



**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 to **Pre-award costs:** 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):

1. Applicant Information

Name of organization
 Campus name CDN Vendor ID ESC DUNS
 Address City ZIP Phone
 Primary Contact Email Phone
 Secondary Contact Email Phone

2. Certification and Incorporation

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

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

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

Authorized Official Name Title Email

Phone Signature Date

Grant Writer Name Signature Date

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

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3. Shared Services Arrangements

Shared services arrangements (SSAs) are permitted for this grant.

Check the box below if applying as fiscal agent.

- The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing the fiscal agent and SSA member responsibilities. All participants understand that the "Shared Services Arrangement Attachment" must be completed and signed by all SSA members, and submitted to TEA before the 80% reserve on the NOGA is lifted.

4. Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
The district has identified gaps in Mathematics and Reading. The state assessments find the district Reading scores at 40% and Math at 53%.	The program will seek to improve the math and reading academic performance through academic enrichment activities. Participating students will be provided one to one, small group tutoring services, whole group instruction, project-based activities using research-based activities with high emphasis in math and reading.
The district has identified a need to improve the school day attendance rates. District - 96.75%	Students with excessive absences will be identified and recruited to participate. The Student Attendance Success Initiative program will collaborate with the afterschool program to prevent and reduce truancy through effective approaches that support attendance and academic achievement.
The district currently lacks technology tools, software and online learning systems to enhance and enrich student academics during out of school time. Twenty percent of students enrolled at Weslaco ISD lack the means of technology during out of school time.	A variety of technology equipment and software-based curriculum will be purchased through grant funds to conduct academic enrichment activities. Technology will be utilized to support academic achievement and support engaging learning environments during out of school time.

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.

The district, community partners, qualified volunteers, participating students and families will work together to achieve our program goal of meeting the quantifiable needs that have been identified. The proposed grant will improve academic performance by increasing scores in math and reading by 2%. By designing a plan and implementing an ongoing truancy prevention program, student attendance is anticipated to surpass the states average of 90%. All activities provided by grant funding will be technology rich with engaging learning environments to promote high performance. In order to ensure attainment of program needs and goals, data will be gathered and evaluated at the end of the Fall, Spring, and Summer terms.

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

Implementing Process: The district will closely align programming with the requirements of the Texas ACE program. The Texas ACE Blueprint and Quality Assurance guidebooks will be utilized to ensure the goals of the program are implemented in the first quarter. Documentation will be key to assuring the progress towards aligning measurable goals for academic gains, behavioral gains, family engagement and activity attendance.

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6. Measurable Progress (Cont.)

Second-Quarter Benchmark

Progressing: The district will use multiple data sources to build on program requirements, pro actively responding to local needs and improving program delivery and academic performance. The district will develop logic models to create a visual representation of a program, depicting key components and relationships among needs, program goals, inputs (resources), outputs (activities and implementation fidelity), and expected outcomes. The Logic Model will demonstrate the connection between resources, inputs, activities, and outcomes/outputs by identifying resources needed to operate program, measuring progress toward program goals, having program activities meet student needs in academics, enrichment, academic support services, and college and career readiness, and utilizing resources and activities that best support identified student and family needs.

Third-Quarter Benchmark

Optimizing: Within the third quarter benchmark, the district will collaborate with stakeholders and use multiple resources of data to exceed the program goals. The district will look back on previous data sources to ensure program goals and objectives are being exceeded and/or will make changes to ensure this. Focus groups and surveys will be utilized to include stakeholder's (community partners, parental committee, district advisors, principals and a coordinators) input and advice in moving forward with a program that provides exceptional services which align with the Texas ACE blueprint to students, families and the community. Center Needs Assessments, Logic Models and Evaluation Summaries will be desegregated and reviewed to show progress and implementation. This will lead to implementing the proposed ACE Program in the Student Achievement Improvement Plans.

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.

An independent evaluator will conduct a formative and summative evaluation in order to measure progress in specified areas. The evaluation process will reflect those outlined in the Texas ACE Blueprint. Formative Evaluation will focus on deciding whether project activities are being implemented as accorded and whether the project garners progress toward achieving Texas ACE objectives. Summative evaluation will determine whether project activities promote positive impacts such as increased academic student performance, increased parental involvement, reduced student disciplinary incidents, etc. The evaluator will analyze data on a quarterly basis to gauge program strengths and areas for improvement and will recommend program modifications to better strengthen services as needed.

The district will utilize the program evaluation report to determine when and how to modify the district program needs. The evaluation will generate actionable and relevant information about center-level processes and outcomes. This will assist centers in understanding areas of their program that are going well and identify areas that can be improved upon to maximize participant outcomes. Findings will also support center efforts to sustain what is working by providing objective results to be shared with internal and external stake holders.

The recommendations provided by the evaluator will be addressed by working in collaboration with the center coordinator throughout the evaluation process. Based on the information gathered during the process, next steps will be identified to 1) continue with the current success of the program, and/or 2) improve certain areas of the program.

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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.

In preparation for the submission of the 21st CCLC, Cycle 11 grant, the district analyzed the needs of all campuses through a needs assessment designed by an Administrative Committee. From this, the district assessed the community and reviewed data provided by the City of Weslaco, to identify foundational issues and to determine if a need existed for the 21st Community Learning Centers. Components of the needs assessment incorporated the review of the instructional programs which are currently being implemented, the experience/professional development of the school staff and the infrastructure that is currently accessible for student and teacher use. Throughout this assessment process, the Administrative Committee determined the efficacy of the needs assessment along with any procedures needing to be updated or changed. Resulting from this assessment, the following specified needs and gaps have been identified, and strategies have been created to address those needs.

COMMUNITY NEEDS ASSESSMENT					
Need/Gaps (pop. 25 and Over)	City	State	Need/Gaps	City	State
No High School Diploma	27%	15.4%	Violent Crime	155	120,508
Doesn't Speak English at Home	73.07%	35.06%	Rape	33	14,656
Families Falling Below Poverty	25.3%	13.6%	Robbery	29	28,854
Households (w/child under 18) Falling Below Poverty	31.3%	19.2%	Aggravated Assault	91	75,595

From the Community Needs Assessment, it was determined that district needs/gaps were higher than that of the state average percentages. In addition to the Community Needs Assessment, a district-wide needs assessment was held to confirm the need for the program and to arbitrate which campus would best be served by this grant. It was determined that the district is a high-need, high-poverty (Title 1, School-wide) district with a minority population of greater than 99%. The 21st CCLC program would service 12% of the population at each intended campus in order to close the needs/gaps of the district.

The district will recruit students most in need of academic assistance. Criteria would include: students who did not pass STAAR, students who earn below a "C" in a core subject class, students who have below 90% attendance rate, students whose first language is not English. Documents or data that would be used to select and continually assess students would be: teacher recommendation form, student performance-standardized test result grades, parent recommendation forms, attendance data, student behavioral data, etc. All of these documents and data will be evaluated after each six week term to ensure the students most in need are receiving services.

Reports from 2019 - 2020 were not used as they may be inconclusive due to the COVID-19 Pandemic

ACADEMIC AREAS OF WEAKNESS					
	Economically Disadvantaged	At-Risk	Special Education	STAAR % at Post Secondary Readiness	Dual/Concurrent Enrollment
District	85.59%	65.19%	8.5%	47%	38.6%
State	60.56%	50.1%	7.9%	50%	20.7%
MET STANDARDS IN STAAR					
	Reading	Math	Writing	Science	Social Studies
District	40%	53%	35%	55%	44%
Region	43%	50%	41%	46%	35%
State	48%	52%	30%	54%	55%

Source: 2018-2019 TEA Texas Academic Performance Reports (TAPR)
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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.

The proposed program design will deliver a complete afterschool program grounded in creativity, synergy, problem solving, critical thinking and data digging that will positively impact the measures of effectiveness.

GROWTH IN THE STATE ASSESEMENTS:

According to the 2018-2019 state assessments, the district reading scores are below the region and state average. (District 40% Region 43% and State 48%.) Grantee level: Project director will work closely with district administration on gathering data in areas of need. District Math and Reading strategists will meet with Program Director to ensure curriculum based, project based, and tutoring services are imbedded into afterschool activities. Center Level: Site Coordinators will meet with campus administration (Principals and Curriculum and Instructional Facilitators) to ensure that highly qualified teachers in all content areas with an emphasis in reading and math will provide one on one, small group tutoring services to increase performance in the STAAR standards.

IMPROVE GPA: The district will collect six week grades, CBA's, and benchmark grades to monitor growth per six weeks and/or Fall and Spring terms. Grantee level: The director will provide MOU's agreeing with the district to provide educational outcomes of students who participate in the proposed program. Educational outcomes include information relating to student academic achievement, grades, graduation rates, school attendance, disciplinary actions and receipt of special education services. Center level: The site coordinators will aim to improve students' GPA by offering programming that engages students and families, provide student tutoring, homework assistance in reading, math, science and social studies. The site coordinator will gather student data from six weeks grades to improve student GPA. These grades will be entered in to TX21st data system used to compare and show growth from term to term. This will help in aligning academic enrichment activities with the regular school day.

INCREASE SCHOOL DAY ATTENDANCE: The district will strive to improve average daily attendance percentage by enrolling students that are below a 90% attendance rate. Grantee Level: Director will work closely with PEIMS and Student Support Services coordinator to monitor student absences and truancy cases, and establish the district Student Attendance Success Initiative (SASI) program within the out of school time. Center level: Site Coordinators will work with the campus data clerks and PEIMS clerks to obtain attendance records of students that fall below the 90% attendance rate. Site coordinators will work closely with parents and families to ensure attendance remains a priority via parent conferences, home visits and phone calls.

IMPROVE STUDENT BEHAVIOR: The districts vision is to inspire and empower all students to reach their full unique potential. Grantee Level: The Project Director will implement a positive student behavior initiative to encourage students to improve behavior and student discipline. Professional development will be provided to staff in order to incorporate Positive Behavior Interventions & Supports (PBIS). Center Level: Site coordinators will provide sessions on character building and student leadership and implement positive behavioral interventions and support initiatives, social emotional learning activities, and student voice and choice activities.

INCREASE STUDENT ENGAGEMENT IN LEARNING: The district will ensure safe, secure, drug-free, technology rich, and inviting environments which promote high performance within the afterschool program. Grantee Level: The Project Director will implement high quality research based professional development and continuous support for all afterschool instructors so that instructors can facilitate teaching and learning along the continuum of learning environments. Center Level: Site coordinators will administer surveys, conduct focus groups to participating students to provide student voice and choice, and hire and recruit instructors to offer high interest activities.

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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 program and center activities will target the identified center goals. Program activities will represent all four component areas of the grant which include academics, enrichment, family and parental support, and college and career readiness. In order to improve student achievement, the proposed program will provide a wide array of academic activities that target students' academic deficiencies and those identified as at risk of academic failure.

The academic activities will complement the regular school day program by aligning the lessons with the TEKS and the state assessment STAAR. This will allow us to close achievement gaps and create an educational structure that supports academic performance and promotion rates. Activities to improve student learning include, reading workshops, writing workshops, literacy and numeric development, STAAR preparation, small group tutoring, project-based technology rich programs, and hands-on activities. These activities aim to address students' needs in areas where students have fallen below state standards and a strong emphasis in low STAAR reading scores (District - 40 %, State - 48 %).

Enrichment activities will be selected based upon research that indicates their success in improving student behavior while also promoting student voice and choice to keep students engaged in program activities. These activities will help improve student discipline and attendance rates. Social emotional learning, recreational activities, dance, music, creative arts, character building, leadership training, motivational activities, nutrition and cooking, health and wellness and robotics are proposed activities that will build trust between students and families along with the confidence needed to remain focused on their education.

Activities will also be provided to target family and parent support. Parents and/or immediate family members will be provided with services to support parental involvement. Programs will consist of adult literacy and developmental services, family literacy classes, parental involvement activities engaging the parents in their child's education, health & wellness courses, technology skills and information classes, and parenting classes on Youth Prevention Program Services.

The plan to achieve center level coordination with the regular school day is as follows: Site Coordinators will identify the campus needs by reviewing the Student Achievement Improvement plan (SAIP) and meeting with the centers' administration team made up of principal, curriculum instructional facilitators, guidance counselors, data clerks, and PEIMS clerks. The coordinator will collaborate with the team in efforts to compile an ACE campus needs assessment. This needs assessment will help identify the center level academic areas of weakness, prioritize multiple needs and brainstorm how to address those needs throughout the program activities that will be provided. Site Coordinators will take part in campus advisory committees, curriculum planning meetings, department meetings, grade level meetings, and staff meetings. The site coordinator will be able to receive program direction and feedback, as well as share program information and updates. Through the participation in these committees and meetings, the site coordinator will have the latest data analysis to be able to adjust the program activities as needed. Additionally, by having the site coordinator participating in the campus and communicating with the campus staff, there will be a better alignment of the regular school day with the afterschool program.

Site Coordinators will have access to the district data software programs eSchool and Eduphoria. Coordinators will be able to easily monitor student data and run reports on each student participant such as state and benchmark test scores, CBA's, daily attendance, daily grades, disciplinary referrals, and at-risk indicators. The data sources that the site coordinator will be continuously monitored to ensure that the targeted students are attending the program and are showing an improvement in academic achievement. The data will also be used for overall program effectiveness showing areas of improvement and areas of need.

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9. Statutory/Program Requirements (Cont.)

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

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

- This applicant is part of a planned partnership The applicant is unable to partner

The district established a collaborative partnership utilizing the program objectives to help sustain the program over time. Strong partnerships that are made with the program are vital to the success of the program. The district has solicited a diversity of stakeholders in the program design by including administrators, teachers, and local community members. The district will partner with County of Hidalgo – Community Service Agency, Behavioral Health Solutions of South Texas, Weslaco Public Library, South Texas College and the Weslaco Police Department, Workforce Solutions, local universities and other community organizations and state agencies. Through these partnerships the program will develop high quality services to our participating students and families.

Academic assistance: Through the partnerships listed above, the district will be able to enhance and provide one on one, small group, tutorials, homework assistance by utilizing the volunteers, college tutors and sources from the Community Service Agency of Hidalgo, South Texas College, neighboring universities and the Weslaco Public Library. Providing access to these partnerships provides student participants with additional resources.

Youth Development and Positive Behavior: The district will provide community-oriented services to educate and empower participating students to reach their full, unique potential so that each thrives in and contributes to our global community. The program will partner with Behavioral Health Solutions of South Texas (BHSST) to integrate activities that promote youth development and positive behavior. BHSST will designate prevention specialists to coordinate services of youth prevention programs. The Youth Prevention program include Youth Prevention Selective PA (positive action) and Youth Prevention Selective TND (towards no drugs) that include: Dissemination of information related to alcohol, tobacco, and other drug use/abuse/addictions and individual/family/community impact, in person and/or virtual services that include presentations, positive alternative activities. Youth program sessions include discussion topics on leadership, positive behavior, communication, role models, social media awareness, antibullying, stress management and mental health awareness. The district will put into place a positive student behavior initiative by partnering with Weslaco Police Department to encourage students to improve student behavior. The police department will provide guest speakers to discuss and encourage students in staying out of trouble and following school rules and regulations. The police department will also provide informative sessions on safety programs available to youth and families in the community.

Family and Parent Support: The district is committed to collaborating with the community to meet the needs of students and their families. The district will provide quality resources that provide services that impact and inspire all parents and families to become better supporters, decision makers, and advocate for their children’s education. Through the partnerships listed, the family engagement specialist, will establish relationships with local businesses, social service agencies, health care providers, parent volunteer organizations, to provide the needed resources. BHSST will include Youth Prevention Strengthening Families Program, in person or virtual presentations on family communication, mental health awareness, stress management, alcohol tobacco and drug awareness, social media awareness, bullying/anti-bullying and underage drinking. The district will partner with the Workforce and Weslaco public library to offer adult literacy to address the literacy programs as well as technology skills programs, library services, and reading programs. The Workforce will provide information on family access to economic resources and human services. Hidalgo County Community Service Agency will inform, encourage, and recruit parents to volunteer and work with community services.

Sustaining the Program: The partnerships mentioned above will support the goals and objectives of the activities and programs that will be provided. There will be regular outreach and communication with key program stakeholders to create an ongoing, enduring and sustainable program. There will be regular scheduled meetings between district program and community partners. The district will meet with the partners and determine what level of participation will be provided by their entities and provide memorandums of agreements (MOA) to provide evidence of collaboration. The district acknowledges that it is important to partner with community-based organizations for additional and sustainable services for students.

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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 utilize information gathered from the Texas ACE Blueprint and USDOE website to identify and apply best practices. The district will ensure contracted activities and consultants provide evidence based and supporting research of their ability to positively impact the proposed objectives. **Enhancing Academic Performance:** An evaluation of an afterschool program demonstrated that students who participate in afterschool programs achieve higher grades and higher standardized test scores than students who do not participate in such programs (Shernoff, D.,2010). The program has been designed to incorporate evidence, research findings and best practices in order to provide academic and enrichment activities which will complement and enhance academic performance, achievement, postsecondary preparation, and positive youth development of all participating students. To ensure students are meeting and/or mastering state standards of academic concepts, the program will complement school day learning and academic instruction with targeted homework assistance, literacy workshops and hands-on learning activities which will provide support to students in: academic intervention, increasing academic proficiency in core subjects, meeting and/or mastering state and local academic achievement standards. **Postsecondary and Workforce Preparation:** To encourage a college-going culture, the program will implement college readiness activities addressing admissions, financial aid, areas of study, entrance exams, etc. Students will participate in various college tours both locally and virtually. Workforce preparation will include exposure to life skill workshops and a variety of manual trade skills including: cosmetology, culinary arts, photography, and graphic design. **Youth Development:** Evaluations of 21st CCLC programs in one state found a positive and statistically significant relationship between greater attendance and improvement in student motivation and attentiveness, prosocial behaviors, and homework completion and quality (Naftzger, N., Vinson, M., Manzeske, D., & Gibbs, C., 2011). To support and implement positive youth development, the program has been designed to include a variety of engaging social-emotional learning and skills building workshops in order to strengthen leadership skills, creative expression, community involvement and character building.

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.

Of the 16,652 students enrolled in the district, as of September 19th of 2020, 60% require district transportation services. Upon transition from the regular school day to 21st CCLC, students will sign themselves in and be verified by Activity Facilitator (staff). Based on the Participant Registration Forms, students will only be allowed to leave the program by bus or picked up by a guardian.

Bus: Students who require district transportation services will be escorted by site coordinators to the designated Bus Zone. The Site Coordinator will be required to sign each student out as they board the bus. In order to ensure students safety, student transportation lists will be provided to the bus driver with physical addresses and emergency contact information.

Pick-Up: Parents and/or guardians may designate individuals to pick up their child during the program. This designated person will be required to display valid identification to the Site Coordinator for the student to be released. The district is required to have a process in place which documents and addresses emergent circumstances. These include an emergency readiness plan, emergency contact information as well as follow up documentation. Program staff will be knowledgeable in and follow these processes.

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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 district will ensure use of the Texas ACE branding materials to publicize information about the 21st CCLC. These materials will be made up of flyers, informational brochures, recognition articles, monthly newsletter, and press releases. Publications will be disseminated in both English and Spanish in ways that are easily accessible to all parents and constituents.

Flyers and newsletters will be distributed to the participants to share with parents. These documents will also be displayed at local doctor's offices, churches, businesses, and other community organizations. In addition, these documents and branding materials will also be shared on the district's official web site and social media pages to ensure information is displayed on a multitude of platforms.

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 coordinate public resources from federal, state, and local programs to supplement the program. Weslaco ISD is a Title I Part A school district and receives federal funding through Title II, Part A; Title I, Part D; Title III funds; State Compensatory funds; and Bilingual state allotment. The district is committed to coordinate efforts of its current programs and resources (including Food Service, Parental Involvement, Student Support Services, Library Services) to supplement the afterschool program as well as existing programs and services on each participating campus. As determined in the strategizing phase, these resources will be allocated towards student and parent activities, administrative support, professional development, security, janitorial, support staff, teachers, facilities, utilities, classroom space, equipment, technology, supplies, library, gymnasium, playgrounds, etc. To further ensure the most effective use of public resources, the program administration will be located at the Weslaco ISD central office to maximize resources of funding sources and better partner with district departments and organizational services. All resources will supplement, not supplant local, state, or federal expenditures and/or activities. Each of the 10 campuses participating in the program will provided use of its facilities, classrooms, and administrative services for participating teachers, students, parents, and staff at no-cost to the grant. In addition, Weslaco ISD board of trustees, Superintendent of Schools, Human Resources and Business Offices will provide oversight and support to the program at no-cost to the grant.

Community partners (Weslaco Public Library, Workforce Solutions, Hidalgo County Senior Volunteer Program, Behavioral Health Solutions of South Texas, City of Weslaco Parks & Recreation, etc.) will also provide curriculum, educational and socio-emotional learning materials, equipment, supplies, snacks, and other resources that will support activities which will be delineated in a formal Memorandum of Agreement (MOA) upon award of the grant.

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9. Statutory/Program Requirements (Cont.)

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

The district is committed to establishing an afterschool program that will last beyond the grant funding period. The local board, central office administration, and the community is dedicated to the support of the afterschool program. The sustainability plan will involve district stakeholders, community partnerships and volunteers to help with the program.

Sustainability Plan: The district will develop a written sustainability plan that takes account of short/long-term needs, identifies challenges and obstacles, identifies key stakeholders and community partners, identifies resources, contains strategies to address the key elements of sustainability and provides a timeline of implementation.

Strategies: Adequate funding will be vital to sustain. The district will develop financial strategies that will tap in to a variety of different funding sources. Funding at the federal, state, and local levels will be explored by identifying those funding resources that are required, optimize cost structures by seeking the most out of funding and leverage specific areas of the program. The district will convert fixed costs to variable costs, obtain in-kind support, collaborate for cost sharing, outsource or insource activities and defer or eliminate discretionary costs.

Resources: Maximizing resources that help improve programs and reduce the cost of operation include volunteers, technical assistance, facilities, utilities, maintenance, administration, security, food services and equipment.

Stakeholders: District Stakeholders, Program Staff, Community Based Organizations, Non-profit Organizations and a wide range of stakeholders will build community support to enable the program secure resources by building relationships throughout the grant funding.

Timeline: The plan development will remain continuous throughout the program grant but will begin the process of a written plan within the first three months of program implementation.

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)

Screening and Placing Volunteers: The District plans to partner with multiple community resources and local colleges and universities to solicit volunteers to offer a more cost-effective program that can aid in sustaining the program beyond its funding cycle. As outlined in the Texas ACE Blueprint, and in accordance with Senate Bill 9, all volunteers who will have direct interaction with students in the program will be fingerprinted and complete a criminal background check to ensure the safety of all children and families being served in the program. Individuals interested in volunteering will be screened for qualifications and interests before being placed and will be assigned in accordance with appropriateness, experience, knowledge, interest and need for volunteer opportunity.

Senior Volunteer Program: The district will partner with Hidalgo County Senior Volunteer Program to provide activities and programs for students and families. Qualified senior citizens will be trained to be effective volunteers in afterschool and summer activities with students and families. The Project Director will utilize these senior volunteers and target those who are retired educators and are capable of assisting with academic support, enrichment activities, social development, character building, financial literacy, life skills, etc. Recruitment of qualified senior volunteers will be ongoing through current seniors and Hidalgo County Senior Volunteer Program selection processes.

Professional Volunteer Program: The district has support of professional organizations, businesses, educational institutions and non-profit organizations. The program will solicit volunteer support from these liaisons to enhance the quality of program services and activities. Examples of volunteer opportunities include, supporting in the dissemination of knowledge and information through various speakers, College and Career Readiness, Financial Literacy, Healthy Eating and Mental Health Awareness.

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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.

Recruitment: The district will recruit students most in need of academic assistance. Criteria would include: students who did not pass STAAR, Students who earn below a "C" in a core subject class, students who have below 90% attendance rate, and students whose first language is not English. Documents or data that would be used to select students would be: teacher recommendation form, student performance-standardized test result grades, parent recommendation forms, attendance data, student behavior data

Retention: The plan to retain students in the program will be implemented to enable students to remain in the program long enough to achieve their goals and/or make a successful grade level or course transition. The district will provide positive engaging learning environments that ensure safe, secure, technology rich activities. While developing these activities the district will distribute surveys to participating students to include Student Voice and Choice. The program will understand that students may have a high-level of autonomy, it is imperative that the activities provided be desired. This will increase student retention.

Smart Goals: *Fall & Spring:* By the end of the spring term, 100% of the targeted number of students will attend the program for 45 days or more. Showing that most students 65% or more will attend the entire day of programming throughout the fall and spring terms. *Summer:* Providing an array of creative activities such as art, music, dance, recreation and cultural activities will engage and motivate students to attend the five week summer program to its entirety which will help to bridge the summer learning gap.

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

Center Operations Schedule: After reviewing the Center level needs assessment, the proposed schedule of program would adhere to the grant guidelines of servicing students for 15 hours a week for a total of 38 weeks completed for the year across all terms. All services will be provided for the Fall and Spring terms, Monday-Friday beginning with a before school program from 7:00am to 7:45am and an afterschool program from 3:45pm to 6:00pm. The Summer program will consists of 5 week, Monday - Thursday, beginning at 7:45 to 1:45pm totalling 24 hours per week. Identifying the campus student enrollment, the center level needs assessment, allowed the program to enroll 12% of each center enrollment. Allowing us to serve a minimum of 900 students and 223 parents across the district.

WESLACO ISD COMMUNITY LEARNING CENTERS		
Hours of Operation		
Fall Programming	Spring Programming	Summer Programming
Monday – Friday 7:00 AM – 7:45 PM 3:45 PM – 6:00 PM	Monday – Friday 7:00 AM – 7:45 PM 3:45 PM – 6:00 PM	Monday – Thursday 7:45 AM – 1:45 PM
15 Hours per Week	15 Hours per Week	24 Hours per Week
15 Weeks	18 Weeks	5 Weeks
Total Weeks: 38		

STAFFING: During the hours of operation, the district will offer teachers and paraprofessionals extra-duty pay, hire college tutors and have community volunteers to work with tutoring, homework assistance in core subjects (Math, ELAR, Science and Social Studies) , and other proposed academic enrichment activities at each site. The program will adhere to a 15:1 student to staff ratio, which will allow a total of 60 staff members to work across the 10 centers.

BUDGET PLAN: The district developed a budget by first identifying the students to be targeted based on the needs assessment. The district decided on 10 centers to best service the targeted students. District Administrators and the Business Office have met to ensure that the proposed budget was balanced and met the needs of the identified areas for the proposed centers. The budget, including personnel, materials and other identified expenses, adequately supports the activities outlined in the grant proposal. The district will meet the grant requirements and offer high quality programming through each of the three grant components: Grantee level, Center-level, and Student variables costs.

For TEA Use Only:

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

10. Equitable Access and Participation

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

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

Group	<input type="text" value="Student, Staff & Others"/>	Barrier	<input type="text" value="Cultural, Linguistic or Economic Diversity"/>
Group	<input type="text" value="Student, Staff & Others"/>	Barrier	<input type="text" value="Strategies for Crime Related Activities"/>
Group	<input type="text" value="Student, Staff & Others"/>	Barrier	<input type="text" value="Strategies for Absenteeism/Truancy"/>
Group	<input type="text" value="Student, Staff & Others"/>	Barrier	<input type="text" value="Strategies for Lack of Support from Parents"/>

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" value="900"/>
2. Enrollment in 21st CCLC of students attending participating private schools	<input type="text" value="0"/>
3. Total 21st CCLC program and participating private school students (line 1 plus line 2)	<input type="text" value="900"/>
4. Total year 1 proposed grant budget for serving students in all centers	<input type="text" value="1,700,000"/>
5. Applicant reservation for required staff payroll.	<input type="text" value="669,000"/>
6. Total grant amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text" value="1,031,000"/>
7. Per-pupil grantee amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text" value="1,146.56"/>
Grantee's total required ESSA PNP equitable services reservation (line 7 times line 2)	<input type="text" value="0"/>

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12. Request for Grant Funds

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

Payroll Costs

1.	Program Management & Administration	669,000
2.	Extra Duty Pay - Professional, Support Staff, College Tutors, Bus Drivers	798,000
3.		
4.		
5.		

Professional and Contracted Services

6.	Evaluator	25,000
7.	Fine Arts Academies - Dance, Art, Music	35,000
8.	Recreational Fitness Instructor	10,000
9.	Professional Development	10,000
10.	Parent Involvement Workshops	5,000

Supplies and Materials

11.	Supplies and Materials	80,000
12.		
13.		
14.		

Other Operating Costs

15.	Travel for Employees	3,000
16.	Educational Field Trips	5,000
17.	Student Transportation	60,000

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

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

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"/>	

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

Center Operations Schedule

County-district number or vendor ID: 74-6002548

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	108-913-110	Airport Elementary 410 North Airport Dr. Weslaco, TX 78596 956-969-6770	0	K-5	100	25
2	108-913-106	Justice Raul A. Gonzalez Elementary 3801 North 5 ½ Mile West Weslaco, TX 78596 956-969-6760	0	K-5	75	18
3	108-913-117	PFC Mario Ybarra Elementary 1800 E. Mile 10 Weslaco, TX 78596 956-969-6587	0	K-5	65	16
4	108-913-103	Sam Houston Elementary 608 N. Cantu Weslaco, TX 78596 956-969-6740	0	K-5	75	18
5	108-913-104	Rodolfo "Rudy" Silva, Jr. Elementary 1001 W. Mile 10 Weslaco, TX 78596 956-969-6790	0	K-5	75	18
6	108-913-109	Dr. R.E. Margo Elementary 1701 S. Bridge Weslaco, TX 78596 956-969-6800	0	K-5	115	30
7	108-913-111	Memorial Elementary 1700 S. Border Ave. Weslaco, TX 78596 956-969-6780	0	K-5	120	30
8	108-913-113	A.N "Tony" Rico Elementary 2202 North International Blvd. Weslaco, TX 78596 956-969-6815	0	K-5	100	25
9	108-913-114	Cleckler-Heald Elementary 1601 W. Sugarcane Weslaco, TX 78596 956-969-6888	0	K-5	100	25
10	108-913-112	North Bridge Elementary 2001 North Bridge Weslaco, TX 78596 956-969-6810	0	K-5	75	18

Texas ACE					Program Year							
Center Operations Schedule (one per center)					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	108-913-110	Airport Drive Elementary 410 N. Airport Dr. Elementary Weslaco Texas, 78596			K-5	100	25					
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		08/23/21		12/17/21		15						
Spring Term		01/03/22		5/27/22		18						
Summer Term		5/30/22		7/1/22		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	7:45	3:45	6:00	7:00	7:45	3:45	6:00	7:45			1:45
Tuesday	7:00	7:45	3:45	6:00	7:00	7:45	3:45	6:00	7:45			1:45
Wednesday	7:00	7:45	3:45	6:00	7:00	7:45	3:45	6:00	7:45			1:45
Thursday	7:00	7:45	3:45	6:00	7:00	7:45	3:45	6:00	7:45			1:45
Friday	7:00	7:45	3:45	6:00	7:00	7:45	3:45	6:00				
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		In the event of special circumstances, the program will follow direct guidelines and instruction from the School District in alignment with the regular school day. (A plan for synchronous, asynchronous and remote learning has been drafted due to COVID-19 Pandemic and is in collaboration with regular school day learning.)										
Parent/Legal Guardian Activities		Family Engagement Specialist will actively engage parents to participate in monthly parent workshops, seminars and/or events. These workshops will include, but not be limited to: Family Literacy Classes, College and Career Readiness activities, Social-emotional learning seminars, Communication Skill building, Cyber Bullying and Utilizing Community Resources.										

Texas ACE	Program Year
Center Operations Schedule (one per center)	2021-2022

(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.

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	108-913-106	Justice Raul A. Gonzalez Elementary 3801 North 5 ½ Mile West Weslaco, TX 78596	K-5	75	18
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	08/23/21	12/17/21	15
Spring Term	01/03/22	5/27/22	18
Summer Term	5/30/22	7/1/22	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	7:45	3:45	6:00	7:00	7:45	3:45	6:00	7:45			1:45
Tuesday	7:00	7:45	3:45	6:00	7:00	7:45	3:45	6:00	7:45			1:45
Wednesday	7:00	7:45	3:45	6:00	7:00	7:45	3:45	6:00	7:45			1:45
Thursday	7:00	7:45	3:45	6:00	7:00	7:45	3:45	6:00	7:45			1:45
Friday	7:00	7:45	3:45	6:00	7:00	7:45	3:45	6:00				
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			

Adjunct Sites, If applicable (site name and full address)	
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Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	In the event of special circumstances, the program will follow direct guidelines and instruction from the School District in alignment with the regular school day. (A plan for synchronous, asynchronous and remote learning has been drafted due to COVID-19 Pandemic and is in collaboration with regular school day learning.)
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Parent/Legal Guardian Activities	Family Engagement Specialist will actively engage parents to participate in monthly parent workshops, seminars and/or events. These workshops will include, but not be limited to: Family Literacy Classes, College and Career Readiness activities, Social-emotional learning seminars, Communication Skill building, Cyber Bullying and Utilizing Community Resources.
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Texas ACE	Program Year
Center Operations Schedule (one per center)	2021-2022

(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.

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	108-913-117	PFC Mario Ybarra Elementary 1800 E. Mile 10 Weslaco, TX 78596	K-5	65	16
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	08/23/21	12/17/21	15
Spring Term	01/03/22	5/27/22	18
Summer Term	5/30/22	7/1/22	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	7:45	3:45	6:00	7:00	7:45	3:45	6:00	7:45			1:45
Tuesday	7:00	7:45	3:45	6:00	7:00	7:45	3:45	6:00	7:45			1:45
Wednesday	7:00	7:45	3:45	6:00	7:00	7:45	3:45	6:00	7:45			1:45
Thursday	7:00	7:45	3:45	6:00	7:00	7:45	3:45	6:00	7:45			1:45
Friday	7:00	7:45	3:45	6:00	7:00	7:45	3:45	6:00				
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			

Adjunct Sites, If applicable (site name and full address)	
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Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	In the event of special circumstances, the program will follow direct guidelines and instruction from the School District in alignment with the regular school day. (A plan for synchronous, asynchronous and remote learning has been drafted due to COVID-19 Pandemic and is in collaboration with regular school day learning.)
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Parent/Legal Guardian Activities	Family Engagement Specialist will actively engage parents to participate in monthly parent workshops, seminars and/or events. These workshops will include, but not be limited to: Family Literacy Classes, College and Career Readiness activities, Social-emotional learning seminars, Communication Skill building, Cyber Bullying and Utilizing Community Resources.
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Texas ACE	Program Year
Center Operations Schedule (one per center)	2021-2022

(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.

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	108-913-103	Sam Houston Elementary 608 N. Cantu Weslaco, TX 78596	K-5	75	18
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	08/23/21	12/17/21	15
Spring Term	01/03/22	5/27/22	18
Summer Term	5/30/22	7/1/22	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	7:45	3:45	6:00	7:00	7:45	3:45	6:00	7:45			1:45
Tuesday	7:00	7:45	3:45	6:00	7:00	7:45	3:45	6:00	7:45			1:45
Wednesday	7:00	7:45	3:45	6:00	7:00	7:45	3:45	6:00	7:45			1:45
Thursday	7:00	7:45	3:45	6:00	7:00	7:45	3:45	6:00	7:45			1:45
Friday	7:00	7:45	3:45	6:00	7:00	7:45	3:45	6:00				
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			

Adjunct Sites, If applicable (site name and full address)	
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Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	In the event of special circumstances, the program will follow direct guidelines and instruction from the School District in alignment with the regular school day. (A plan for synchronous, asynchronous and remote learning has been drafted due to COVID-19 Pandemic and is in collaboration with regular school day learning.)
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Parent/Legal Guardian Activities	Family Engagement Specialist will actively engage parents to participate in monthly parent workshops, seminars and/or events. These workshops will include, but not be limited to: Family Literacy Classes, College and Career Readiness activities, Social-emotional learning seminars, Communication Skill building, Cyber Bullying and Utilizing Community Resources.
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Texas ACE	Program Year
Center Operations Schedule (one per center)	2021-2022

(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.

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	108-913-104	Rodolfo "Rudy" Silva, Jr. Elementary 1001 W. Mile 10 Weslaco, TX 78596	K-5	75	18
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	08/23/21	12/17/21	15
Spring Term	01/03/22	5/27/22	18
Summer Term	5/30/22	7/1/22	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	7:45	3:45	6:00	7:00	7:45	3:45	6:00	7:45			1:45
Tuesday	7:00	7:45	3:45	6:00	7:00	7:45	3:45	6:00	7:45			1:45
Wednesday	7:00	7:45	3:45	6:00	7:00	7:45	3:45	6:00	7:45			1:45
Thursday	7:00	7:45	3:45	6:00	7:00	7:45	3:45	6:00	7:45			1:45
Friday	7:00	7:45	3:45	6:00	7:00	7:45	3:45	6:00				
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			

Adjunct Sites, If applicable (site name and full address)	
--	--

Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	In the event of special circumstances, the program will follow direct guidelines and instruction from the School District in alignment with the regular school day. (A plan for synchronous, asynchronous and remote learning has been drafted due to COVID-19 Pandemic and is in collaboration with regular school day learning.)
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Parent/Legal Guardian Activities	Family Engagement Specialist will actively engage parents to participate in monthly parent workshops, seminars and/or events. These workshops will include, but not be limited to: Family Literacy Classes, College and Career Readiness activities, Social-emotional learning seminars, Communication Skill building, Cyber Bullying and Utilizing Community Resources.
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Texas ACE	Program Year
Center Operations Schedule (one per center)	2021-2022

(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.

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	108-913-109	Dr. R.E. Margo Elementary 1701 S. Bridge Weslaco, TX 78596	K-5	115	30
Feeder					
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start <i>(Must be approved in NOGA)</i>			
Fall Term	08/23/21	12/17/21	15
Spring Term	01/03/22	5/27/22	18
Summer Term	5/30/22	7/1/22	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	7:45	3:45	6:00	7:00	7:45	3:45	6:00	7:45			1:45
Tuesday	7:00	7:45	3:45	6:00	7:00	7:45	3:45	6:00	7:45			1:45
Wednesday	7:00	7:45	3:45	6:00	7:00	7:45	3:45	6:00	7:45			1:45
Thursday	7:00	7:45	3:45	6:00	7:00	7:45	3:45	6:00	7:45			1:45
Friday	7:00	7:45	3:45	6:00	7:00	7:45	3:45	6:00				
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			

Adjunct Sites, If applicable (site name and full address)	
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Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	In the event of special circumstances, the program will follow direct guidelines and instruction from the School District in alignment with the regular school day. (A plan for synchronous, asynchronous and remote learning has been drafted due to COVID-19 Pandemic and is in collaboration with regular school day learning.)
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Parent/Legal Guardian Activities	Family Engagement Specialist will actively engage parents to participate in monthly parent workshops, seminars and/or events. These workshops will include, but not be limited to: Family Literacy Classes, College and Career Readiness activities, Social-emotional learning seminars, Communication Skill building, Cyber Bullying and Utilizing Community Resources.
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Texas ACE	Program Year
Center Operations Schedule (one per center)	2021-2022

(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.

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	108-913-111	Memorial Elementary 1700 S. Border Ave. Weslaco, Texas 78596			
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	08/23/21	12/17/21	15
Spring Term	01/03/22	5/27/22	18
Summer Term	5/30/22	7/1/22	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	7:45	3:45	6:00	7:00	7:45	3:45	6:00	7:45			1:45
Tuesday	7:00	7:45	3:45	6:00	7:00	7:45	3:45	6:00	7:45			1:45
Wednesday	7:00	7:45	3:45	6:00	7:00	7:45	3:45	6:00	7:45			1:45
Thursday	7:00	7:45	3:45	6:00	7:00	7:45	3:45	6:00	7:45			1:45
Friday	7:00	7:45	3:45	6:00	7:00	7:45	3:45	6:00				
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			

Adjunct Sites, If applicable (site name and full address)	
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Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	In the event of special circumstances, the program will follow direct guidelines and instruction from the School District in alignment with the regular school day. (A plan for synchronous, asynchronous and remote learning has been drafted due to COVID-19 Pandemic and is in collaboration with regular school day learning.)
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Center Operations Schedule (one per center)	2021-2022
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(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.

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	108-913-113	A.N "Tony" Rico Elementary 2202 North International Blvd. Weslaco, TX	K-5	100	25
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	08/23/21	12/17/21	15
Spring Term	01/03/22	5/27/22	18
Summer Term	5/30/22	7/1/22	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	7:45	3:45	6:00	7:00	7:45	3:45	6:00	7:45			1:45
Tuesday	7:00	7:45	3:45	6:00	7:00	7:45	3:45	6:00	7:45			1:45
Wednesday	7:00	7:45	3:45	6:00	7:00	7:45	3:45	6:00	7:45			1:45
Thursday	7:00	7:45	3:45	6:00	7:00	7:45	3:45	6:00	7:45			1:45
Friday	7:00	7:45	3:45	6:00	7:00	7:45	3:45	6:00				
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			

Adjunct Sites, If applicable (site name and full address)	
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Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	In the event of special circumstances, the program will follow direct guidelines and instruction from the School District in alignment with the regular school day. (A plan for synchronous, asynchronous and remote learning has been drafted due to COVID-19 Pandemic and is in collaboration with regular school day learning.)
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Texas ACE	Program Year
Center Operations Schedule (one per center)	2021-2022

(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.

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	108-913-114	Cleckler Heald Elementary 1601 W. Sugarcane Weslaco, Texas 78596	K-5	100	25
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	08/23/21	12/17/21	15
Spring Term	01/03/22	5/27/22	18
Summer Term	5/30/22	7/1/22	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	7:45	3:45	6:00	7:00	7:45	3:45	6:00	7:45			1:45
Tuesday	7:00	7:45	3:45	6:00	7:00	7:45	3:45	6:00	7:45			1:45
Wednesday	7:00	7:45	3:45	6:00	7:00	7:45	3:45	6:00	7:45			1:45
Thursday	7:00	7:45	3:45	6:00	7:00	7:45	3:45	6:00	7:45			1:45
Friday	7:00	7:45	3:45	6:00	7:00	7:45	3:45	6:00				
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			

Adjunct Sites, If applicable (site name and full address)	
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	In the event of special circumstances, the program will follow direct guidelines and instruction from the School District in alignment with the regular school day. (A plan for synchronous, asynchronous and remote learning has been drafted due to COVID-19 Pandemic and is in collaboration with regular school day learning.)
Parent/Legal Guardian Activities	Family Engagement Specialist will actively engage parents to participate in monthly parent workshops, seminars and/or events. These workshops will include, but not be limited to: Family Literacy Classes, College and Career Readiness activities, Social-emotional learning seminars, Communication Skill building, Cyber Bullying and Utilizing Community Resources.

Texas ACE Center Operations Schedule (one per center)	Program Year 2021-2022
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(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.

Center ID	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	108-913-112	North Bridge Elementary 2001 North Bridge Weslaco, Texas 78596	K-5	75	18
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	08/23/21	12/17/21	15
Spring Term	01/03/22	05/27/22	18
Summer Term	5/30/22	07/01/22	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	7:45	3:45	6:00	7:00	7:45	3:45	6:00	7:45			1:45
Tuesday	7:00	7:45	3:45	6:00	7:00	7:45	3:45	6:00	7:45			1:45
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Thursday	7:00	7:45	3:45	6:00	7:00	7:45	3:45	6:00	7:45			1:45
Friday	7:00	7:45	3:45	6:00	7:00	7:45	3:45	6:00				
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			

Adjunct Sites, If applicable (site name and full address)	
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Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	In the event of special circumstances, the program will follow direct guidelines and instruction from the School District in alignment with the regular school day. (A plan for synchronous, asynchronous and remote learning has been drafted due to COVID-19 Pandemic and is in collaboration with regular school day learning.)
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Since 1991

BEHAVIORAL HEALTH SOLUTIONS

A non-profit center for Integrated Prevention, Intervention, Treatment, Recovery & Research

Ricardo D. Torres, O.T. Board President
Jose G. Gonzalez, LCSW, Chief Executive Officer
Primarily Funded by: HHSC & SAMHSA

5510 N. Cage Blvd. • Stes. A, C, E, N, & R • Pharr, TX 78577
Phone: (956) 787-7111 • Fax: (956) 781-2233
www.bhsst.org

Community Agreement

(Non-Financial)

Behavioral Health Solutions of South Texas (BHSST) is a non-profit organization providing substance abuse prevention, intervention, recovery, and treatment services. BHSST and **Weslaco ACE Program** agree to collaborate in an effort to increase the effectiveness and visibility of prevention efforts focusing on alcohol, tobacco and other drug misuse and behavioral health issues as well as educate communities and contribute to the reduction of substance misuse among youth and adults.

Our commitment to this collaboration will consist of the following:

1. Designated Prevention Specialist will coordinate services with the designated agency personnel. Services will be rendered according to the agreed upon schedule and referral protocol.
2. **Weslaco ACE Program** understands this agreement to be inclusive of services to BHSST Youth Prevention programs. Youth Prevention programs include Youth Prevention Indicated SFP (Strengthening Families Program), Youth Prevention Selective PA (Positive Action), Youth Prevention Selective TND (Towards No Drugs), Youth Prevention Selective SFP (Strengthening Families Program), Youth Prevention Indicated PA (Positive Action), and/or Youth Prevention Universal PA (Positive Action). Services include:
 - Dissemination of information related to alcohol, tobacco, and other drug use/abuse/addiction, and individual/family/community impact.
 - In-person and/or virtual services that include presentations, positive alternative activities, and participation in health fairs and/or any community events presenting opportunities for ATOD prevention for youth and adults incorporating information and skills related to deterring alcohol, tobacco, and other drug use, reducing risk factor, and promoting increase of protective factors.
 - Youth prevention program staff will refer participants and/or family members identified as having individual need(s) for information and resources provided by **Weslaco ACE Program**.
3. BHSST understands this agreement to be inclusive of services and referrals to the following **Weslaco ACE Program** programs:
 - After school enrichment, academic assistance, family engagement, and college readiness.
4. BHSST understands the eligibility criteria to access **Weslaco ACE Program** to be the following:
 - One application per child – elementary and middle school.
 - Each semester a new registration form/ process is required.
 - Limited space is available (campuses vary in availability). || Parent participation/ involvement is required.
5. All referrals to the Prevention Specialists will be attained through the designated **Weslaco ACE Program** representative. At no time will the Prevention Specialist solicit participants for the program.
 - For presentations, positive alternatives, or ATOD information – requests for services for youth and adults are available with a minimum of 5 days' notice preferred.

- Confirmation of total participants and participants residing in a “Colonia” upon service completion will be needed.

6. BHSST and Weslaco ACE Program will cooperate fully to make it possible for individuals to access Weslaco ACE Program and BHSST Youth Prevention Program services. Cooperative efforts include:

- Notification of local events such as health fairs, conferences, and/or celebrations that relate to prevention.
- Offer networking assistance to strengthen prevention efforts in the community.
- Refer individuals and/or agencies to each other for presentations or other prevention-focused activities and/or applicable resources.

- 7 BHSST and Weslaco ACE Program will collaborate to ensure there is no duplication of services.
- YP program staff will coordinate in-person or virtual services with Weslaco ACE Program to avoid duplication of program services by:
 - Weslaco ACE Program agrees to request presentations and participation in health fairs and other events from BHSST that will not be duplicated services.
 - BHSST will accommodate requests for presentations and participation in health fairs and other events by scheduling request with the YP program with staff available for the date/time requested. At no time will more than one type of YP program staff be scheduled to avoid duplicating services.

8 The Prevention Specialist will follow the BHSST policies and adhere to Weslaco ACE Program policies and procedures when conducting services at the Weslaco ACE Program site.

9 Weslaco ACE Program will provide adequate space for the BHSST staff to complete and provide education, information and referral services to participants.

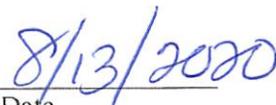
10 Weslaco ACE Program representatives and BHSST staff will maintain confidentiality requirements in accordance to Federal Confidentiality rules (42CFR 2) as well as State of Texas confidentiality rules.

11 Funding for BHSST services is provided by the Texas Health and Human Services Commission and no fees or cost will be incurred by Weslaco ACE Program in association with the Youth Prevention program services.

12 This collaborative agreement will be in effect on September 01, 2019 through August 31, 2023 and reviewed annually. Either party may terminate without cause by giving the other party written notice of termination.



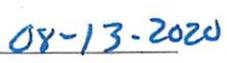
Katie Reyes
Director
Weslaco ACE Program



Date



Jose G. Gonzalez, LCSW
Chief Executive Officer
Behavioral Health Solutions of South Texas



Date