



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

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: Prairie Lea ISD
Campus name: Prairie Lea School, CDN: 028906, Vendor ID: 746001941, ESC: 13, DUNS: 91694679
Address: PO Box 9, City: Prairie Lea, ZIP: 78661, Phone: 512-488-2370
Primary Contact: Kish Russell, Email: kishrussell@yahoo.com, Phone: 210-289-3016
Secondary Contact: Jennifer Rawlings, Email: rawlingsj@plisd.net, Phone: 512-488-2370

2. Certification and Incorporation

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

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

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

Authorized Official Name: Larry Markert, Title: Superintendent, Email: lmarkert@plisd.net

Phone: 512-488-2370, Signature: [Signature], Date: 01/19/2021

Grant Writer Name: Kish Russell, Signature: [Signature], Date: 01/19/2021

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
Increase student achievement with higher test scores on STAAR: 2019 assessment data showed that 24% Met Grade-Level in Reading/ELA and 13% in Math Met Grade-Level.	Prairie Lea School will provide academic support services for students identified as at-risk of falling behind in Reading and Math. The afterschool/summer program will provide homework assistance, tutoring, and academic enrichment activities to support the needs of students most in need of services.
TAPR-19-20 Increase the attendance rate of students in grades K-6 from 93.6% to 95% by the end of the school year. The attendance rate declined as compared to the previous year's attendance rate of 94.2%.	Through an enhanced parent and family engagement program services and classes, Prairie Lea students will gain the support of parents to address attendance and truancy issues. Enrichment activities will be designed to engage students and increase attendance and participation rates for students in grades PK-6.
Reduce discipline issues. According to 2019-20 PEIMS Discipline report, PLISD had 76 Discipline Counts reported out of a student population of 217 in grades PK-12.	To address discipline and behavior issues, the afterschool/summer program will provide social-emotional learning opportunities, character education, service learning, and positive behavior supports for at-risk students. Parent engagement classes will also support families to manage behaviors with a positive approach to parenting.

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.

SPECIFIC: Increase student achievement in Reading and Math for K-6th grade students.
MEASURABLE: K-2nd grade student performance will be measured using BOY, MOY, and EOY CLI Engage and TPRI performance. Third to sixth grade performance will be measured using STAAR.
ACHIEVABLE: 80% Students in grades K-2 will achieve Proficiency and meet or exceed grade level expectations. 80% of students identified with an Intellectual Disability will show 20% growth progress in Reading and Math. 80% of 3rd-6th grade students will show 10% growth on Meets grade level standards on STAAR.
RELEVANT: Close achievement gaps resulting from loss of learning time during school closures.
TIMELY: Results will be achieved by the end of the 2021-2022 school year.

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

- July-October 2021:1. Meet student recruitment and enrollment goals: Prairie Lea School will enroll 95% of students in K-6th grades identified as most in need of assistance. An information meeting for K-6 parents will be scheduled with flexible dates and times to share information about the 21st CCLC afterschool and summer program. Parents will enroll their child and sign an agreement to meet the program attendance requirements.
- 2. Recruit afterschool program staff and volunteers; schedule travel and attend/participate in Texas ACE training
- 3. Coordinate, plan, and schedule monthly stakeholder meetings and communication with 21st CCLC staff and district leadership.
- 4. Implement afterschool program; plan, schedule and monitor transportation and parent engagement services

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

November 2021-February 2022:

1. Review progress towards achieving SMART goal: plan, schedule, and facilitate monthly stakeholder meetings to review data and assess program effectiveness.
2. Track and monitor student progress with review of student profiles and schedule conferences with parents to provide updates.
3. The Parent and Family Engagement Specialist (PAFES) will coordinate and facilitate parent engagement classes.
4. Schedule and implement enrichment activities and field trip experiences.
5. Ongoing communication and marketing of the Prairie Lea Afterschool Center for Education (PLACE) program.
6. Work with campus staff to recruit at-risk students who meet enrollment criteria.

Third-Quarter Benchmark

March-June 2022:

1. Collect and review data to show progress towards improving student achievement in Reading and Math.
2. Administer teacher, parent, and student satisfaction surveys.
3. Collaborate with program evaluator to review results from the end-of-year program evaluation report.
4. Program Director will meet with 21st CCLC staff and district leadership team to evaluate the program using data and survey results, identify areas for improvement, and understand progress towards meeting the SMART goal. Data will be entered using the Texas ACE Quality Assurance Process.
5. Plan, prepare, and enroll students for the summer program. Initiate sustainability plan to continue PLACE program, share program results with the board and community to provide financial support for continuation.

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.

Prairie Lea ISD (PLISD) will develop a Program Evaluation plan for the required 21st CCLC Performance Measures:

- 1) Percentage of students in Grades 4–6 participating in 21st CCLC programming during the school year and summer who demonstrate growth in reading/language arts on state assessments.
- 2) Percentage of students in Grades 4–6 participating in 21st CCLC programming during the school year and summer who demonstrate growth in mathematics on state assessments.
- 3) Percentage of youth in Grades 1–6 participating in 21st CCLC during the school year and summer who:
 - a) had a school-day attendance rate at or below 90% in the prior school year; and
 - b) demonstrated an improved attendance rate in the current school year.
- 4) Percentage of students in Grades 1–6 attending 21st CCLC programming during the school year and summer who experienced a decrease in in-school suspensions compared to the previous school year.
- 5) Percentage of students in Grades 1–5 participating in 21st CCLC programming in the school year and summer who demonstrated an improvement in teacher-reported engagement in learning.
- 6) Percent of targeted students served for 45 days or longer during the grant period.
- 7) Percent of Quality Indicators in which the grantee scored a value of “Implementing” or higher.
- 8) Percent of Quality Indicators with a prior year score representing a level below “Implementing” that increased to a score of “Implementing” or higher.

In addition, the Program Director will meet quarterly with all 21st CCLC program staff and district leadership to review and analyze the progress towards meeting the SMART goal. Data to be reviewed will include PEIMS, TAPR, STAAR, TPRI, CIRCLE, KEA, iStation, Reading PLUS, Eduphoria, Wilson Reading, and PBIS. The results of the evaluation will be used to refine, improve, and strengthen PLISD's program. If the benchmark data and SMART goals do not show progress, the Program Director will meet with district leadership to identify potential barriers and implement additional support as necessary to ensure program success and sustainability.

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8. Statutory/Program Assurances

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

Check each of the following boxes to indicate your compliance.

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

9. Statutory/Program Requirements

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

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

a. **NEEDS ASSESSMENT PROCESS:** Prairie Lea ISD is located in a small, rural community in the Region 13 area of Caldwell County. With a total population of 255, PLISD is the largest employer in the community with one school, Prairie Lea School (grades K-12), and is a center of support for the families we serve. The needs assessment process for the 21st CCLC grant began organically as the community is actively involved in the school district in many ways and has a heart to see the students succeed. PLISD staff have very close connections and strong relationships with the school community members and families. In March 2020 during COVID-19 school closures, PLISD began seeking parent and community input to see how to best meet the needs of students and understand/identify barriers for participating in remote learning. The greatest need was access to a technology device for students since PLISD was not set up for district-wide remote learning. Months later, once the students received access to a device, students needed access to internet/wifi to access remote learning. Students and families in PLISD live in a remote, rural area with limited or no access to the internet. Most internet providers that are available in rural, remote areas charge high prices with unreliable service. Since PLISD has an economically disadvantaged student population of 78%, PLISD worked quickly to procure devices and wifi hotspots for each student to access remote learning. To maintain instructional continuity during this two-month period, teachers created paper-based instructional packets for students to complete at home and return to school. PLISD leadership received phone calls and emails from parents expressing concerns that their children will fall behind in their learning during school closures. Parents were encouraged to share their concerns at the district’s school board meeting and be a part of the district’s annual comprehensive needs assessment process. During these meetings and conversations, the leadership team with parents reviewed data from the completion of the paper-based instructional packets, the usage of the web-based instructional programs, and teachers’ feedback on how students are engaging in distance learning. The team discussed options to address students’ needs. The consensus was to provide extended learning opportunities in an afterschool and/or summer program to help students catch up from the learning lost during the transition to remote learning. As a result, PLISD sent out a district-wide parent/stakeholder survey to assess the interest and need for an afterschool/summer program. Responses showed that many parents commute 30 minutes or more to work each day and would not be able to pick-up their child before the close of the afterschool program each day. To ensure participation, transportation services was identified as a need. The stakeholder feedback from this survey along with the input during leadership team meetings have been used to inform the development of Prairie Lea ISD’s 21st CCLC grant application also known as Prairie Lea Afterschool Center for Education (PLACE).

b. **MOST IN NEED:** At the start of the 2020-21 school year, Prairie Lea School's leadership team completed a comprehensive review and analysis of data in the areas of Reading and Math beginning-of-year diagnostic assessments, attendance, online engagement, and student demographics. Students in Kindergarten to 6th grade and students identified with an Intellectual Disability showed the highest learning gap when starting the new school year. Prairie Lea School will serve all eligible students and estimates that 80 students in K-6 grades to include 19 students who are identified with a Special Education-Intellectual Disability will participate in the PLACE program.

c. **ASSESS & RECRUIT:** Each quarter Prairie Lea School staff will hold a focus group-type meeting during convenient times for working parents. Participating K-6 parents will be asked to assess the effectiveness of the program for their child to help increase student achievement in Reading and Math. Parents will be encouraged to share their observations about their child's progress, discuss any challenges, and offer suggestions for improvement.

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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.

PLACE program activities will be focused on increasing student achievement in Reading and Math and aligned to the Texas Essential Knowledge Skills (TEKS). Prairie Lea School's teachers will be hired to work the afterschool/ summer program to provide instructional continuity and to ensure that the programs and services provided outside of school time will be aligned with teaching and learning in the classroom during the school day. PLACE activities will be designed to move the school out of Targeted Support for School Improvement status. The Texas ACE Blueprint will be utilized to guide the implementation of high-quality programming at the center location. PLACE SMART goals will be used as measures to determine program effectiveness and will align with the Texas ACE 4 components for each center location in grades PK-6:

1. GROWTH IN STATE ASSESSMENT

a. Data: STAAR: 2019 assessment data showed that 24% Met Grade-Level in Reading/ELA and 13% in Math Met Grade-Level. SMART Goal 1: Increase student achievement to increase student growth by 10% towards Meets on STAAR Reading and Math. Services to support meeting this goal will include homework assistance and tutoring support for students in Reading and Math. PLACE teachers will align afterschool program activities with the instruction from the school-day to strengthen and support the learning needs of students in Reading and Math. Examples of instructional and academic programs may include Reading Plus, iStation, Accelerated Reader, and Eduphoria.

2. INCREASED SCHOOL-DAY ATTENDANCE

b. Data: TAPR-19-20 Increase the attendance rate of students in grades K-6 from 93.6% to 95% by the end of the school year. SMART Goal 2: Reduce discipline counts on PEIMS report by 25% through coordinated program activities to include character education, service learning, social-emotional learning, and positive behavior intervention supports to reduce the number of students with discipline actions.

3. IMPROVED SCHOOL-DAY BEHAVIOR

c. Data: According to 2019-20 PEIMS Discipline report, PLISD had 76 Discipline Counts reported out of a student population of 217 in grades PK-12. SMART Goal 3: Increase the student attendance rate to 95% or higher through the use of STEAM enrichment activities and academic clubs to engage students to maintain a 95% or greater attendance rates for each participating campus with coordinated support services for students identified at-risk of truancy.

4. INCREASED STUDENT ENGAGEMENT IN LEARNING: PLACE will implement a comprehensive and coordinated parent and family engagement program to address the engagement of students. Research shows that children are the most successful when there is a strong partnership between students, families, and communities. Parent classes will be focused on improving parenting skills to improve the learning of their child. Classes will be driven based on parent interest and may include topics on Family Literacy, ESL, GED, Nutritional Planning and Wellness, Anti-Bullying, Positive Parenting, Parenting in a Digital World, Behavior Management, and Ways to Be Involved in Your Child's Education.

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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.

The PLACE afterschool program will provide daily academic learning and enrichment time at the end of the school day and in the summer. PLACE will hire teachers from the PLISD classrooms to provide homework assistance and tutoring. This format will allow for instructional continuity of the teaching and learning process from the classroom to the seamless transition to the academic support and enrichment program and services. In August, PLACE teachers will assess students' academic needs in Reading and Math and provide a plan to address these needs by developing a plan to remediate and support students during the afterschool time. The schedule below outlines how the afterschool time will be allocated to achieve this:

- 1) Welcome and warm-up activity: (5 minutes) Social emotional learning/character development activity and healthy snack. PLACE SEL lessons will implement the Leader In Me, an SEL program endorsed by CASEL as an evidence-based social-emotional learning process for grades K-6.
- 2) Extended Learning-Reading/LA (0.5 hour) Teachers will plan for and extend learning to enrich and reinforce Reading/Language Arts
- 3) Extended Learning Math (0.5 hour) Teachers will plan for and extend learning to enrich and reinforce Math
- 4) Duration (10 minutes) Brain break-outdoor play or physical activity
- 5) Duration (45 minutes) Homework assistance as needed or enrichment/extra-curricular activities
- 6) Duration (1 hour) Enrichment/extra-curricular activities

The afterschool program and activities will be integrated into each teachers' daily lesson plans and scope and sequence as an extended learning or remediation activity. In August 2021, teachers will meet for one week before school starts to plan for 35 weeks of programming to support and incorporate classroom learning into the afterschool program hours. Each Reading/Language Arts and Math lesson plan will include a section for the how the lesson will be extended into the afterschool hours with specific strategies to target closing learning gaps in Reading/LA and Math. Teachers who work during the afterschool hours will be assigned to work with the same students during the afterschool hours. This model will ensure instructional continuity into the afterschool hours with the same teacher during the regular school day. District leadership will work with classroom teachers to identify how to structure reinforcing learning activities during the afterschool hours. Research-based activities will be available after school and during the summer to include homework, tutoring, enrichment, physical activities, social emotional learning/character development, and healthy snacks.

Center-level activities will be a minimum of 45 minutes with an activity planned for each hour the center is in operation. Activities will be designed to address student needs and student interest, aligned with state standards and developed using a planning tool similar to the Texas ACE Activity/Unit and Lesson Plan Worksheet. All activities will incorporate the following three components during each quarter: academic assistance, academic enrichment, and family and parent engagement. All academic support and enrichment, accelerated learning, and tutoring activities will align with the regular school day and with the documented needs of students. Activities will be designed to provide students with monthly choice offerings that meet their interests and academic needs.

PARENT & FAMILY ENGAGEMENT: In July 2021, Parent & Family Engagement Specialist (PAFES) will attend training through Project Appleseed as a trainer-of-trainers to facilitate and deliver research-based parent and family engagement training on topics that will impact increasing their child's achievement in Reading and Math.

In August 2021, the PAFES will survey the interest of parents to plan and schedule parent and family engagement classes and training. The survey will collect data and information to understand how to effectively schedule and plan for meaningful and relevant activities, classes, and training opportunities with the needs of working parents to be considered when selecting dates/times. During enrollment and registration for the afterschool/summer program, parents will receive information on a variety of possible opportunities for active and meaningful engagement.

The Program Director will coordinate with campus-level leadership to request access to the use of the technology lab for students during afterschool hours to access STEAM focused extra-curricular activities such as coding, website development, robotics, and graphic design.

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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

Prairie Lea ISD is located in a rural, remote area without access to local organizations or partnerships for this grant opportunity. Local community organizations, such as churches, Veterans of Foreign Wars (VFW), Masons, Kiwanis, or Rotary clubs will be invited to volunteer. In addition, district leadership consistently works to build capacity within the district staff to support the needs of students and parents.

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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.

PLACE will be built based on the research-based Promising Practices Rating Scale (PPRS: Vandell et al., 2004) developed specifically to measure the quality of afterschool programs. The following quality indicators will guide the development process to ensure the quality of services to achieve the SMART goals and program outcomes:
1. Supportive relationships with staff and peers, 2. Student engagement in activities, 3. Levels of engagement, 4. Opportunities for cognitive growth, 5. Appropriate structure, 6. Over-control, 7. Chaos, 8. Mastery Orientation (<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4724807/>)

In 2016, the Afterschool Alliance released a report with data that chronicled how children spent the hours between 3 and 6 pm called America After 3 PM. In the article "Growing Importance of Afterschool in Rural Communities" the study shows that "a strong majority of rural parents agree that programs help children develop social skills through interaction with their peers (77%), reduce the likelihood that youth will engage in risky behaviors (72%) and help children gain workforce skills including teamwork, leadership, and critical thinking (65%)."

PARENT & FAMILY ENGAGEMENT PLAN

Research shows that "A 10% increase in parental participation (a form of social capital) would increase academic achievement far more than a 10% increase in school spending" (Putnam, Sanders 2001). The PAFES will work to establish a research-based community schools model that provides tutoring and service learning opportunities for students, parent leadership training for parents, parent education, literacy, and health/social services for families. The evidence of effectiveness shown from years of implementing Project Appleseed, will support the efforts of PLISD to coordinate, implement, and manage a high-quality parent and family engagement program to support achieving the SMART goal and to increase student achievement in Reading and Math.

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.

Parents within the PLISD commute long distances to work each day with average commute times of 30 minutes or greater. The needs assessment process identified transportation as a potential barrier for student participation. Transportation challenges for low-income students contribute to chronic absenteeism in many places, whether it's a city with limited school bus routes or a rural community where missing the school bus leaves students few options of getting to school on time. PLACE aims to target the students "most in need" of services with transportation services to remove potential barriers and ensure student participation. Morning bus riders will be provided bus transportation home each day at the end of the PLACE program (during the school year and roundtrip transportation during the summer program). This measure will support the needs of working parents who have long commute times and to ensure students who live in rural and isolated areas will be in attendance each day.

During registration and enrollment, parents will select an option that best meets their needs as a working parent:
1) Bus transportation from the child's home to school in the morning and the bus at the end of the PLACE to their home address. 2) Parents will drop off their child in the morning and the child will take the bus home after the PLACE program. 3) Parents will drop off and pick up their child from the PLACE program each day.

PLACE will contract with the PLISD transportation department. Transportation will be provided at no cost. All PLISD bus staff are required to maintain current CPR/First Aid training. PLACE transportation policies and handbook information will be reviewed and discussed during parent annual orientation, registration, and open house events. Parents and students who select PLACE bus transportation will be required to read and sign an understanding agreement that outlines safety procedures and policies for riding the bus. Each year, all bus riders will participate in a school bus safety training and demonstration. Each bus will be staffed with a bus monitor to ensure the safety of students and will have a mobile phone for use in the event of an emergency. Each bus is equipped with a security camera, mobile communication system, and safety equipment. Attendance logs track students who enter and leave.

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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.

The PAFES will be responsible for disseminating information about the PLACE learning center. The PAFES will create a program webpage on the district's website to provide essential program information about enrollment, registration, and communication. The website will be connected to the PLACE Twitter and Facebook accounts for families to easily find information about the afterschool/summer program. A web-based messaging system will be utilized to send out notifications to parents via text and email on upcoming events, parent & family activities and training, weekly program updates, and reminders. A monthly PLACE calendar will also be sent out via email. PLACE Project Director and PAFES will collaborate with campus leadership to develop a communication strategy for the rural and small community of Prairie Lea. Language and technology needs will be considered for the format and delivery of all communication and correspondence with families. Flyers and mailouts will be sent out to parents and community with information in a paper-based format for families with limited or no access to technology. Program information will be also be shared at a regularly scheduled school board meeting. Prior to the start of the program, PLACE will hold a series of open house meetings for families to learn more about PLACE programs and services. If needed, a translator will be available to meet language needs and all print materials will be available for parents in Spanish as well as English. A variety of days/times will be scheduled to meet the work schedules of working parents. All meetings will comply with social distancing requirements and will follow CDC safety protocols. Virtual information meetings will also be available during COVID-19 via Zoom.

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: Prairie Lea School is a Title I School-wide program. PLACE staff and campus leadership will conduct an annual program evaluation, comprehensive needs assessment, and campus improvement plan to determine the best way to plan and coordinate federal Title I, Title II, Title III and Title IV resources and staff to maximize the benefits of the 21st CCLC program funds. PLACE will utilize federally funded technology, desktop computers, laptops, tablets, projectors, and other equipment after school hours to support learning for the Title I school-wide program outside of the school day as allowable under EDGAR guidelines. Reading and Math professional development trainings will be available throughout the school year for teachers working the PLACE program. Title I funded tutoring assistance will be coordinated with 21st CCLC grant funds to strengthen the quality and time made available to students in need of academic assistance.

STATE: State Compensatory Education (SCE) and other state allotments will support the afterschool program and services. At-risk services through SCE funds will be available to support the needs of low-income students participating in the afterschool program. At-risk services may include: social-emotional learning and guidance counseling, Positive Behavior Intervention Supports (PBIS), Response to Intervention (RtI), programs to support students who are at-risk of falling behind in core content areas, academic supports to close achievement gaps, attendance/truancy clerk, social worker, supplemental curriculum and instructional resources, web-based progress monitoring systems, instructional assistants, behavior/discipline support services, and truancy prevention staff and services.

LOCAL: Local district funds will also provide additional support through: administrative leadership and oversight, data collection, clerical support, child nutrition, maintenance, custodial, facilities, security, and technology support.

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

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 PLISD sustainability plan for PLACE includes: building capacity, community and school board support, and coordination of funds with grants and fundraising efforts.

1. PLACE will utilize current staff and resources to build capacity within the current PLISD instructional and administrative staff to gain the experience and skills to implement, manage, and coordinate afterschool/summer programs and services outside of the program period. The PLACE program will be used to create a strong foundation for quality programming that prioritizes enrichment, academic support, social-emotional learning, parent engagement, positive behavior supports, and attendance/truancy services that will continue to extend the success of the program beyond the grant period.
2. The support of the community and the school board will drive the sustainability efforts for the continuation of the PLACE 21st CCLC program and services. The evidence of academic success, increase in student attendance and parent engagement, and decrease in student discipline referrals will be shared with the community and school board at the end of the program period to show the effectiveness of this grant program Prairie Lea ISD students.
3. The district receives community support from Prairie Lea Baptist Church and Prairie Lea Methodist Church. These two organizations provide will support the PLACE program to seek out additional funds and resources to continue the efforts of the PLACE program beyond the grant period.
4. The school board and community members will work with PLISD campus leadership to fund-raise, seek corporate sponsorships from local businesses, and apply for grants with a similar focus such as the Additional Days School Year grant through the TX Education Agency. Program resources will be sustained using federal, state, and local resources.

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)

"Volunteer work offers an opportunity for individuals and communities to engage in activities that affect the common good of society." <https://education.stateuniversity.com/> The PAFES and Site Coordinator will recruit student volunteers from the high school leadership and mentoring programs. A call for volunteers from the county's local community clubs and organizations such as churches, Kiwanis, Lions, Rotary, and the Masons will be conducted to strengthen the enrichment and mentoring activities for the PLACE program. Grandparents and retirees from the community will be also be recruited to serve as volunteers. Many grandparents and retirees have grandchildren and other family members who attend Prairie Lea School and are eager to help whenever needed.

Volunteers will be asked to commit to give two days a week for two hours a day to mentor students and/or facilitate enrichment or academic club activities. Each volunteer will be required to complete a criminal background check and orientation prior to working with students. A volunteer interest survey will be administered to match volunteers to activities best suited for their talents and skills. A volunteer handbook will be provided during orientation to outline the Texas ACE and school district's volunteer policies and procedures.

Site Coordinators will manage and monitor volunteer schedules. Training will be provided to volunteers in the areas of project-based learning, positive behavior intervention strategies, best practices in student mentoring, working with at-risk students, and diversity and cultural awareness.

Local church organizations will provide volunteers for parent classes to include possible offerings: ESL/Adult Education classes, parenting skills, character development, financial literacy, health and wellness classes, and family/child development.

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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.

PLACE will prioritize the program's level of attendance through the implementation of an effective parent engagement program. According to experts, the definition of parent engagement is parents and teachers sharing a responsibility to help their children learn and meet educational goals. During the enrollment process, PLACE program staff will conference with parents of students meeting the priority enrollment criteria to discuss the benefits and support services available during the PLACE program. Program attendance requirements will be discussed with parents and a copy of the attendance policy will be provided in both English and Spanish for review. Student profiles with formative and summative assessment data will be reviewed and discussed with parents to solicit their input into the learning plan for their child. Together, PLACE and the parent will discuss and draft a plan for the afterschool/summer hours to provide the additional support needed for academic success. The investment of time to engage parents in this collaborative process will yield greater program participation and attendance for students. The PAFES will be responsible for family outreach and communication. PLACE staff will recognize student attendance regularly and inquire with parents when attendance issues arise. Chronically absent students will be referred to the PAFES to make contact with families via email, phone call, or text message. If the PAFES is unable to reach parents through either of these methods, a home visit will be conducted to resolve attendance issues and coordinate additional support for families when needed. The implementation of a coordinated parent engagement program will support Prairie Lea School to address the need to increase the attendance rate to 95% or higher. The PLACE program services will work to coordinated support services for students identified at-risk of truancy.

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.

The operations schedule was designed based on input provided by parents. Results from a parent survey showed the days and times that would be most convenient for working parents. The PLACE program will begin right after the end of the school day to allow students to transition directly into the afterschool program activities with limited disruptions and to ensure daily participating and attendance. Program end times will align with 21st CCLC program requirements and also allow enough time for students to complete daily homework assignments, attend tutoring, and participate in engaging enrichment activities before parents pick up or students ride the bus home. At the end of the school-year program in April 2022, parents will be surveyed to solicit their input into the development of the summer center-level operation schedule. The PLACE summer program will be designed based on the needs of parents and students during the summer.

The planned schedule will address meeting the three SMART goal that have been identified as the central focus of this grant. The schedule will ensure meeting measures of effectiveness and student service targets to maintain center-level quality at all times. PLACE's activities and operation schedule will provide direct services to ensure the achievement of the summative SMART goal:

SPECIFIC: Increase student achievement in Reading and Math for K-6th grade students.

MEASURABLE: K-2nd grade student performance will be measured using BOY, MOY, and EOY CLI Engage and TPRI performance. Third to sixth grade performance will be measured using STAAR.

ACHIEVABLE: 80% Students in grades K-2 will achieve Proficiency and meet or exceed grade level expectations. 80% of students identified with an Intellectual Disability will show 20% growth progress in Reading and Math. 80% of 3rd-6th grade students will show 10% growth on Meets grade level standards on STAAR.

RELEVANT: Close achievement gaps resulting from loss of learning time during school closures.

TIMELY: Results will be achieved by the end of the 2021-2022 school year.

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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"/>
Grantee's total required ESSA PNP equitable services reservation (line 7 times line 2)	<input type="text"/>

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12. Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

Payroll Costs

1.	Project Director/Site Coordinator	\$65,000
2.	Parent and Family Engagement Specialist	\$40,000
3.	Secretary/Admin Assistant/Grant Bookkeeper/accountant	\$40,000
4.	Afterschool/summer professional/support staff pay Fall, Spring, Summer	\$51,060
5.	Benefits	\$15,685

Professional and Contracted Services

6.	Evaluation services	\$3,000
7.	Quality Assurance Training	\$3,000
8.	Consultants to provide enrichment activities	\$12,000
9.	Contractor services for single audit	\$3,600
10.	Parent engagement classes and services	\$20,000

Supplies and Materials

11.	Supplies/materials/curriculum/books/technology	\$30,000
12.	Parent and family engagement supplies/materials	\$5,000
13.		
14.		

Other Operating Costs

15.	Field Trip costs/nutritious snacks	\$35,000
16.	Professional development registration/travel costs	\$10,000
17.	Transportation costs for students	\$50,000

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

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Appendix I: Negotiation and Amendments

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

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

You may duplicate this page.

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

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

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

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



**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

Authorizing legislation:

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

Required attachments:

Amendment Number

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

1. Applicant Information

Name of organization

Campus name CDN Vendor ID ESC DUNS

Address City ZIP Phone

Primary Contact Email Phone

Secondary Contact Email Phone

2. Certification and Incorporation

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

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

- Grant application, guidelines, and instructions
- 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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Center Operations Schedule

County-district number or vendor ID: 028-906

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	028906001	Prairie Lea School, 6910 HWY 80, Prairie Lea, TX 78661, 512-488-2328	0	PK-6	80	50
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	028906001	Prairie Lea School, 6910 HWY 80, Prairie Lea, TX 78661, 512-488-2328						PK-6	80	50			
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>		07/19/21				07/30/21				2			
Fall Term		08/23/21				12/03/21				14			
Spring Term		1/10/22				05/13/22				17			
Summer Term		05/31/22				07/1/22				5			
Total number of weeks:										38			
Center Schedule													
Day of the Week	Fall Term				Spring Term				Summer Term				
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	
Monday	7:00	8:00	3:15	6:15	7:00	8:00	3:15	6:15	8:00			2:00	
Tuesday	7:00	8:00	3:15	6:15	7:00	8:00	3:15	6:15	8:00			2:00	
Wednesday	7:00	8:00	3:15	6:15	7:00	8:00	3:15	6:15	8:00			2:00	
Thursday	7:00	8:00	3:15	6:15	7:00	8:00	3:15	6:15	8:00			2:00	
Friday	7:00	8:00			7:00	8:00							
Saturday													
Sunday													
Total Hours Per Week:	17				17				24				
Adjunct Sites, If applicable (site name and full address)	N/A												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Saturday STEAM camp, NASA overnight (5 th grade), more TBA												
Parent/Legal Guardian Activities	Family academic nights, family library nights, GED courses, ESL courses, CPR training												

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													
Total Hours Per Week:													
Adjunct Sites, If applicable (site name and full address)													
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)													
Parent/Legal Guardian Activities													

Texas ACE Center Operations Schedule (one per center)						Program Year 2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 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												
Total Hours Per Week:												
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
Parent/Legal Guardian Activities												

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022					
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 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												
Total Hours Per Week:												
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
Parent/Legal Guardian Activities												

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>													
Center 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													
Total Hours Per Week:													
Adjunct Sites, If applicable (site name and full address)													
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)													
Parent/Legal Guardian Activities													

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

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>													
Center 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													
Total Hours Per Week:													
Adjunct Sites, If applicable (site name and full address)													
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)													
Parent/Legal Guardian Activities													

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

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

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