately 230 students. 22% of eligible students (50) will be served. Calvert School students not meeting the State's goals in Reading/Writing/Math assessments, as well as Grade 9-12 students not meeting TSI standards, approximately 140 students. 50% of eligible students (70) will be served. (c.) At-risk students who need academic intervention, lack strong role models, are at-risk of dropping out of school, and/or involved in delinquent activities will be targeted with the assistance of school counselors/teachers. To address working families, free bus travel will be provided to students, as well as family activities in both English and Spanish. To ensure parent needs are addressed, the districts will provide surveys (online/print) to gather feedback on the program opportunities for the parents and ideas on what will increase family engagement and parent participation.

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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.

Hearne/Calvert ISD anticipate the proposed program design to positively impact student academic standards over the course of the grant period by providing daily, after school (and summer) academic support, academic enrichment opportunities, and a broad array of student/family development and engagement activities to reinforce and complement the regular academic program of participating students. The summer program will offer the same services to combat summer learning loss, as "summer learning loss during elementary school accounts for two-thirds of the achievement gap in reading and math between low-income children and their middle-income peers" (Education Next, 2019). To further reinforce the program and its objectives, both districts will hire qualified program staff to properly oversee and coordinate program services, as well as recruit experienced and capable support staff within the community to enforce the concept of meaningful family and community engagement in participating students' education. Program staff will include a full-time Program Director, (4) full-time Site Coordinators, a full-time Family Engagement Specialist, and a part-time Administrative Assistant to the Program Director. Support staff will include regular day instructional staff, such as teachers and paraprofessionals, and community volunteers. In addition, other academic support will be provided by contracted trainers and vendors.

The districts' vision is for the proposed program to reach optimal performance, and by developing a program that is closely aligned with the requirements for high quality Texas ACE Program with the best possible program staff, participating students will be highly encouraged from the beginning to learn and improve their current academic standards. To achieve this vision, both districts will ensure the following program design elements are met: (1) Allocate sufficient funds per center to properly fund enrichment activities for both students and families; (2) Secure partnership agreement(s) to enhance center level activities; (3) Utilize collected feedback from stakeholders to measure the progress of grant and center level activities; (4) Utilize quantitative/qualitative scoring data and feedback from the Quality Assurance Process (QAP) to develop actions plans to address areas of improvement; and (5) Utilize the Texas ACE program-specific Local Evaluation Guide and Toolkit to improve student outcomes overtime, inform program improvement efforts, and identify needs of families and communities of Hearne/Calvert ISD.

The goal of the proposed ACE program is to have both Hearne and Calvert ISD improve their student academic performance outcomes annually, in comparison to baseline data obtained from 2019-20 TAPR data in the identified areas of need, which includes: Reading, Math, attendance, college readiness, and TSI readiness. The expected impacts for the following measures are:

1. Activities will demonstrate growth in Reading/Language Arts/Math state assessments for Grades 4-8 compared to baseline data.
2. Demonstrate and improved GPA from students with less than a 3.0 for Grades 7-8 and 10-12 who attended the 21st CCLC school year and summer program.
3. Improve and exceed attendance rate above 95% from prior school years 2019-20 (Per 2019-20 TAPR: Hearne ISD's attendance rate was 94.2%, and Calvert ISD's attendance rate was 94.5%).
4. Decrease in school suspensions (Hearne ISD: 221; Calvert ISD: 18), in comparison to the previous school year for Grades 1-12 (per PEIMS Discipline Data for 2019-20).
5. Improvement in Teacher reported engagement learning for Grades 1-5 compared to baseline data.

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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.

Each term, Hearne/Calvert ISD participating centers will have activities occurring for each hour that the center is operating. The activities will be intentionally designed to align with state standards and address both student needs and voice. Furthermore, the proposed program activities will be designed to reflect each of the (4) 21st CCLC components: Academic Assistance, Academic Enrichment, Family and Parental Support, and College and Workforce Readiness. For example, Academic Assistance will be provided through homework assistance, tutoring related to TEKS, state assessments, and/or End-of-Course exams, and accelerated learning activities. A broad variety of Academic Enrichment activities will be provided, all tailored to and designed according to district/campus-level needs and student/family needs and voice. For example, activities include (but are not limited to) mentoring programs, ESL classes, robotics and STEM programs provided by Texas A&M University (TAMU), arts and crafts, field investigations and college tours, computer literacy classes, and sports classes. Family Engagement is an essential component for higher performing centers, and these type of activities will offer families of participating students opportunities for both active and meaningful engagement in their children's education and literacy and related educational development. The final type of activities that will be incorporated at each center, encouraged for all grades, are College and Workforce Readiness related, such as SAT/ACT/TSI prep for older students (significantly needed in these districts), career awareness and research for middle to high school students, and college tours for high school students. Although the centers will closely adhere to these components, there is no one-size fit for the centers, as they differ in student/family needs and interests and will be tailored per center to improve student academic achievement and overall student success.

The proposed activities described above will be provided during non-school hours or periods when school is not in session (after school and summer recess), and will be designed to reinforce and complement the regular academic programs of the schools attended by the students, prioritizing the students' academic needs. To facilitate this coordination between regular school curriculum and the after school/summer program, Hearne/Calvert ISD will recruit and integrate regular school day teachers to assist with 21st CCLC program activities, particularly the Academic Assistance (homework assistance and tutoring) activities. This effort will help students feel comfortable and create an environment that is familiar to both students and their families. 21st CCLC program staff will also coordinate with regular school day staff as another element of integration, by participating in campus-level decision-making committees, grade-level meetings, vertical alignment meetings, core-subject meetings, and Admission, Review, and Dismissal (ARD) meetings relevant to the targeted student population.

To ensure sufficient program oversight is provided, Hearne/Calvert ISD (in alignment with the 21st CCLC program) will hire a full-time Project Director qualified to manage day-to-day and overall program operations, (4) full-time Site Coordinators (one per center) to manage the design and implementation of the high-quality program, and a Family Engagement Specialist to design activities that engage families to participate in the program. A part-time Administrative Assistant to the Project Director will also be hired, and support staff such as paraprofessionals, volunteers, and tutors will be recruited to ensure the adult to student ration is maintained at a 1:15 ratio or better.

Given that multiple studies have found that attendance is correlated with positive student outcomes, duration of participation and program activities being provided will be heavily monitored by program staff to ensure activities are engaging for students. Additionally, surveys will be administered every 6 weeks to both students and their families to gauge needs and interests in efforts to keep activities engaging and meaningful. Testimonials will also be requested from participating students and their families to evaluate program perception. Input from regular school day staff will also be key to evaluating program activities and ensuring they 1) remain aligned to the school's curriculum and 2) positively impact students' performance in school. Through these measures, the districts will be able to effectively monitor which activities reflect increased student/family participation and overall student academic achievement.

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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

Given the rural location of these districts, entering into a planned partnership was determined to be the best course of action to greatly benefit the impoverished communities. However, finding an appropriate partner within proximity proved to be challenging. After extensive research, a planned partnership was developed between Hearne/Calvert ISD and Big Brothers Big Sisters (BBBS) of the Brazos Valley. Located about 45 minutes away, BBBS of the Brazos Valley is driven by a single goal: to do their part in defending the potential of children in the community. Their mentoring program is designed to build relationships that last a lifetime and make a positive impact on both "Bigs" and "Littles." BBBS operates by recruiting community volunteers (Big Brothers/Big Sisters) to match them with at-risk youth (Little Brothers/Little Sisters). Through the program, Bigs provide encouragement, friendship, guidance and support to children in need of a positive and caring adult role model in their life. Studies show that children matched with a Big Brother or Big Sister are less likely to use illegal drugs or alcohol, less likely to skip school, more confident in their school performance, and more trusting of parents and guardians - all issues that are aligned to the 21st CCLC program's objectives. All volunteers are fully screened and trained before they are matched with a child, which is essential to keeping students safe and engaged by high-quality staff. After the match is made, professional case managers support the match and assist the volunteer with any issues that may arise. It is through this professional match support that Big Brothers Big Sisters is able to achieve such significant positive outcomes. This planned partnership will significantly contribute to achieving the stated objectives, especially the Academic Enrichment component of the program. BBBS' program emphasizes Prevention over Intervention, by providing a positive role model for children before they get in trouble in the first place. Their program revolves around helping children build and maintain the 40 Development Assets, known as the building blocks of childhood. Research shows that the more of these assets a child has, the more likely they are to grow up healthy, caring and responsible. Bigs learn more about The 40 Developmental Assets during their volunteer training. Children in the program are typically those already experiencing challenges such as low grades, poor school attendance, discipline problems, or who live in environments that put them at risk for developing problems. These challenges mirror those that Hearne/Calvert ISD students are currently facing; however, these are not activities currently accessible to students who would be served through the program. Integrating BBBS' program would help address the identified student needs as well as enrich the 21st CCLC program by encouraging Hearne/Calvert ISD students to stay out of trouble, stay in school and graduate high school.

While BBBS of the Brazos Valley is identified as the primary partner, Hearne/Calvert ISD will also work closely with Texas A&M University (TAMU) due to the on-going support they currently receive from the university for staff trainings, new teacher mentor-ships, dual credit courses, and career/technology classes. This partnership will help address the College and Workforce Readiness component of the 21st CCLC program. Additionally, city support/ services will be provided to sustain the program. For example, the police department will provide bullying and DARE presentations to participating students. Both districts will also continuously identify additional services and activities not currently offered through these organizations as needs are identified at the campus level.

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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.

Based off the comprehensive district-level and campus-level assessments conducted by the districts, it was found that Hearne/Calvert ISD students significantly need academic intervention, particularly in State assessments, as neither district meets the State's 78% average of "Approaches Grade Level or Above" on All Subjects (2019-20 TAPR). Annual graduates demonstrated not being TSI-ready, with neither district having college ready TSI scores in both subjects. This bleak data tied with only 14% of graduates from Hearne/Calvert ISD being classified as "College Ready" compared to the State (50% per the 2019-20 TAPR) signifies an immediate college-readiness need. Also, both are poor districts with median household income of both districts falling short of the nation's average (\$68,703) by \$10,000 or more, depending on the district (US Census Bureau). Hearne/Calvert ISD understand that providing free educational and related activities which complement and increase student performance and achievement, as well as postsecondary and workforce preparation will be key to supporting students' goals of attending college and becoming healthy, self-sustaining adults. To address these existing needs, The districts will utilize research and evidence-based practices identified in the Texas ACE Blueprint, which guides Texas ACE grantees through implementing high-quality programming at the center level. The districts will utilize the Texas ACE Blueprint along with a suite of trainings and support resources to learn about the components of program quality and set goals that move each center toward optimal operations and improved student outcomes. The districts will utilize the data gathered through the Texas ACE Quality Assurance Process (QAP) to measure implementation and improvement. Moreover, the districts will use the data and feedback in developing action plans that specifically address identified areas of improvement. Through these measures and training from the ACE state and local workshops and conferences, along with other 21st CCLC grantees, the districts will be able to provide educational and related activities that complement and enhance academic performance, achievement, college and workforce preparation, and positive youth development of the students.

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.

According to TEA's description, both Hearne and Calvert ISD are Title I small, rural districts with 95% of their students classified as economically disadvantaged. As noted in previous sections, both districts are also impoverished which presents an existing need for no-cost activities to encourage student, parent, and family engagement and participation to meet proposed attendance goals. Hence, the need for transportation to be provided at no-cost is an essential element of the program to encourage attendance in the after school program activities. This will greatly assist single parents and poverty-stricken families by providing students with the necessary resources, that parents may be unable to provide at home. In addition, buses will be available so students can travel safely to and from each center and home or to activities presented outside the centers such as field investigations and college tours. Hearne/Calvert ISD, through the grant, will hire 4 bus drivers (one per center), and grant funds will be allocated to cover additional mileage expenses and bus driver costs incurred due to the after school activities. Bus drivers must pass a background check conducted by the school district in order to be hired for the after school program and will be briefed on program objectives and center schedules by their first day so as to keep the program running efficiently by day one of its implementation.

Each student traveling on the bus will be given a form authorizing parental/guardian consent for them to travel on the buses. Then, each student will be given an ID that is scanned when the student comes and goes from the assigned center. Only authorized individuals on the parental/guardian transportation consent form will be allowed to pick up the student. Additionally, a Site Coordinator or assigned staff will be available to ensure proper dismissal of the student with the authorized individual or approval to ride on the bus. The Site Coordinator or assigned staff will use picture IDs until they are familiar with each of the participating students' and their parent/guardian. There will be absolutely no dismissal of students to unauthorized individuals.

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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.

Hearne/Calvert ISD will disseminate information about the centers in an accessible and understandable manner at various locations such as: campuses, campus/district websites, newspaper, local churches, Post Office, local community-based organizations, Twitter, Facebook, Instagram, and TikTok. Staff will utilize various modes of dissemination to ensure that all age groups are targeted through Social Media and printed in languages (English/ Spanish) that are appropriate and representative of the communities diverse populations. Hearne/Calvert ISD will inform the community about applying for the grant program on their district website. If awarded, Hearne/Calvert ISD will inform the community about the proposed program and available centers through various methods, such as public notice through the school boards' meeting, up-to-date postings on their district/ campus websites, and flyers posted on campuses with program information. Notices will be made available in both English/Spanish, which are the two most utilized languages in both districts' communities. Overall, the information that will be emphasized when promoting the program will include: translating program materials to Spanish for easier understanding and accessibility, marketing the diverse academic and family enrichment resources, activities, and opportunities offered by the program for meaningful community engagement, promoting "word of mouth" marketing through social media initiatives, and highlighting safe and free bus transportation after school for participation after school for all participating students. The 21st CCLC Program will be marketed utilizing marketing resources that comply with Texas ACE branding guidelines and bear the Texas ACE logo. This marketing will be conducted on an on-going basis since students may join activities every 6 weeks and activities are regularly changed based on academic and social needs, plus student/parent choice.

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.

Federal funds that will be coordinated with this proposed program include: ESSA funding, specifically, those that target Title I students by providing them with additional resources and technology needed; IDEA funding, for any learning tools and adaptive equipment that is needed for visually impaired, ADD, or other identified special education students; and Title I funds, for instructional materials and software that support extended day learning. State funds include equipment and supplies purchased through the School Safety and Security Grant. This equipment and supplies will be utilized to keep students safe after school and monitor activities conducted after the regular school day. Local funds that will be used to coordinate with the 21st CCLC will include: Funds that were utilized for support staff, furniture, and PPE. This will be utilized after hours by students, parents, and community members when attending center-level activities. The districts will integrate with other TEA or local initiatives designed to increase specific academic student outcomes: 1) Hearne ISD will integrate college and career ready 21st CCLC activities and strategies initiated during the 2019-2020 Perkins Reserve Grant. The purpose of the grant is to assist Hearne ISD in A) fostering innovation through the proven CTE programs, practices, and strategies that prepare individuals for non-traditional fields; and B) promoting programs of study or career pathways aligned with state-identified high-skill, high-wage, in-demand occupations or industries. Strategies and lessons learned from this grant will be shared with Calvert ISD. 2) Hearne ISD will apply the best practices and procedures that were implemented through the 2019-2021 School Action Fund (SAF) High School Grant. The SAF Grant assisted the district in gained valuable knowledge to customize support for students and transform their low-performing and other targeted centers both at Hearne and Calvert ISD. The effective use of public resources will have an impact on the proposed 21st CCLC short-and long-term goals of improving attendance, increasing college readiness, and addressing academics in low-performing campuses.

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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 proposed program and activities will all play a major role in the academic improvement and postsecondary readiness of both Hearne/Calvert ISD students, and the resources provided by this grant will carry on post-grant and assist in local sustainability efforts. However, replicating the proposed program once funds expire will be increasingly difficult for both districts. Therefore, the preliminary plan for continuation of the after school activities after grant funds expire will include taking inventory of all current local, state, and federal resources available at the districts. Program staff will prepare a directory of all vendors, community-based organizations, churches, cities, counties, and colleges/universities, along with the contact information from entities that are already engaged in services with the districts. These measures will assist the districts in keeping program activities alive, and they also involve direct support from the community, external partners, and school staff to provide ongoing support and access to similar (if not the same) resources at no cost to engage students and their families in these districts. Once the funding streams are identified along with current services, grant staff will identify program activities from the 21st CCLC that align with current funding and partners. Members will be selected to participate in an Advisory Board that represents the different entities and will be asked not only for feedback but for input on what services they can continue to support beyond the funding cycle. Grant staff will make sure the program is marketed well at the district, campus, and community levels to encourage participation and continued support. Stakeholders will be recognized at school events and will be highlighted through Social Media outlets and print. It is the intent that there will be participation, not only from these organizations and individuals, but also from other organizations, increasing overall program 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)

Hearne/Calvert ISD understand the importance of having volunteers assist in the program and its activities and plan on utilizing all volunteer assistance available to better serve the participating students and their families. To better enhance the services provided to students and families, the districts will recruit qualified volunteers that have an education, social worker, psychology, sociology, or related field work experience. Preference will be given to volunteers who have any K-12 after school work experience, as well as bilingual skills (preferably Spanish to accommodate the districts' demographics). To ensure the safety of the students, all volunteers will be screened and must have passed the fingerprint and criminal background checks. Volunteers will also be encouraged to attend the districts' First Aid and Cardiopulmonary Resuscitation (CPR) trainings. Furthermore, to ensure that the volunteers are knowledgeable about the 21st CCLC Program, they will be required to attend a 21st CCLC Orientation. Although these districts are rural and partnerships were challenging to identify, the districts intend on utilizing volunteers from the cities, particularly the police and fire departments for educational-related presentations for students and families. Additionally, all individuals interested in becoming volunteers of the 21st CCLC program will be obligated to fill out a volunteer form which includes information on the individual's background, skills/abilities, and interest in becoming a 21st CCLC volunteer. The individuals chosen as volunteers will then be obligated to undergo both a criminal background check and fingerprint-background process in line with district policies and ensure overall student safety. Program orientation and training will be provided to the volunteers, informing the volunteers of the program's goals/objectives as well as to ensure volunteers have the appropriate skills and abilities to work with the participating elementary, junior high, and high school 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.

In order to recruit students, the district will disseminate information about the program and its benefits (in both English and Spanish, where and when needed) at various locations such as: the campus, campus/district websites, newspaper, local churches, Post Office, local community-based organizations, and on Social Media outlets (Facebook, Twitter, etc.). Additionally, the districts will promote the program on the first day of school orientation, during reading nights, and Meet the Teacher night. By using various modes of dissemination and promoting the program constantly, the districts will be able to recruit the target number of students. All marketing resources created by the districts will comply with Texas ACE branding guidelines and bear the Texas ACE logo.

To retain students, the districts will administer a survey every 6 weeks to students. Questions on this survey may include but are not limited to:

1. Do you feel safe attending the 21st CCLC program?
2. What is your favorite activity offered in the program?
3. What activities would you like for the school district to include in the program?

By having questions such as these, the districts will be able to obtain feedback needed to tailor the activities to students' wants and interests. By tailoring the program often, the district will be able to ensure they retain students throughout the grant funding period.

The goal for student attendance will be for 75% of students in grades K-8 to attend 45+ days at 120 minutes per day during the year (fall, spring) and 12+ days for 240 minutes during the summer.

For Grades 9-12, the attendance target will be for 75% of students to attend 45+ days or more for at least 90 minutes during the entirety of the school year (fall, spring, and summer).

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.

To create the most efficient and effective program per center, Hearne/Calvert ISD took into consideration the districts' existing needs, proposed program goals, student-level data, and target numbers of students prioritized for the program and the target number of participating families. The centers' operations schedule for each of the proposed campuses was determined by their school release time for each corresponding campus as this proposed program is for after school and summer breaks. For example, Hearne Elementary will start their program at 3:35pm because they are released at 3:30 pm, and both Hearne Junior High and High School will start their program at 3:50pm because they are released at 3:45pm. Calvert School will begin their program earlier for their elementary students (3:05pm) since they are released at 3:00pm, and their junior and high school students will start at 3:35pm.

Staffing for each of the center's operations was determined by identifying the targeted number of "most in need" students. Budget costs for staff were calculated based on TEA's minimum requirements of attendance per grade level. For example, Grades K-8 attend 45+ days at 120 minutes per day during the year (fall, spring) and 12+ days for 240 minutes during the summer; and for Grades 9-12, the attendance target will be 45+ days or more for at least 90 minutes during the entirety of the school year (fall, spring, and summer).

Additional consideration for amount of instructional materials and supplies was calculated based on the targeted number of students and families. For example, Hearne ISD will target 270 students and 540 family members, while Calvert ISD will target 70 students and 140 family members. To ensure the program is effective and addresses all students targeted at each center level, the districts will maintain a 1:15 adult-to-student ratio or better, depending on the available staff and volunteers of the program.

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**10. Equitable Access and Participation**

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

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

Group	<input type="text" value="Students and Others"/>	Barrier	<input type="text" value="Cultural, Linguistic or Economic Diversity"/>
Group	<input type="text" value="Students and Others"/>	Barrier	<input type="text" value="Lack of Support from Parents"/>
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.	(1) Project Director will manage day-to-day and overall program operations.	\$65,000
2.	(4) Site Coordinators (one per center) to manage the design and implementation of program.	\$220,000
3.	(1) Family Engagement Specialist to oversee family activities and (1) Secretary to assist Dir.	\$71,000
4.	Bus drives, teachers, and paraprofessionals will assist with implementing program activities.	\$138,240
5.	Employee Benefits	\$69,194

**Professional and Contracted Services**

6.	Evaluator will conduct Fall/Spring on-site/Zoom visits, surveys, plus mid/final reports.	\$12,000
7.	BBBS partnership to supplement 21st CCLC initiatives & provide mentoring activities.	\$50,000
8.	Staff/Parent/Student Training, Technical Assistance, Resources/Activities not offered by TEA	\$24,657
9.		
10.		

**Supplies and Materials**

11.	Supplies, PBIS incentives, and materials to provide students' activities.	\$28,406
12.	Supplies and materials to provide Parental Involvement activities and workshops.	\$13,700
13.	Supplies needed by ACE staff to monitor and track student participation.	\$37,460
14.		

**Other Operating Costs**

15.	Travel for the Project Director, Site Coordinators, and Family Engagement Specialist.	\$6,000
16.	Educational Field Trip(s) & Travel for Students to attend the after school program.	\$34,000
17.	Conference training/administration travel, snacks/drinks for parental events.	\$38,000

**Capital Outlay**

18.		
19.		
20.		

Direct and indirect administrative costs: \$62,343  
**TOTAL GRANT AWARD REQUESTED: \$870,000**

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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"/>	N/A
<input type="text"/>	

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

**Grant period:** From 07/01/2021 to 07/31/2022 **Pre-award costs:** ARE NOT permitted for this grant

**Required attachments:** Refer to the program guidelines for a description of any required attachments.

**Amendment Number**

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

**1. Applicant Information**

Name of organization: Hearne Independent School District

Campus name: N/A CDN: 198905 Vendor ID: 746001070 ESC: 06 DUNS: 044876647

Address: 900 Wheelock Street City: Hearne ZIP: 77859 Phone: 979-279-3200

Primary Contact: Dr. Adrian Johnson Email: abjohnson@hearne.k12.tx.us Phone: 979-279-3200

Secondary Contact: Briza Robles Email: briza.rodriquez01@gmail.com Phone: 956-365-4100

**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: Dr. Adrian Johnson Title: Superintendent Email: abjohnson@hearne.k12.tx.us

Phone: 979-279-3200 Signature: *Adrian Johnson* Date: 01/12/21

Grant Writer Name: Briza Robles Signature: *Briza Robles* Date: 01/13/2021

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

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## Center Operations Schedule

County-district number or vendor ID: 74-6001852

### 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	198-905-104	Hearne Elementary School, 1210 Hackberry Street, Hearne, TX, 77859, (979) 279-3341		PK-6	100	20
2	198-905-042	Hearne Junior High School, 1201 W. Brown Street, Hearne, TX, 77859, (979) 279-2449		7-8	50	10
3	198-905-002	Hearne High School, 1201 W. Brown Street, Hearne, TX, 77859, (979) 279-2332		9-12	50	10
4	198-902-101	Calvert School, 310 Hickory Street, Calvert TX, 77837, (979) 364-2824		PK-12	70	15
5						
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	198-905-104	Hearne Elementary School, 1210 Hackberry Street, Hearne, TX, 77859						PK-6	100	20		
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>				N/A			N/A			N/A		
Fall Term				9/6/21			12/17/21			14		
Spring Term				1/10/2022			4/22/22			14		
Summer Term				6/6/22			7/15/22			6		
Total number of weeks:										34		
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday			3:35	6:35			3:35	6:35	8:00			2:00
Tuesday			3:35	6:35			3:35	6:35	8:00			2:00
Wednesday			3:35	6:35			3:35	6:35	8:00			2:00
Thursday			3:35	6:35			3:35	6:35	8:00			2:00
Friday			3:35	6:35			3:35	6:35				
Saturday												
Sunday												
<b>Total Hours Per Week:</b>	15				15				24			
<b>Adjunct Sites, If applicable (site name and full address)</b>	N/A											
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	The Center may offer special schedules to accommodate the following: <ul style="list-style-type: none"> <li>Virtual instruction – Depending on the United States' COVID-19 response, the district may offer remote instruction; and</li> <li>Field Trips – The district will accommodate bus schedules for field trips to colleges and universities, partnering agencies, and businesses.</li> </ul>											
<b>Parent/Legal Guardian Activities</b>	The 21st CCLC program will offer parents of participating students courses and workshops such as English Language Learning, high school equivalency (GED), financial literacy, and basic computer skills.											

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	198-905-042	Hearne Junior High School, 1201 West Brown Street, Hearne, TX, 77859					7-8	50	10			
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>		N/A			N/A			N/A				
Fall Term		9/6/21			12/17/21			14				
Spring Term		1/10/2022			4/22/22			14				
Summer Term		6/6/22			7/15/22			6				
Total number of weeks:								34				
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday			3:50	6:50			3:50	6:50	8:00			2:00
Tuesday			3:50	6:50			3:50	6:50	8:00			2:00
Wednesday			3:50	6:50			3:50	6:50	8:00			2:00
Thursday			3:50	6:50			3:50	6:50	8:00			2:00
Friday			3:50	6:50			3:50	6:50				
Saturday												
Sunday												
<b>Total Hours Per Week:</b>	15				15				24			
<b>Adjunct Sites, If applicable (site name and full address)</b>	N/A											
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	The Center may offer special schedules to accommodate the following: <ul style="list-style-type: none"> <li>Virtual instruction – Depending on the current COVID-19 response, the district may offer remote instruction; and</li> <li>Field Trips – The district will accommodate bus schedules for field trips to colleges and universities, partnering agencies, and businesses.</li> </ul>											
<b>Parent/Legal Guardian Activities</b>	The 21st CCLC program will offer parents of participating students courses and workshops such as English Language Learning, high school equivalency (GED), financial literacy, and basic computer skills.											

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	198-905-002	Hearne High School, 1201 West Brown Street, Hearne, TX, 77859					9-12	50	10			
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>		N/A			N/A			N/A				
Fall Term		9/6/21			12/17/21			14				
Spring Term		1/10/22			4/22/22			14				
Summer Term		6/6/22			7/15/22			6				
Total number of weeks:								34				
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday			3:50	6:50			3:50	6:50	8:00			2:00
Tuesday			3:50	6:50			3:50	6:50	8:00			2:00
Wednesday			3:50	6:50			3:50	6:50	8:00			2:00
Thursday			3:50	6:50			3:50	6:50	8:00			2:00
Friday			3:50	6:50			3:50	6:50				
Saturday												
Sunday												
<b>Total Hours Per Week:</b>	15				15				24			
<b>Adjunct Sites, If applicable (site name and full address)</b>	N/A											
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	The Center may offer special schedules to accommodate the following: <ul style="list-style-type: none"> <li>Virtual instruction – Depending on the current COVID-19 response, the district may offer remote instruction; and</li> <li>Field Trips – The district will accommodate bus schedules for field trips to colleges and universities, partnering agencies, and businesses.</li> </ul>											
<b>Parent/Legal Guardian Activities</b>	The 21st CCLC program will offer parents of participating students courses and workshops such as English Language Learning, high school equivalency (GED), financial literacy, and basic computer skills.											

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	198-902-101	Calvert School, 310 Hickory Street, Calvert TX, 77837					PK-12	70	15			
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>		N/A			N/A			N/A				
Fall Term		9/6/21			12/17/21			14				
Spring Term		1/10/22			4/22/22			14				
Summer Term		6/6/22			7/15/22			6				
Total number of weeks:								34				
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday			3:35	6:35			3:35	6:35	8:00			2:00
Tuesday			3:35	6:35			3:35	6:35	8:00			2:00
Wednesday			3:35	6:35			3:35	6:35	8:00			2:00
Thursday			3:35	6:35			3:35	6:35	8:00			2:00
Friday			3:35	6:35			3:35	6:35				
Saturday												
Sunday												
<b>Total Hours Per Week:</b>	15				15				24			
<b>Adjunct Sites, If applicable (site name and full address)</b>		N/A										
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		The Center may offer special schedules to accommodate the following: <ul style="list-style-type: none"> <li>Virtual instruction – Depending on the current COVID-19 response, the district may offer remote instruction; and</li> <li>Field Trips – The district will accommodate bus schedules for field trips to colleges and universities, partnering agencies, and businesses.</li> </ul>										
<b>Parent/Legal Guardian Activities</b>		The 21st CCLC program will offer parents of participating students courses and workshops such as English Language Learning, high school equivalency (GED), financial literacy, and basic computer skills.										

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												
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>												

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													
<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>													

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													
<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>													

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													
<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>													

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>												

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													
<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>													

# PARTNERSHIP AGREEMENT

*Hearne Independent School District* (physical location at 900 Wheelock St, Hearne, Texas 77859) and *Calvert Independent School District* (physical location at 310 Hickory St, Calvert, Texas 77837) in conjunction with *Big Brothers Big Sisters of the Brazos Valley* (physical location at 315 Tauber St, College Station, TX 77840) hereinafter referred to as the “Partners” agree as follows:

## 1. Type of Business

*Hearne Independent School District* is a public-school district whose mission is dedicated to ensuring the personal, social, and academic success of lifelong learners.

*Calvert Independent School District* is a public-school district whose mission is to provide a quality education to all students, to make each student a productive and contributing member of society.

*Big Brothers Big Sisters (BBBS)* is driven by a single goal: to do their part in defending the potential of children in the community. Big Brothers Big Sisters recruits community volunteers (Big Brothers/Big Sisters) to match them with at-risk youth (Little Brothers/Little Sisters). “Bigs” provide encouragement, friendship, guidance and support to children in need of a positive and caring adult role model in their life. BBBS’ mentoring program builds relationships that last a lifetime and make a long-lasting positive impact on both “Bigs” and “Littles.”

Hearne ISD and Calvert ISD have entered into a co-op agreement and will partner with Big Brothers Big Sisters of the Brazos Valley to further expand the support and resources available to achieve the smart goals proposed for the program. Entering a partnership with Big Brothers Big Sisters will promote increased sustainability by increasing the number, quality, and impact of services that are available and can realistically be provided by the individual entity. Hearne/Calvert ISD co-op and Big Brothers Big Sisters will work in unison by sharing resources and complementing one another’s highest quality services for the purpose of meeting the goals and objectives developed by the Nita M. Lowey 21<sup>st</sup> Century Community Learning Centers (CCLC), Cycle 11 Grant program.

## 2. Terms of Partnership

The Partnership shall commence on August 1, 2021 and shall continue until July 31, 2026. Hearne/Calvert ISD co-op and Big Brothers Big Sisters of the Brazos Valley anticipate working together to: increase effectiveness of the proposed program, promote sustainability of the program during the grant cycle, and plan for future sustainability of program services post-grant cycle.

## 3. Place of Business

The location of services to be provided shall be at Hearne Elementary, Junior High, and High School, as well as Calvert School, along with any other mutually agreed upon location set by the parties of this Agreement.

## 4. Responsibilities of Partners

*Hearne/Calvert Independent School District* will:

- Serve as the primary fiscal agencies, responsible for determining which students are in most need of programmatic services and enrichment as well as assisting students/families with the sign-up process and required documents/information.

## PARTNERSHIP AGREEMENT

- Provide a safe and secure location for all program staff, students, families, and administrative staff to engage in program services.
- Complete and submit all necessary qualitative/quantitative data to the funding agency in a timely manner.
- Process and manage all grant funds in an efficient and timely manner.
- Prioritize communication and rapport with Big Brothers Big Sisters by meeting/discussing with the Partner's point of contact within a 48-hour timeframe for any questions or concerns.
- Prioritize communication and rapport with Big Brothers Big Sisters by providing notice of all meetings that must be attended within a 48-hour timeframe.

*Big Brothers Big Sisters of the Brazos Valley* will:

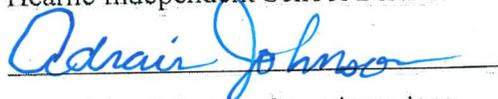
- Check/Guarantee that each of their staff working in conjunction with Hearne/Calvert ISD co-op pass a criminal history background check and provide the districts with a copy of the results of the criminal history background check, along with all required contact information for each staff member and volunteer.
- Commit to monitoring and keeping record of all program services and activities that are provided to students/families, as well as providing monthly data updates to Hearne/Calvert ISD co-op for the purpose of routine data monitoring and efficient program evaluation.
- Prepare and submit all invoices to the Program Director in a timely manner.
- Prioritize communication and rapport with Hearne/Calvert ISD co-op by meeting/discussing with the districts' point(s) of contact within a 48-hour timeframe for any questions or concerns.
- Prioritize communication and rapport with Hearne/Calvert ISD by either attending all schedule meetings or providing notice of unavailability to attend within a 48-hour timeframe.

### 5. Grant Funding

The annual funds which will be budgeted for this Partnership shall be in the sum of \$54,000 (over the course of the five-year grant), which will be used to cover the cost of BBBS' prevention and 40 Developmental Assets activities, as well as a part-time BBBS staff member who will oversee all volunteers providing services to participating Hearne and Calvert ISD students.

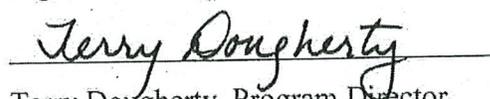
By signing this agreement, the Partners agree to the conditions set within this Partnership Agreement. If either Partner chooses to terminate this contract, written notification must be submitted with a thirty (30) day notice.

Hearne Independent School District



Dr. Adrian Johnson, Superintendent

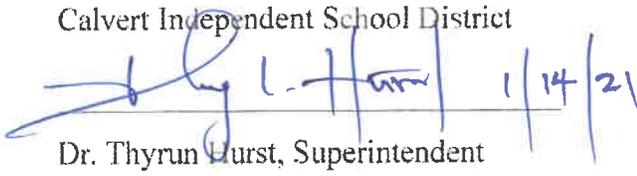
Big Brothers Big Sisters of the Brazos Valley



Terry Dougherty, Program Director

# PARTNERSHIP AGREEMENT

Calvert Independent School District

A handwritten signature in blue ink, appearing to read "Thyrun Hurst", is written over a horizontal line. To the right of the signature, the date "1/14/21" is written in blue ink.

Dr. Thyrun Hurst, Superintendent