



2021-2022 Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 11, Year 1

Competitive Grant Application: Due 11:59 p.m. CT, January 07, 2021

NOGA ID []

Application stamp-in date and time

TEA will only accept grant application documents by email, including competitive grant applications and amendments. Submit grant applications and amendments as follows:

Competitive grant applications and amendments to competitivegrants@tea.texas.gov

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

Grant period: From 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): []

1. Applicant Information

Name of organization: United Independent School District
Campus name: [] CDN: 240903 Vendor ID: 1746028859 ESC: 01 DUNS: 048709299
Address: 201 Lindenwood Drive City: Laredo ZIP: 78045 Phone: 956-473-6201
Primary Contact: Rebecca Coss-Morales Email: rmorales@uisd.net Phone: 956-473-6456
Secondary Contact: Roxanne Villagomez Email: roxanne.villagomez@uisd.net Phone: 956-473-6206

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: Roberto J. Santos Title: Superintendent Email: rsantos@uisd.net

Phone: 956-473-6219 Signature: [Signature] Date: 1/20/2021

Grant Writer Name: Rebecca C. Morales Signature: [Signature] Date: 1/20/2021

[x] 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
Students attending school in the proposed program sites are identified as English Learners at much higher percentages than other campuses in the school district; therefore, students and families need extra support to obtain proficiency in the English Language.	Provide an array of language enrichment through the use of technology education programs and daily opportunities to promote language development in speaking, listening, reading and writing.
Students attending school in the proposed program sites have historically underperformed in the area of Reading in STAAR and other Reading Readiness tests and need additional support and interventions.	Program curriculum and activities will be rich in literacy. Daily emphasis will be on improvement in reading, fluency and comprehension. Students and families will also have opportunities to participate in reading nights/campouts to further promote the importance of reading as a foundational skill.
Students attending school in the proposed program sites have historically underperformed in the area of Writing in STAAR and other local writing district assessments and need additional support to acquire necessary grammar and writing skills.	Program curriculum and activities will incorporate daily writing opportunities via journal writing, daily Exit tickets, and multiple other resources to expand and improve their writing skills.

5. SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

By June 2022, students with a minimum of 90% attendance in the United ISD "Fit for the Future" program will have met their individual projected RIT growth on MAP assessments and demonstrate growth and/or mastery on state assessments. The objectives of the program are that students will grow academically demonstrating an increase on the assessment tools used to monitor student progress. Students will develop emotionally through the health and recreational programs demonstrating their ability to select healthy eating options and nutritional habits through action based activities. Students will also learn responsibility and positive behavior through the character building program and will demonstrate their leadership skills acquired through youth development and service learning activities and community outreach programs.

6. Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

The first quarter benchmark will be measured on October 29, 2021. Data collection will include report cards, local assessments (CBAs), checkpoints, attendance, student products, discipline referrals and classroom observations. Data will be compared to beginning of the year baselines set for individual students. Results will be shared and discussed with program staff, regular day staff, students, and parents. Any noted areas of possible improvement will be identified and addressed in order to improve program functioning to better meet students needs. Program modifications, action plans and student interventions will take place as deemed necessary.

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

The second quarter benchmark will be measured on February 25, 2022. Data collection will include report cards, local assessments (CBAs), checkpoints, district benchmarks, MAP "MOY" Assessments, attendance, student products, discipline referrals and classroom observations. A middle of the year stakeholder survey will also be conducted. Students and parents will be surveyed on their overall satisfaction of the program and whether the support received is adequate and beneficial. Program staff will be surveyed on the support received from project director and site coordinators. Data will be compared to first quarter progress set for individual students. Results will be shared and discussed with program staff, regular day staff, students, and parents. Any noted areas of possible improvement will be identified and addressed in order to improve program functioning to better meet students needs. Program modifications, action plans and student interventions will take place as deemed necessary.

Third-Quarter Benchmark

The third quarter benchmark will be measured on April 29, 2022. Data collection will include report cards, local assessments (CBAs), checkpoints, district benchmarks, attendance, student products, discipline referrals and classroom observations. Data will be compared to first quarter progress set for individual students. Results will be shared and discussed with program staff, regular day staff, students, and parents. Any noted areas of possible improvement will be identified and addressed in order to improve program functioning to better meet students needs. Program modifications, action plans, and student interventions will take place as deemed necessary.

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.

United ISD will utilize various methods of evaluation through collection of quantitative and qualitative data collection and analysis. Data collection and analysis of program activities will be ongoing by the program director, site coordinators, family engagement specialist, lead teachers and other program facilitators. UISD is staffed with four District Data Evaluators that will assist in the program data disaggregation and evaluation. Monthly meetings will be held with site coordinators in order to gather feedback and evaluate program effectiveness through site visits and observations, Texas ACE Quality Assurance Process, stakeholder surveys, and student products/portfolios. Tracking student academic progress and achievement will take place using DMAC and our locally developed student database (IRIS-Instructional Report and Information System and SLAD- Student Learning Assessment Database) to closely monitor the effectiveness of the program goals, curriculum and implementation. Individual student achievement will be monitored using progress reports, report cards, assessment checkpoints, benchmarks, MAP growth (RIT Score), state assessments, attendance, behavior, and social emotional learning. Ongoing communication and collaboration with the regular school day staff will take place through LCR (Learning, Collaboration, and Results) meetings.

These processes will evaluate the program's progress to include planning, implementation, instructional delivery, student outcomes, overall project effectiveness and attainment of SMART goals. Areas in need of reinforcement and refinement will include collaboration with regular day teachers and Curriculum and Instruction Department personnel to modify program curriculum, activities, tiered grouping, professional development needs, interventions and schedules. Our data analysis and evaluation will help guide the program director and district leaders in making critical decisions throughout the first year to make modifications that will support and ensure student academic progress and achievement.

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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.

United ISD evaluated community needs and resources through various methods. Although it was challenging to meet in person due to current pandemic concerns, our process utilized virtual platforms to assess our needs through data collection, feedback and program planning. Our process began with district management and cabinet members in order to review program guidelines to determine eligibility and review district demographic and academic data to narrow down a list of recommended sites. Following this, we held meetings with district and community stakeholders through our DEIC (District Educational Improvement Committee) and our DLT (District Leadership Team) which are comprised of district leaders, campus leaders, curriculum specialists, teachers, counselors, parents and community members from across the district. Finally, a Needs Assessment Survey was conducted with our parents and guardians using a Google form in order to gain a better understanding of their specific needs to help us plan our program based on the campus communities we plan to serve.

Through this process, our data revealed the need to coordinate and provide program opportunities to our students in our most high need campuses in the district. The identified feeder pattern schools service almost 12,000 of our 42,000 students with 94% Economically Disadvantaged students, 56 % English Learners, and 71% At Risk. In addition, because of the location of many of these campuses, teacher retention in these areas have proven to be a challenge resulting in a high turnover rate and a low percentage of teachers having more than 5 years experience. On some campuses, the percentage of teachers with 1-5 years of experience is between 22-32%, which directly impacts overall student performance in campuses selected as program sites.

When surveying parents about the reasons why their children are not currently enrolled in after school programs and/or enrichment centers, over 40% of parents indicated their reasons being financial reasons. When asked if the program were to be offered for free in the fall of 2021-2022 if they would enroll their child, an overwhelming response of over 80% of parents stated they would want their child to participate. Parents were surveyed about the program being a priority because it would allow them and/or their spouse to work more hours and over 70% of them agreed with that statement.

The multiple sources of data collected to perform our needs assessment, along with the lack of adult supervision in our students' homes after school have contributed to low student performance on state assessments, poor attendance and grades, higher dropout rates, behavior incidents and less college ready students. Our program will meet the needs of all participating families by providing them adequate resources and support for the children after school as well as offer them ongoing opportunities to become actively engaged in their children's education. United ISD will continue building strong partnerships with our community and business leaders to promote literacy programs for our families as well as educational development and certification programs. Our centers will work diligently to continually assess and recruit students "most in need" (i.e. ELs Previously Retained, ELs Previously Failed State Assessments, At Risk Students RIT Score Below Grade Level, McKinney Vento) by collaborating with campus staff and families to ensure that our students are enrolled and taking full advantage of the benefits our program will offer. We anticipate significant achievement gaps due to school closures and extended remote learning due to COVID-19. Therefore, our program goals and design will be focused on the learning loss and social emotional needs experienced due to these unprecedented times.

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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.

With the onset of the new domain accountability system in 2018, United ISD set specific goals and objectives for all campuses to meet in order to earn overall letter grades of an "A" or a "B". Therefore, data was compiled and analyzed for the group of elementary schools that would participate in this grant opportunity following the district specific objectives and SMART goals were set to meet said goals.

In the area of Student Achievement, goals were set to meet the following accountability system parameters: 90% of the students should meet the Approaches Grade Level standard on STAAR Reading at every grade level for all students; 60% of the students should meet the Meets Grade Level standard on STAAR Reading at every grade level for all students; and 30% of the students should meet the Masters Grade Level standard on STAAR Reading at every grade level for all students.

In the area of Student Academic Growth, minimum goals were set for students to meet the following parameters: At least 85% of students would meet or exceed expected academic growth in reading.

In the area of TELPAS for English learners, minimum goals were set for student to meet the following parameters: At least 75% of English learners would advance by at least one level of the composite rating from the prior year of Beginning, Intermediate, Advanced or Advanced High; and At least 30% of English learners would achieve a rating of Advanced High in the reading component.

Based on the data analyzed for 2019 STAAR Reading and 2020 TELPAS the following SMART Goals will be monitored and evaluated for all students on a yearly basis to drive updates to instructional practices and programs used to generate positive results in reading as described in the purpose of the program.

SMART Goals for Student Achievement in Reading:

To increase the percent of students attaining the Approaches Grade Level standards set in the NWEA MAP assessment system by 4 points each year after setting baseline scores at the beginning of the 2021-22 school year.
To increase the percent of students attaining the Meets Grade Level standards set in the NWEA MAP assessment system by 5 points each year after setting baseline scores at the beginning of the 2021-22 school year.
To increase the percent of students attaining the Masters Grade Level standards set in the NWEA MAP assessment system by 2 points each year after setting baseline scores at the beginning of the 2021-22 school year.

SMART Goal for Student Growth in Reading

To increase the percent of students attaining one year's growth as set in the NWEA MAP assessment system by 5 points each year after setting baseline levels at the beginning of the 2021-22 school year.

SMART Goals for TELPAS Reading at Advanced High and Student Progress Based on the Composite Score

To increase the percent of students attaining the Advanced High Level in reading as measured in the TELPAS assessment system by 2 points each year after setting TELPAS 2021 results as a baseline for the 2021-22 school year.

To increase the percent of students progressing one composite score level as measured in the TELPAS assessment system by 3 points each year after setting TELPAS 2021 results as a baseline for the 2021-22 school year.

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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 proposed program for the 21st Century Community Learning Center was carefully studied and considered as to how we could best meet the needs of our students and families at participating sites. At the 8 recommended sites, our students and families lack resources and opportunities available to them. In prior years, we have attempted to open our self sustaining After School Adventures program with a low tuition fee of \$100 per month; however, the result has been a minimal enrollment of less than 20 students due to the lack of financial resources in these high poverty communities. The proposed program would allow students and families in these high need Title I Schoolwide campuses all with over 91% Economically Disadvantaged populations to have access to academic enrichment opportunities during non school hours to prepare students to meet state and local standards as well as youth development and family services. In addition to historical student and campus data used to determine the most adequate structure to yield the best results, our plan is also taking into consideration the projected learning loss due to COVID and prolonged remote learning since many of the students in these areas have struggled with connectivity and lack of an adequate learning environment in their home.

Our proposed program activities are reflective of the four components outlined in the assurances which will include:

Academic Assistance/Enrichment (Tutoring, Homework Help and Library Support) will provide one to one and small group assistance designed to increase student understanding and mastery of concepts/objectives taught during the regular school day and improve literacy skills, fluency and academic performance on state assessments.

Educational Online Programs (iXL, Study Island, Etc) utilized will be web-based programs designed to supplement instruction and are geared specifically to each individual student. They will help increase students' math, reading, and writing performance on state standardized assessments over time by reinforcing each standard.

Extracurricular Activities/Community Outreach Programs will be geared towards introducing new, practical skills that correlate to other areas of life such as writing, public speaking, teamwork and problem solving. This will help increase student academic performance and self-esteem.

Character Building and Leadership Activities will increase character development and social emotional wellness by teaching them about values, respect of self and others, responsibility, and other important leadership traits. This will help reduce overall disciplinary issues, build positive relationships, and in turn impact overall student performance.

Family and Parental Support (Positive Parenting Workshops, ESL and Certification Classes, Literacy Nights, Workforce Training) will provide parents/families with effective parenting skills that will increase positive parent-child interaction and build family unity, opportunities for literacy and workforce support, and build strong partnerships that will increase student attendance, achievement and self-esteem.

STEM (Design & Modeling, Flight & Space, Robotics) will improve student academic performance in all subject areas through activities that promote student creativity, team building and problem-solving skills.

Health and Wellness (Yoga, Cooking Classes, Nutrition, Meditation and Mindfulness) will improve health and wellness by assisting students in developing and demonstrating related knowledge, skills, and attitudes of their overall wellbeing.

Our "Fit for the Future" program is committed to ongoing communication and collaboration with the regular school day staff through LCR (Learning, Collaboration, and Results) meetings to discuss student participation, progress, and interventions to optimize overall student success.

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9. Statutory/Program Requirements (Cont.)

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

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

This applicant is part of a planned partnership

The applicant is unable to partner

United Independent School district has formed several partnerships with non profit organizations that have a proven track record of success with youth programming.

Southwest Key: The Promises of Laredo (Las Promesas de Laredo) is a nonprofit community youth development program that not only assist 6-17 year olds with free services including: youth leadership skills, tutoring, mentoring, but also provides parent group classes. They will provide youth leadership skill courses and parenting courses through a variety of interactive activities that promote reading and writing.

Prairie View A&M University Family and Community Health Cooperative Extension Program is a nonprofit program that plans and delivers a research-based family focused curriculum in health and well being, parenting, life skills and nutrition. They will provide family orientated health and well-being courses, as well as nutritional courses.

Texas A&M Agrilife- Better Living for Texans is a nonprofit program that offers a variety of research-based, nutrition education and information. Their goal is to help increase fruit and vegetable consumption, assist students and parents to become more physically active, understand how to stretch their monthly food dollars, and learn to prepare quick, nutritious meals. They will provide additional courses in nutrition, physical education and how to make nutritious meals on a budget.

East Foundation promotes the advancement of land stewardship through ranching, science and education. Their programs are aligned to the Science TEKS and are about wildlife and natural resources conservation, covering a variety of topics including the water cycle, animal adaptations, life cycles, soil, food chains, and others. They will provide enrichment opportunities for the after school students through lessons that include reading and writing.

These established partnerships will assist in supporting student achievement and extra curricular activities, family literacy and workforce readiness, and health and nutrition through weekly and/or monthly sessions based on the provided curriculum. Moreover, these partnerships will facilitate in sustaining and supplementing our after school program once the grant funds have depleted.

We have included some of the signed partnership agreements in this application.

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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.

Studies conducted by the "Afterschool Alliance" indicate that 73% of after school programs that use evidence-based student engagement strategies help improve students' personal, social and academic skills in addition to improvement in their self esteem. This and other related research supports the design of our program which intends to not only provide a safe and structured place for students after school, but to impact their academic performance as well as the development of the child as a whole.

United ISD "Getting Fit for the Future" after school program is designed to guarantee important academic growth and positive youth development as students participate throughout the length of the program. In the book "Classroom Instruction that Works," we are reminded that one of the first steps in creating a successful environment for student learning is for all students to have a strong understanding of what they are intended to learn and the expectations they must establish for themselves. Furthermore, we will also adopt the principles from John Hattie's research on "Visible Learning" and Robert Marzano's instructional strategies. As such, regularly scheduled student-conferences will be implemented to set and review individual SMART goals, monitor progress, and recognize individual achievements. In addition to student self-reflection practices, participants will be given multiple opportunities to practice their designated skills and objectives through engaging, action based lessons, activities and project based learning. All program staff will be trained and expected to utilize the best qualities of instruction using Sean Cain's Fundamental 5 where students are given opportunities for frequent, small group discussion and our teachers and program staff are actively working in the "Power Zone" as well as providing constant recognizing and reinforcing. Our program will continue to implement and expand technology while addressing student interests. We will adopt National Best After School Program Practices and build strong partnerships with our families and community. All United ISD program centers will provide safe and welcoming environments where students and families are provided quality academic enrichment, youth development and leadership, and access to resources.

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

The UISD Transportation Department will serve the transportation needs of the program. United Independent School District manages a fleet of over 300 buses and employs around 220 bus drivers who traverse approximately 16,460 miles daily to transport students to and from school. Five of the proposed program sites have an average daily ridership of 1,052 students whereas three of the proposed program sites are considered "walkers" due to the short distance between their home and the location of the school.

All of our proposed center sites are located on the campus the students attend during the regular day; therefore, transportation will only be required after hours. Students who are current bus riders will continue to be offered this service. In addition, students who are not provided transportation services during the regular school day will be offered this service at the end of the after school program hours. Parents will be notified of the available transportation services and would have the option to take advantage of said services or choose to pick up their children from their designated center site. Documentation for daily parent sign outs and bus ridership will be maintained in our online after school management program.

Bus drivers, students and parents will receive safety tips and expectations outlined in the United ISD Bus Rider Handbook which is designed to ensure students' safety.

Site coordinators and program coordinators will maintain regular communication with bus drivers and transportation department on any issues that may result throughout the year.

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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 community will be informed of the learning centers by the United Independent School District (UISD) by using the following strategies in both English and Spanish:

- Automated telephone and email messages will be sent to the targeted students' homes using our district notification system (School Messenger). Currently, over 95% of our parents use a district issued email assigned at time of registration.
- Produce a Public Service Announcement (PSA) through our district Instructional Television Department that will air in the local news and radio stations
- Collaborate with our district Communications Department to organize a promotional campaign to inform our community about the program services and benefits
- Informational posters will be displayed in local businesses and community centers
- Information will be posted on district and campus websites
- Information will be posted on the district's social media pages (i.e Facebook, Instagram, Twitter)
- Information will be handed out during school registration at each center
- Information will be posted on school marquees
- Flyers and brochures will be distributed by mail and included in the End of the Year Report Card
- Establish district Call Center to contact parents and provide program information

8. Demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources at each campus served. If applying for Program Priority 1- Program Integration, include a description of how the grant program will integrate with other TEA or local initiatives designed to increase specific academic student outcomes. Use data to explain how the program will realistically impact short- and long-term goals for student academic achievement.

The United ISD "Fit for the Future" program will serve 8 elementary campuses that feed into Lyndon B. Johnson High School. Each facility will be utilized to house and operate the after school program using the existing space to include classrooms, computer labs, gymnasiums, cafeterias, libraries, computer labs, and outdoor recreational areas needed to carry out program activities. Furthermore, all participating sites are Title I Schoolwide campuses and will draw from Title I, A funding to support extended learning time after school and during summer. One to one student chromebooks will support existing programs, acquired through the use of multiple available funding sources, such as iXL, Accelerated Reader, Study Island, and MAP Growth, just to name a few. These programs will be used to supplement program design and implementation. Parent engagement will also be supported by using existing curriculum and resources (Parenting Partners & Family Meals) acquired using Title I, A funds. Tutoring services, Mentoring programs, Nutrition/Cooking classes, Meditation/Mindfulness, Storytelling, Career Exploration and Sports activities are only a few examples of student services that will be offered by existing community partnerships. In addition, the USDA National School Lunch Program will allow for after school nutritional snacks to be provided at no additional cost to our program. Project director and site coordinators will collaborate with district curriculum specialists to maximize available curriculum and resources that can aid in carrying out program activities that address student and campus needs. The program's design will target all content areas and reinforce TEKS in order to improve student achievement and overall student success. The program will incorporate not only local initiatives that focus on student progress, but also state initiatives that require early identification of students below grade level. The engaging curriculum is set to pinpoint specific, individual student weaknesses and provide direct and specific remediation and monitor progress on a weekly basis. Students having consistent, sustained program attendance will experience the most impact towards their short and long term goals.

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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.

It is the intention of the district to fund the program through various means after the grant period ends. United ISD's preliminary plan to continue program services includes the commitment of Title I funds, private and corporate donations, and the pursuit of Federal, State and Local grants that focus on serving at-risk students. UISD commits to the continuation of collaboration with community organizations that can provide ongoing support for program sustainability. Existing partnerships with Texas A&M International University, Laredo College, East Foundation, Southwest Key: Las Promesas, Agrilife, Prarie View will continue to be strengthened in order to achieve program goals. United ISD is committed to establish other partnerships that will be essential in optimizing program outcomes.

The program structure and resources will be in place at the end of the grant period; therefore, payroll and other associated, recurring costs will be covered through other fund sources to include our self sustaining after school program currently offered in our district.

Program sustainability will require commitment from various funding streams and the support of our stakeholders. Moving forward, our proposed UISD "Fit for the Future" program has received the support of our district administration, board of directors, and community. United ISD will work diligently in years 1-5 to ensure that we continue to receive the support necessary to continue offering program services as closing our doors will not be an option.

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)

United Independent School District plans to encourage the participation of volunteers. Our school district has established a strong partnership with the local institutions of higher education. The volunteers will be appropriately qualified student teachers from Texas A&M International University and Laredo College who are pursuing an educational career and have knowledge of the state academic standards. Each volunteer will be provided program orientation and ongoing professional development to effectively provide program services and meet the needs of participating students.

The after school program plans to use the volunteer screening procedures in place by the district. Volunteers will be required to fill out an application on "App Garden" that consists of several mandated screenings by our Human Resources Department such as a criminal background check and a TB test. Once they have been approved, they will be assigned accordingly based on data collected and the needs of each learning center. In addition, all centers are equipped with a security ID card system (Raptor) and volunteers will be screened and cleared before entry at any site.

For TEA Use Only:

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

9. Statutory/Program Requirements (Cont.)

11. The level of attendance in the program (i.e., dosage) is correlated with certain positive student outcomes. Describe the program's strategies for recruiting and retaining students in the program over time. Provide SMART goals specifically related to student attendance targets and dosage for a typical school year (fall, spring) and separately for summer.

In order to maximize impact on student achievement, participating students must be present 45 days at a minimum of 120 minutes per day during the regular school year and a minimum of 12 days at 240 minutes per day during the summer session. Students and families will be aware of the importance of regular attendance and the correlation it has to academic performance. Students and parents will commit to Program Guidelines by reviewing and signing a UISD "Fit for the Future" Admission Agreement. Project directors, site coordinators and program staff will closely monitor program attendance on a daily basis and identify students needing intervention as well as recognizing students who meet or exceed minimum attendance requirements.

Strategies and interventions will include personalized outreach such as phone calls, home visits, parent meetings, and coordinate with regular school day staff for counseling and/or referral services in order to remove barriers causing absenteeism. Recognitions and incentives will take place regularly to reinforce desired behavior. Individual student recognitions, class recognitions, and site recognitions for highest attendance "Shout Outs" will be communicated via program website, newsletter, bulletin boards, and social media/educational communications platforms. Monthly student incentives for perfect attendance will be rewarded by prize giveaways donated by community business leaders.

Our program will ensure a safe and healthy system of service delivery for students and families that is responsive, comprehensive, innovative, empowering, culturally competent, integrated, easily accessible, and outcome focused.

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.

Findings of the needs assessment demonstrates evidence that students in participating campuses have a significant learning gap in that geographic part of the district wherein a learning center would greatly benefit the community. Currently, there are no learning centers where a student's academic needs can be met. The Project Director along with the Federal Programs Department would use a "Continuous Evaluation Model" to ensure that feedback is used for continuous improvement. UISD will align the regular school day instructional program to afterschool instruction to ensure consistency in learning. The Project Director will meet with the campus and other administration weekly to review program goals and discuss any needs. Based on student progress and staff needs, professional development will be available to ensure continuous improvement. Progress monitoring of students will allow reviewing program goals and objectives, program planning, design, and improvement. The Project Director will oversee, report to the Executive Director, and give feedback on ongoing evaluations. Professional Development based on needs improvement will be ongoing for staff to facilitate the delivery of instruction. Each center will consist of full-time site coordinators who will oversee the project's goals and manage the activities at the center. They will help communicate the goals to grant staff and regular day staff. The centers will operate five days a week for 3 hours per day and will also operate during the summer for five weeks. The Project Director will work with site coordinators and parent engagement specialist to ensure they implement the center program activities. The team will work on recruitment efforts to ensure that their centers have the maximum number of students enrolled. They will design schedules, routines and ensure that the curriculum and rotations are in place for the teachers, staff and volunteers. They will also plan for any special needs students requiring individual accommodations. Program budget will be used to fund full time positions as well as extra duty pay for teachers and paraprofessionals. Funds will be set aside to purchase supplies and materials for activities, equipment for special needs students, student transportation, professional contracted services for professional development and student field trips.

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"/>	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"/>

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

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 (Required)	\$75,000
2.	Site Coordinators (Required)	\$440,000
3.	Family Engagement Specialist (Required)	\$55,000
4.	Grant Account Manager	\$30,000
5.	Extra Duty Pay (Instructional Staff & On Site Program Support Staff)	\$500,000

Professional and Contracted Services

6.	Leadership Coaching	\$6,000
7.	Engaging Learners Across Environments	\$8,000
8.	eLiteracy	\$6,000
9.		
10.		

Supplies and Materials

11.	Supplies & Materials (Instructional, Reading Novel Sets, Family Engagement, Etc)	\$100,000
12.		
13.		
14.		

Other Operating Costs

15.	Student Transportation (Local)	\$30,000
16.	Educational Field Trips	\$7,000
17.	Employee Travel (Required Conferences, Trainings, Meetings, Etc.)	\$30,000

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

For TEA Use Only:

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"/>	<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: 1746028859

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	240903127	Arndt Elementary, 610 Santa Martha Blvd. Laredo, TX. 78046, 956-473-6301	0	PK- 5	90	45
2	240903129	Centeno Elementary, 2710 La Pita Mangana Rd, Laredo, TX. 78046, 956-473-6301	0	PK- 5	100	50
3	240903118	Juarez-Lincoln Elementary, 1003 Espejo-Molina Rd. Rio Bravo, TX. 78046, 956-473-6301	0	PK- 5	85	42
4	240903121	Kennedy-Zapata Elementary, 3809 Espejo-Molina Rd., El Cenizo, TX. 78046, 956-473-6301	0	PK- 5	65	30
5	240903111	Perez Elementary, 500 Sierra Vista Dr., Laredo, TX. 78046, 956-473-6301	0	PK- 5	80	40
6	240903119	Prada Elementary, 510 Soria Dr., TX. 78046,956-473-6301	0	PK- 5	90	45
7	240903123	Roosevelt Elementary, 3301 Sierra Vista Blvd., Laredo, TX. 78046,956-473-6301	0	PK- 5	85	42
8	240903133	Veterans Memorial Elementary, 5909 St. Luke Blvd. Laredo, TX., 78046, 956-473-6301, 956-473-6301	0	PK- 5	95	48
9						
10						

2021-2022 Nita M. Lowey 21st Century Community Learning Centers, Cycle 11 Year 1
Attachment 1: Center Operations Schedule

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	240903127	Arndt Elementary, 610 Santa Martha Blvd. Laredo, TX. 78046					Pk-5	90	45			
Feeder												
Feeder												
Program Operations			Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks			
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term			09/06/2021			12/17/2021			14			
Spring Term			01/10/2022			06/03/2022			21			
Summer Term			06/06/2022			07/08/2022			5			
Total number of weeks:									39			
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday			3:00	6:00			3:00	6:00	8:00			2:00
Tuesday			3:00	6:00			3:00	6:00	8:00			2:00
Wednesday			3:00	6:00			3:00	6:00	8:00			2:00
Thursday			3:00	6:00			3:00	6:00	8:00			2:00
Friday			3:00	6:00			3:00	6:00				
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
Parent/Legal Guardian Activities		Parenting Partners Sessions, Family Meals Challenges, ESL Classes, Literacy Nights, Workforce Support, Accelerated Reader Camp-outs, Non-profit Community Organization presentations and Academic Family Carnivals.										

2021-2022 Nita M. Lowey 21st Century Community Learning Centers, Cycle 11 Year 1
Attachment 1: Center Operations Schedule

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	240903129	Centeno Elementary, 2710 La Pita Mangana Rd, Laredo, TX. 78046					Pk-5	100	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>												
Fall Term			09/06/2021			12/17/2021			14			
Spring Term			01/10/2022			06/03/2022			21			
Summer Term			06/06/2022			07/08/2022			5			
Total number of weeks:									39			
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
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Thursday			3:00	6:00			3:00	6:00	8:00			2:00
Friday			3:00	6:00			3:00	6:00				
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
Parent/Legal Guardian Activities		Parenting Partners Sessions, Family Meals Challenges, ESL Classes, Literacy Nights, Workforce Support, Accelerated Reader Camp-outs, Non-profit Community Organization presentations and Academic Family Carnivals.										

2021-2022 Nita M. Lowey 21st Century Community Learning Centers, Cycle 11 Year 1
Attachment 1: Center Operations Schedule

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	240903118	Juarez-Lincoln Elementary, 1003 Espejo-Molina Rd. Rio Bravo, TX. 78046					PK- 5	85	42			
Feeder												
Feeder												
Program Operations			Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks			
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term			09/06/2021			12/17/2021			14			
Spring Term			01/10/2022			06/03/2022			21			
Summer Term			06/06/2022			07/08/2022			5			
Total number of weeks:									39			
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday			3:00	6:00			3:00	6:00	8:00			2:00
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Thursday			3:00	6:00			3:00	6:00	8:00			2:00
Friday			3:00	6:00			3:00	6:00				
Saturday												
Sunday												
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Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
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2021-2022 Nita M. Lowey 21st Century Community Learning Centers, Cycle 11 Year 1
Attachment 1: Center Operations Schedule

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	240903121	Kennedy-Zapata Elementary, 3809 Espejo-Molina Rd., El Cenizo, TX. 78046, 956-473-6301						PK-5	65	30		
Feeder												
Feeder												
Program Operations		Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks				
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term		09/06/2021			12/17/2021			14				
Spring Term		01/10/2022			06/03/2022			21				
Summer Term		06/06/2022			07/08/2022			5				
Total number of weeks:								39				
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
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Saturday												
Sunday												
Total Hours Per Week:	15				15				24			
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Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
Parent/Legal Guardian Activities		Parenting Partners Sessions, Family Meals Challenges, ESL Classes, Literacy Nights, Workforce Support, Accelerated Reader Camp-outs, Non-profit Community Organization presentations and Academic Family Carnivals.										

2021-2022 Nita M. Lowey 21st Century Community Learning Centers, Cycle 11 Year 1
Attachment 1: Center Operations Schedule

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	240903121	Perez Elementary, 500 Sierra Vista Dr., Laredo, TX. 78046					PK-5	80	40			
Feeder												
Feeder												
Program Operations			Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks			
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term			09/06/2021			12/17/2021			14			
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Summer Term			06/06/2022			07/08/2022			5			
Total number of weeks:									39			
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
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Wednesday			3:00	6:00			3:00	6:00	8:00			2:00
Thursday			3:00	6:00			3:00	6:00	8:00			2:00
Friday			3:00	6:00			3:00	6:00				
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
Parent/Legal Guardian Activities		Parenting Partners Sessions, Family Meals Challenges, ESL Classes, Literacy Nights, Workforce Support, Accelerated Reader Camp-outs, Non-profit Community Organization presentations and Academic Family Carnivals.										

2021-2022 Nita M. Lowey 21st Century Community Learning Centers, Cycle 11 Year 1
Attachment 1: Center Operations Schedule

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	240903119	Prada Elementary, 510 Soria Dr., TX. 78046					PK-K	90	45			
Feeder												
Feeder												
Program Operations			Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks			
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term			09/06/2021			12/17/2021			14			
Spring Term			01/10/2022			06/03/2022			21			
Summer Term			06/06/2022			07/08/2022			5			
Total number of weeks:									39			
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
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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)												
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2021-2022 Nita M. Lowey 21st Century Community Learning Centers, Cycle 11 Year 1
Attachment 1: Center Operations Schedule

Texas ACE							Program Year					
Center Operations Schedule (one per center)							2021-2022					
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 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	240903123	Roosevelt Elementary, 3301 Sierra Vista Blvd., Laredo, TX. 78046					PK-5	85	42			
Feeder												
Feeder												
Program Operations			Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks			
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term			09/06/2021			12/17/2021			14			
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Summer Term			06/06/2022			07/08/2022			5			
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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
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Tuesday			3:00	6:00			3:00	6:00	8:00			2:00
Wednesday			3:00	6:00			3:00	6:00	8:00			2:00
Thursday			3:00	6:00			3:00	6:00	8:00			2:00
Friday			3:00	6:00			3:00	6:00				
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
Parent/Legal Guardian Activities		Parenting Partners Sessions, Family Meals Challenges, ESL Classes, Literacy Nights, Workforce Support, Accelerated Reader Camp-outs, Non-profit Community Organization presentations and Academic Family Carnivals.										

Texas ACE							Program Year						
Center Operations Schedule (one per center)							2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>													
Center 8	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	240903133	Veterans Memorial Elementary, 5909 St. Luke Blvd. Laredo, TX 78046					PK-5	95	48				
Feeder													
Feeder													
Program Operations			Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks				
Summer Term Jump Start <i>(Must be approved in NOGA)</i>													
Fall Term			09/06/2021			12/17/2021			14				
Spring Term			01/10/2022			06/03/2022			21				
Summer Term			06/06/2022			07/08/2022			5				
Total number of weeks:									39				
Center Schedule													
Day of the Week	Fall Term				Spring Term				Summer Term				
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	
Monday			3:00	6:00			3:00	6:00	8:00			2:00	
Tuesday			3:00	6:00			3:00	6:00	8:00			2:00	
Wednesday			3:00	6:00			3:00	6:00	8:00			2:00	
Thursday			3:00	6:00			3:00	6:00	8:00			2:00	
Friday			3:00	6:00			3:00	6:00					
Saturday													
Sunday													
Total Hours Per Week:	15				15				24				
Adjunct Sites, If applicable (site name and full address)													
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)													
Parent/Legal Guardian Activities		Parenting Partners Sessions, Family Meals Challenges, ESL Classes, Literacy Nights, Workforce Support, Accelerated Reader Camp-outs, Non-profit Community Organization presentations and Academic Family Carnivals.											

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													



Las Promesas de Laredo
Program Director: Sandra Palacios Menchaca

(956) 625-5416 | spalacios-menchaca@swkey.org | www.swkey.org



United Independent School District After-School Program,

We are looking forward in working with United Independent School District After-School Adventure Program this 2021-2022 school year. We are interested in the partnership and we want to collaborate with UISD and have our youth participate in their enrichment programs that take place during their after-school program. Our CYD, Las Promesas De Laredo, uses the ASPIRA and VOY curriculum, which we will be able to incorporate in the different activities that they will offer to the youth and will help to enrich the program. Thank you so much in advance for allowing Las Promesas De Laredo to be a part of your program. We look forward in working with you and our youth.

Please do not hesitate on contacting me with any questions at (956) 229-2884.

Regards,

Sandra Palacios-Menchaca

Sandra Palacios-Menchaca

Program Director

Southwest Key Programs



We promote the advancement of land stewardship through ranching, science, and education.

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200 Concord Plaza Drive
Suite 410
San Antonio, Texas 78216
(210) 447-0126

eastfoundation.net

1-18-21

United ISD

After School Adventure Program

201 Lindenwood

Laredo, Texas 78045

Dear United ISD Administrator,

I am writing to express our interest in the potential partnership with United ISD After School Adventure program and how the 2021-2022 Nita M. Lowey 21st Century Community Learning Center Federal Grant, if procured would support our collaborative efforts.

The East Foundation promotes the advancement of land stewardship through ranching, science and education. Our education programs are deployed in the classroom, on the land and virtually. We focus on topics that help students understand what open space and working cattle ranches offer them in terms of food, fiber and water. By connecting the urban communities to the benefits of caring for our land, water and wildlife we foster the next generation of land stewards. Our virtual and in person learning covers native wildlife populations, proper land management and it's impact on our water quality as well as how and why we are all responsible to care for Texas's natural resources. The programs promote the use of the outdoors for exploratory learning and promote healthy living.

All programs are TEKS aligned and science based. I am confident our programs would support the goals established by United ISD After School Adventure program.

Sincerely,

A handwritten signature in black ink, appearing to read "Tina Y. Buford".

Tina Y. Buford
Director of Education
East Foundation

Texas A&M Agrilife Extension-Better Living for Texans
1470 William D. Fitch Parkway
2251 TAMU
College Station, Texas 77843

Genesis Victoria Hernandez, Extension Agent-Better Living for Texans
7209 E Saunders St, Suite 5
Laredo, Texas 78041

To whom it may concern,

I'm writing to express my interest in the potential partnership with The United ISD After School Adventure program and how the 2021-2022 Nita M. Lowey 21st Century Community Learning Center Federal Grant, if procured would support our collaborative efforts.

Better Living for Texans is a cooperative endeavor between the Texas A&M AgriLife Extension Service, the Texas Health and Human Services Commission, and the United States Department of Agriculture's (USDA) Food and Nutrition Service (FNS) that serves limited income families throughout Texas—offering classes at no cost to participants. We offer research-based programs that promote literacy in nutrition and leading a healthier lifestyle. The programs are aimed at both youth and adults that are eligible to receive SNAP benefits. The majority of Webb County is eligible for our programs and we have collaborated with the City of Laredo Health Department, senior centers as well as assisted living, community centers, libraries, and schools.

The programs I plan on delivering with The United ISD After School Adventure program are Balancing Food and Play, Choose Healthy, Walk And Talk, and we also have a gardening program called Learn, Grow, Eat, And Go. Balancing Food and Play and Choose Healthy nutrition centered programs that focuses on Myplate, learning the value of different food groups, as well as promoting physical activity. Walk and Talk is our physical activity program, in which we encourage physical activity by creating a walking challenge for 8 weeks and rewarding the team that has walked the most miles. Learn, Grow, Eat & Go is a gardening program that teaches students how to grow their own fruit and vegetable. The student tracks the plants growth, learns all about what conditions a plant needs to thrive while also showing them recipes that encourages fruit and vegetable consumption.

I can confidently say that The United ISD After School Adventure program would greatly benefit from our research-based programs and any other enrichment programs from other community organizations. Fostering collaboration within the community and empowering our youth is prime and the 2021-2022 Nita M. Lowey 21st Century Community Learning Center Federal Grant would be a stepping stone for us.

Sincerely,

Genesis Hernandez

Genesis V. Hernandez