



**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 21, 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:**

**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

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
The Intermediate/Primary paired campuses have earned a composite score of a 32, or an F, in the TEA Accountability system for six years in a row.	Providing additional support for both students and parents, the community center will serve as an intervention and enrichment center aimed at raising student achievement in the four core content areas. We will include students in grades K-2 to build the vertical feeder.
Fifty-two percent of students in grades third-fifth are Reading at the Approaches level as compared to 75% of students across the state.	Identified students in grades second through fifth will receive intensive Reading and math intervention during after-school and Saturday sessions. The district will use an evidence-based Reading, Phonics, and Writing intervention system that is delivered in a small group, one-on-one setting.
Fifty-seven percent of students in grades 3rd-5th grade are at the Approaches Level on Math STAAR assessments.	Identified students in grades second through fifth will receive intensive math intervention during after-school and Saturday sessions. The district will use an intervention system that is delivered in a small group, one-on-one setting for math remediation.

**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.

By the Spring of 2022, the percent of second through fifth grade students Reading and performing in math on grade level, will increase by five percent as measured by the Spring 2022 STAAR Reading and Math Assessments for grades three through five. The campus composite score will move from a 32 to a 40 moving the campus from an F to a D. By the Spring of 2022, we will increase school attendance from 95.7 to 96.5%. We will see a 10% increase in parent involvement as measured by course offering sign-in sheets/ attendance and participation in school events.

**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**

We will use local Curriculum-Based Assessments (CBA) Data to measure growth. The CBAs are given each six week period. In addition, we will use beginning, middle, and end of year screeners (Renaissance STAR for Reading and Math); in between the screeners, we will progress to monitor student performance through an on line data system (Renaissance Freckle). We will specifically track the progress of students who are attending the 21st CCLC program. Campus attendance data will be measured to the 96.5% goal. Parent involvement will be measured by the number of events parents have attended. Center attendance rate for identified students is at 80%.

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

We will use local Curriculum-Based Assessments (CBA) Data to measure growth. The CBAs are given each six week period. In addition, we will use beginning, middle, and end of year screeners (Renaissance STAR for Reading and Math); in between the screeners, we will progress to monitor student performance through an on line data system (Renaissance Freckle). We will specifically track the progress of students who are attending the 21st CCLC program. Campus attendance data will be measured to the 96.5% goal. Parent involvement will be measured by the number of events parents have attended. Center attendance rate for identified students is at 85%.

**Third-Quarter Benchmark**

We will use local Curriculum-Based Assessments (CBA) Data to measure growth. The CBAs are given each six week period. In addition, we will use beginning, middle, and end of year screeners (Renaissance STAR for Reading and Math); in between the screeners, we will progress to monitor student performance through an online data system (Renaissance Freckle). We will specifically track the progress of students who are attending the 21st CCLC program. Campus attendance data will be measured to the 96.5% goal. Parent involvement will be measured by the number of events parents have attended. Center attendance rate for identified students is at 90%.

**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.

We will continuously collect and respond to the following data: tutoring will be offered to struggling students, 1 hour each program day. Homework assistance will be offered 1 hour, each program day. STREAM activities will be available for students to participate by 11/01/2021. A minimum of 60 students will participate in tutoring, and a minimum of 60 students will participate in homework assistance. If we do not meet these attendance and frequency goals within the first month of the program, then we will recruit more students who will attend at the projected frequency. We will also conduct community outreach nights to obtain the desired attendance rate and frequency by continuing to meet and share this opportunity with our community. We will monitor the program weekly, and we will make adjustments as necessary within and throughout the program.

If the data does not show progress, we will conduct a program evaluation using a district committee composed of district, campus, and community members to determine the best practices for moving forward and changing the trajectory of the data.

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**8. Statutory/Program Assurances**

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

Check each of the following boxes to indicate your compliance.

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

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**9. Statutory/Program Requirements**

1. Applicants are required to evaluate community needs and resources and describe the results, including the resources available in the community, and how the program strategies and activities proposed to be carried out in the center(s) will address the identified needs of students and their families. In alignment with the information provided in the application, *Part I: Identify Address Needs*, please provide the following information related to needs assessment.
  - a. Describe the needs assessment process, center-level needs assessment process, multiple sources of data used, and stakeholder feedback that occurred for this grant application.
  - b. Describe the results including the student population deemed "most in need" for each campus proposed to be served and provide the estimated number of students that meet the need-based criteria, including the percent of eligible students at the campus that the program plans to serve.
  - c. Describe the plan for how the center will continually assess and recruit the students most in need and how the plan addresses the needs of working families.

Beginning in the fall semester of 2020, through the present, Shepherd I.S.D. notified the community of its intent to apply and provided the opportunity to provide input and suggestions. The community received an electronic survey that allowed the district to collect data on these suggestions and the needs assessment. The district then analyzed the needs of the Primary and Intermediate campuses. Elements of the needs assessment included the review of students' state assessment results, attendance rates, and parent involvement as based on 2017-2018 through present parent night sign in sheets per Title I requirements, instructional programs and infrastructure available, and experience/capabilities of school staff. Because of the assessment, the following needs, and gaps have been identified and strategies have been developed to address those needs.

Based on the needs assessment conducted, it was determined that Shepherd I.S.D. has a significant need for the 21st CCLC Program. The community center will be housed at Shepherd Intermediate School, a 2018-2019 Priority School that has an at-risk population greater than the state average by 16 percentage points and is in its sixth year of Improvement Required; due to the IR status of SIX years, the TEA has taken over and installed a board of managers. Through the needs assessment focused on student data, we have determined that the two student groups with the highest need are our At Risk population and EL population in grades second-fifth. Seventy-eight percent of our students are Economically Disadvantaged, 66% are At Risk. Both of these student groups perform below the state and their counter subgroup pops on state assessments. As for the community needs assessment, we discovered that only 42% of our local Hispanic population is a high school graduate. Eighty percent of our population is living in poverty, and the unemployment rate is 35%. The district also identified other out-of-school-time (OST) services available in the communities, as well as, gaps in services and the needs of students and families. Data sources utilized to identify the needs and gaps included stakeholder input, questionnaires, testimonials, PEIMS, District and Campus Improvement Plans, and Campus Improvement Plans. The districts identified the following OST services that are currently offered: Local churches offer snacks/activities/music for youth; local outreach and community center provides financial and food relief for families in need. It was determined that although the communities do have some of the resources needed to support the districts' students and their families, there is not enough collaboration between the agencies. Program strategies and activities will address the needs of the participants and their families. Based on the needs assessment and the resources currently available, the district developed the following strategies to address the needs of the participants and their families: Academic Activities designed to improve students' academic performance will be provided; each of the participating 21st CCLC students will be offered tutoring and homework assistance. Software-based assistance will be furnished through Renaissance STAR/Freckle, Texas Home Learning, and STREAM-related activities will be offered through the use of STEMScopes products; Youth Development Activities designed to increase student attendance and on-time advancement, will be offered to participants. 21st CCLC staff will partner with local community-based organizations to provide cognitive development activities such as student mentoring, nutrition and health education, counseling, arts, music, fitness. Specifically, address the needs of working families: The districts are sensitive to the needs of the working families and aware of the time constraints their work schedules may cause.

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

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

Program activities relate directly to the program goals, local objectives, and strategies, as well as to the program description and project requirements. Shepherd ISD is proposing a program, which will include various activities that have been selected based on their ability to impact students' performance, attendance, advancement, as well as, increase parental involvement. These activities may include the following:  
Tutoring - Will be available each day to participants during the first hour of the program. The small group tutoring will provide students the opportunity to ask questions and receive individualized assistance in areas they are struggling with. STREAM Programs - Will be offered as enrichment activities during the second hour of the program. The STREAM Programs will utilize hands-on manipulatives that students will find fun and engaging. STEMScopes' Units (Elementary), will provide students the opportunity to build and create rockets, solar cars, and more. Once the project is completed, the students will be able to hold competitions. Although STREAM activities will help to increase students' science, mathematics, and reading skills, students will only view these as fun activities that will allow them to compete against their peers. These academically, TEKS aligned enrichment activities will prepare students for their state assessments. Homework Assistance - This Will be crucial to improving students' academic performance, Students not requiring tutoring will be provided with homework assistance during the first hour of the program. This will help to ensure that students are understanding their daily coursework and that the programming compliments their regular academics. Mentoring Program - Will be provided for students that are having issues with attendance, as well as, students that are at risk of being held back. These mentors will serve as a positive role model for students and will be able to provide them with the added motivation that they may need. Increased Parental Involvement - The Family Engagement Specialist (FES) will implement various strategies to increase parental involvement. This will include: improving the school culture; offering information sessions, coordinating events, group activities, and presentations, and connecting families to services available in the community that can address barriers. We will track this through our SMART goal and expect a five percent increase in performance for all goals stated in #5 "SMART Goals."

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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.

Shepherd I.S.D. will utilize STEMScopes Learning to provide STREAM training and products that are geared to increase students' engagement and comprehension in Science, Technology, Engineering, Art, Reading, and Math. Shepherd ISD will partner with local community colleges, such as Houston Community College to provide our parents who are non-native speakers to learn basic English. We will also partner with the Shepherd ISD Police Department: The police department will provide guest lecturers to discuss the merits of attendance and academic success. SISD will partner with the SISD School Nutrition Department to provide students with a nutritious meal each day during the program. This will help ensure that students have the fuel their bodies need to complete homework. This is especially important since as much as 78% of the campus students are economically disadvantaged and go to homes where meals may be scarce and inadequate. SISD will partner with the Texas A&M AgriLife Extension office to provide educational programming that addresses the needs of community and students by identifying natural conservation, health and medical issues, parenting and local law enforcement. The Department of Health and Human Services (DHHS) will provide referrals for families that are in need of services that can address barriers to students' academic success. Furthermore, the Family Engagement Specialists will coordinate with the Department of Health and Human Services to coordinate a guest speaker to visit the participating sites and meet with the participants' families. This will allow the families the opportunity to ask questions and collect additional information on the available services. As can be seen in the information provided, the district has planned a comprehensive program, which will include various partners that can offer students a broad array of academic and enrichment activities, which will complement their academic programs, as well as, offer educational opportunities and service referrals to the families of participating children. The district has devised a variety of programs and activities that are expected to improve student academic achievement and overall student success. Academic enrichment activities will allow the district to target struggling students' academic deficiencies. Based on the 2018-2019 TAPR results, Shepherd ISD had only 53% of its students pass their state assessment tests. This is 25% less than the State's average of 78%. By providing one-on-one and small-group tutoring, as well as, homework assistance to struggling students, the district can target each student's individual area of weakness and provide targeted instruction in Reading, Math, Writing, Science, and/or Social Studies. In addition, in order to increase student interest and participation, the district will provide a STREAM summer enrichment program for students. This program will expose and develop competency for students in disciplines important to success and productive citizenship in today's global world. Parental engagement activities are also needed since a high number of the district' students (24%) come from households where one or both parents do not speak English. This makes it difficult to engage parents in their child's academics. Therefore, the district will provide parents with literacy and related educational development programs which will help to bridge any existing barriers and enable them to take a more active role in their child's education. The family activities will be designed to meet the identified needs of each center's families and students and will specifically address the needs of working families. Activities will be on-going and consistently available throughout each term. The number of family members served will be proportional to the targeted number of students . Sixty-six percent of students are at risk of either being retained or dropping out. Hence, the district is in need of programs that will reinforce grade-level academic expectations and provide confidence for students to perform successfully in academics. These proposed programs will build trust between the student and their family and the district' school while providing them the confidence needed to remain focused on their education. The center will work closely with the school to obtain student data so that the program can individualize its activities to align with the campus data (academic, attendance, etc.). The district will hold quarterly meetings with the identified committee members who will serve on the program committee to assure that the shared performance targets are met and sustained for the program on a quarterly basis.

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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

[Empty text box for providing details on the partnership or evidence of inability to partner.]

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

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

The district will use the ACE Blueprint, 21st CCLC website, and USDOE website to help identify and implement program best practices. In addition, the district will reach out to previously funded applicants to discuss the "what to do" and "what not to do". Finally, the district will ensure the activities and consultants contracted are evidence-based and have supporting research of their ability to positively impact the proposed objectives. The information below identifies activities and consultants that have been preliminarily selected because of their supporting research.

Evidence based practices: Increase in Academic Performance Activity: Small Group and One-on-One Tutoring Citation: A meta-analytic report suggested that, "out-of-school-time programs positively affected the reading and math achievement of students at-risk for school failure, whether programs were offered after school, during the summer, or on Saturdays. Programs of moderate duration (45-85 hours) had the greatest impact on both reading and math achievement". (Source: Lauer, Akiba, Wilkerson, Aphorp, Snow, and Martin Glenn, 2006) Services to be provided by: Shepherd ISD, Texas A&M AgriLife Shepherd Activity: STREAM Programs Citation: Northwest Evaluation Association (NWEA) study indicates that students offered access to hands-on STREAM manipulatives showed more progress than students that did not have the same access. (Source: <https://www.pitsco.com/About-Us/Newsroom> and STEM Expeditions Pilot Study Report) Services to be provided by: STEMScopes Learning and Teaching Staff. Activity: Homework Assistance Citation: Data suggests that after-school homework-assistance programs can serve a protective function for children at-risk for school failure, particularly those who do not have other structured after-school activities or those whose parents do not speak English at home. (Source: [https://www.tandfonline.com/doi/abs/10.1207/S15326985EP3603\\_6](https://www.tandfonline.com/doi/abs/10.1207/S15326985EP3603_6)). Services to be provided by: Shepherd ISD: Increase in parental involvement. Activity: Increase Parental Involvement Citation: Numerous studies conclude that almost all parents from all backgrounds care about the education of their children. So, it is not lack of interest of the parents which leads to low-levels of parental involvement, instead, it is that, so few parents know what schools expect of them or how they might contribute. (Source: Improving Parental Involvement, Garry Hornby, 2000)

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

The Community Learning Centers will be housed at Shepherd Intermediate School. The district will ensure that students travel safely to and from the center and home by following local transportation policies and providing qualified adult supervision.

Transportation needs: In planning for the transportation of students, the district budgeted for the following: TRANSPORTATION Regular Program Hours: Since the center will be housed at a campus where students attend school, transportation will only need to be provided for students after the program ends. Feeder Schools: Since second grade students will be enrolled in the center housed at a different campus, transportation will include picking-up second grade students at their campus of instruction and transporting them to their designated center, as well as, dropping students off at home after the program ends. Weekends and Summers: During some weekends and for at least 4-weeks during the summer, programming may be available for participants to attend. Therefore, transportation will include picking-up and dropping off students at their homes. Field Investigations; During field trips, students will be picked-up at their designated center and then returned to the center. Since some parents may prefer to pick up their child(ren), each participating student will be required to have a Participant's Parental Consent Form completed and signed by the parent or guardian, prior to joining in any activities. The Participant Registration Form will require the parent/guardian of the student to identify the method by which the student will leave the program each day. The parent/guardian will also be required to provide the name and relationship of any individual that will be allowed to pick-up the student. Students leaving early from the program will be required to be signed out of the program by an approved parent/guardian or designee who will need to provide identification. Furthermore, separate consent forms will be required to be completed when participants attend weekend and summer activities, adjunct site activities, and/or field investigations. For each of these instances, the parent or guardian will need to indicate if the students will be required to be picked-up and/or dropped off at home or back at the center, where their parent and/or guardian can pick them up.

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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.

Shepherd I.S.D. will disseminate the information through home addressed mail-outs, call outs and advertisements in the local newspaper. SISD will also hold a community night to solicit input and disseminate information to community stakeholders. The two campuses, grades K-2, and 3-5, will also send home informational flyers to parents. We will place a notice on our website and social media pages. We will also use our Community Remind App to share information.

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.

The district will utilize existing resources including: personnel not funded from grant; maintenance personnel; and coordinate with other district's/campus programs. The district will invite the 21st CCLC personnel to participate in staff development opportunities throughout the school year as a collaborative effort to better serve the participating students and their families. The existing school facilities and equipment will also be utilized for training teachers and partners.

In addition, the campus will coordinate multiple federal and state programs and local funds to enhance and supplement the services of the teachers, students, and parents. Technology equipment purchased through federal and state funds will be utilized to allow participants to use the computer equipment beyond the regular school schedule. In addition, professional development training obtained through this grant will be a tremendous resource that will aid in sustaining this program during and beyond the grant cycle. This acquired resource coordinated with Title I (high-poverty) and state compensatory funds will ensure student gains are realized during and beyond the grant cycle. The district' grant administrator will ensure that all services enhance, supplement, and enrich the regular classroom environment. Most effective use of public resources: This program will be cost-effective because existing resources such as office space, classrooms, computer labs, telephones, Internet connections, utilities, and administrative staff will be utilized as in kind. Furthermore, the proposed program is duplicable to other districts that have similar student and academic demographics as Shepherd ISD.

Finally, the district will ensure that expenditures and activities are supplemental to and do not supplant or duplicate services currently provided.

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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.

To ensure all project participants remain committed to the success of the project, the district has ensured that they received buy-in from participants, including administration, parents, and teachers. Throughout the term of the grant, the district will continue to meet with administration, teachers, board, and partners to solicit feedback; thus, ensuring continued support of the program. The district will coordinate federal and state programs and build partnerships that will increase the quality of services provided and increase the likelihood of sustainability. Professional development training obtained through local, state, and federal funds will be a tremendous resource that will aid in sustaining strategies learned and implemented during the grant cycle. This acquired resource, coordinated with Title I (high poverty), Instructional Materials Allotment (IMA), and state compensatory funds, will ensure teacher and student gains are continued after funding ends. PRELIMINARY SUSTAINABILITY PLAN Identify and Develop Partnerships: The district will begin by identifying agencies within the community that can provide on-going support and access to resources at little to no cost. Supplies and Materials: The district will utilize grant funds as seed money to purchase long term equipment and materials that can be utilized to provide fun activities after the funding ends. These will include the following: Sturdy sports equipment (softballs, baseball bats, kickballs, basket balls, badminton rackets and birdies, etc.), gardening materials and instructional materials and devices needed for the program. By purchasing quality equipment, supplies, and materials, the district can help to ensure that the sports equipment will be available for usage after the funds have expired.

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)

How qualified persons will be encouraged to serve as the volunteers: Shepherd ISD plans to partner with local universities, Sam Houston State University (SHSU), Stephen F. Austin University (SFA), and local churches to solicit volunteers in an effort to offer a more cost-effective program that can aid in sustaining the program beyond its funding cycle. The 21st CCLC staff will request that upperclassmen that are pursuing careers in education and/or social services be asked to serve as volunteers for the centers. These volunteers will be asked to: Serve as mentors for at-risk and high school students; Provide homework assistance; Supervise various enrichment activities (i.e, sports, art, music, etc.); and Provide one-on-one tutoring. Furthermore, any individual that volunteers for 20 hours or more will be provided with a letter of recommendation that will be signed by the principal of the campus that they volunteer at. The 21st CCLC staff will also meet with various local churches and community organizations to solicit volunteers from their congregation. Their local youth group will be targeted to provide assistance, although all volunteers will be welcomed. To facilitate the volunteer recruitment process, the partnering agencies will be provided with flyers that will detail the program. These flyers will be made available in both English and Spanish and will include the Texas ACE logo to ensure that the partners comply with Texas ACE branding guidelines. Screening and placing volunteers: In accordance with the Texas statute, all volunteers who participate in the program will be fingerprinted and undergo a criminal background check to ensure the safety of all participants served in the program. Once these individuals are approved to volunteer with the district, a training plan that includes pre-service training will be provided by the 21st CCLC administrators (Project Director and/or Site Coordinators) that will give the volunteers the skills required to safely care and manage the students. To ensure that sufficient assistance is available at the center, the 21st CCLC staff will continue to seek volunteers throughout the school year. If needed, additional locations will be targeted to recruit volunteers. This may include: Senior Citizen Communities, Rotary Clubs, PTO organizations, local businesses, parents, and more. Any volunteer recruited from these additional agencies will undergo the same screening and training.

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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.

SMART GOAL: By the Spring of 2022, we will increase school attendance from 95.7 to 96.5%. By the Spring of 2022, we will serve, on average, 65 students in the ACE program who complete an additional 6 hours of program services per week.

Dosage for a typical school year: A minimum of 35 weeks per year across all terms, including summer. The week runs from Sunday through Saturday. A minimum of five days per week afterschool from 3:30 P.M. to 6 P.M for the fall and spring terms. A minimum of 15 hours per week will be offered: 10 hours after school days (2 hours per day), and 5 hours on Saturdays.

Dosage for a typical summer: A minimum of six weeks and four hours per day, four days per week during the summer term; these weeks will be identified on the calendar and may not be consecutive. We will plan to provide a four week summer schedule for our students. At the end of our first summer, Summer 2021, we will attain a 95% attendance rate for students who are identified and recruited to attend.

In an effort to recruit and retain students, the grantee will offer families of students served by the program opportunities for active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Family activities will be designed to meet the identified needs of each center's families and students; the needs of working families will be specifically addressed. By gaining the support of the family, we believe that this will provide lasting sustainment for student attendance. Activities will be ongoing and consistently available throughout each term.

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

In order to develop the proposed budget, the district reviewed the grant's goals. Next the district determined how many students and family members would be participating in the program. The district also projected the amount of funds needed to: provide appropriate equipment and supplies; manage the program and implement activities; provide travel for students to attend the programs and staff to attend trainings, and contract an external evaluator. The initial needs assessment process was designed and reviewed by the district and campus administrators, to include Superintendents, Business Managers, Principals, and other district/campus personnel. The administrators and 21st CCLC staff will be responsible for determining the effectiveness of the assessment produced and for ensuring the results clearly identify the gaps and weaknesses of the district. If awarded, these individuals will meet on a quarterly basis, or as needed, to assess and review the strategies and activities being conducted, and meet to review the results of each annual evaluation. If areas of weakness are identified, the district/campus' administrators and 21st CCLC staff will review the processes and modify them as needed to include the unaddressed areas or needs. Any significant changes will be presented to the school board and TEA for approval. As the fiscal agent, Shepherd ISD's Superintendent will oversee the 21st CCLC staff and be the individual that will obligate the grant activities according to state/federal regulations. In addition, Shepherd ISD will hire a Project Director/Site Coordinator (who has a bachelor's degree at minimum) to manage and provide support to 21st CCLC staff. Shepherd ISD's Chief Financial Officer will ensure that previously allocated funds are not diverted from the campuses because of its acquisition of 21st CCLC funding. To monitor the attainment of the program's goals, strategies, and objectives, the district will contract an External Evaluator to assess if the center is showing progress on all objectives. STAAR achievement results, report cards, graded classwork, professional development sign-in sheets, and PEIMS reports will be reviewed to determine whether the participants have shown an increase in academics and participation.

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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"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>

**11. PNP Equitable Services**

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

- Yes  No

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

Are any private nonprofit schools participating in the grant?

- Yes  No

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

**Assurances**

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

**Equitable Services Calculation**

1. Total 21st CCLC program enrollment for all centers	<input type="text"/>
2. Enrollment in 21st CCLC of students attending participating private schools	<input type="text"/>
3. Total 21st CCLC program and participating private school students (line 1 plus line 2)	<input type="text"/>
4. Total year 1 proposed grant budget for serving students in all centers	<input type="text"/>
5. Applicant reservation for required staff payroll.	<input type="text"/>
6. Total grant amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text"/>
7. Per-pupil grantee amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text"/>
<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.	Project Director/Site Coordinator, includes employee benefits	\$70,200
2.	Half-Time Family Engagement Specialist, includes employee benefits	\$23,400
3.	Professional staff extra-duty pay (5 teachers x \$25 x 676 hours), includes employee benefits	\$98,865
4.	Shepherd I.S.D. Bus Drivers (4 x \$19 x 626 hours), includes employee benefits	\$55,663
5.	Paraprofessional Staff extra-duty pay (3 paras x \$18 x 676), includes employee benefits	\$42,710

**Professional and Contracted Services**

6.	External Evaluator for program effectiveness	\$3,000
7.	SISD School Nutrition Department meals for students/family engagement activities	\$52,000
8.	First Robotics/STEMScopes STEM Activities	\$3,000
9.		
10.		

**Supplies and Materials**

11.	Project Director/Site Coordinator and FES supplies	\$9,300
12.	2 Laptops, 1 printer for Project Director and FES	\$3,000
13.	Required activity costs to support student engagement (\$95 per student x 65 students)	\$6,175
14.	Student Laptops (\$325 each x 75)	\$24,375

**Other Operating Costs**

15.	Field Trips to NASA, iFly, Houston Museum of Natural Science, Houston Zoo	\$5,000
16.	Required Conference Attendance (PD/SC, FES \$900 x 3conf. x2 staff)	\$5,400
17.	Travel/Mileage for after school program	\$8,000

**Capital Outlay**

18.		
19.		
20.		

Direct and indirect administrative costs: \$114,300

**TOTAL GRANT AWARD REQUESTED: \$410,088**

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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

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## Center Operations Schedule

County-district number or vendor ID: 204904

### 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	204904102	Shepherd Intermediate School 420 S. Railroad Ave., Shepherd, TX 77371, 936-628-3396 ext. 4055	1	2 <sup>nd</sup> -5 <sup>th</sup>	65	25
2						
3						
4						
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	204904102	Shepherd Intermediate School 420 S. Railroad Ave., Shepherd, TX 77371, 936-628-3396 ext. 4055					3 <sup>rd</sup> -5 <sup>th</sup>	65	25			
Feeder	204904101	Shepherd Primary School 10300 Hwy 150 Shepherd, TX 77371 936-628-3396 ext. 4055					PreK-2 <sup>nd</sup>					
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>			July 26, 2021			July 30, 2021			1			
Fall Term			August 23, 2021			December 17, 2021			16			
Spring Term			January 3, 2022			June 4, 2022			22			
Summer Term			June 6, 2022			July 14, 2022			6			
Total number of weeks:									45			
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			3:45	6:00			3:45	6:00	9:00			3:00
Tuesday			3:45	6:00			3:45	6:00	9:00			3:00
Wednesday			3:45	6:00			3:45	6:00	9:00			3:00
Thursday			3:45	6:00			3:45	6:00	9:00			3:00
Friday			3:45	6:00			3:45	6:00				
Saturday	8:30	12:30			8:30	12:30						
Sunday												
<b>Total Hours Per Week:</b>	15 hours, 15 minutes				15 hours, 15 minutes				24 hours			
<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)	Field Trip Schedules will follow the regular summer hours of 9:00-3:00 PM. Jump Start will follow the regular summer hours of 9:00-3:00 PM.											
<b>Parent/Legal Guardian Activities</b>	We will hold parent/Legal Guardian nights once per month in the Fall, Spring and Summer Sessions. We will hold a total of 12 parent meetings beginning in July 2021 and the last being in June 2022.											

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												
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 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												
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 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												
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 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 7	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP				Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target				
Center												
Feeder												
Feeder												
Program Operations		Start Date (MM/DD/YY):		End Date (MM/DD/YY):		Total Weeks						
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term												
Spring Term												
Summer Term												
Total number of weeks:												
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												
<b>Total Hours Per Week:</b>												
<b>Adjunct Sites, If applicable (site name and full address)</b>												
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
<b>Parent/Legal Guardian Activities</b>												

<b>Texas ACE</b>							<b>Program Year</b>						
<b>Center Operations Schedule (one per center)</b>							<b>2021-2022</b>						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>													
Center #	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>												