



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

Competitive Grant Application: Due 11:59 p.m. CT, January 21, 2021

NOGA ID [ ]

Application stamp-in date and time

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

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

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

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

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

Amendment Number

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

1. Applicant Information

Name of organization Robstown Independent School District
Campus name [ ] CDN 178909 Vendor ID 1 746001993 ESC 2 DUNS 084828995
Address 801 North First Street City Robstown ZIP 78380 Phone 361 767-6600
Primary Contact Jose H Moreno Email jose.moreno@robstownisd.org Phone 361 767-6600
Secondary Contact Daniel Ceballos Email daniel.ceballos@robstownisd.org Phone 361 767-6600

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 Jose H Moreno Title Superintenden Email jose.moreno@robstownisd.org

Phone 361 767-6600 Signature Jose H Moreno Date 01/21/2021

Grant Writer Name Nina Conway Signature Nina Conway Date 01/21/2021

[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
Robstown ISD students perform below the region and state levels on STAAR/EOC at every grade and level (Approaches/Meets/Masters). The district also has a lower 4-year graduation rate (87.2%) and more at-risk students (60.3%) than TX (90% & 50.3%, respectively).	Robstown is an experienced 21st CCLC grantee. Cycle 9 engaged 1,000 REGULARLY PARTICIPATING, and 1,700 of RISD's 2,550 students (67%!) have participated overall. Funding to continue this successful program will deepen academic interventions and provide specialized assistance to the large population of children being raised by non-biological "parents" (grandparents, friends, etc.).
In 2019, the median income for a HOUSEHOLD in the city was \$35,504. PER CAPITA income was \$16,306. The POVERTY rate was 38.4%. Additionally, Robstown serves a population that is 98% students of color.	High-need students need a safe space where they are cared for and served by people who look like them. 97.3% of district staff are people of color--people who can best relate to the students will serve them in out-of-school time as well. This program includes many social service partnerships to support struggling families.
The FBI recently named Robstown the most dangerous city in Texas based on the high rate of violent crimes per capita (202 in a city of just 11,261 residents). RISD's children need safe havens in the afterschool hours.	Since the city's Boys & Girls Club closed in 2019, Robstown ISD has been the area's SOLE PROVIDER of structured, standards-aligned, out-of-school time activities. The program will operate before AND after school time, on selected Saturdays, and during summers. The Child and Adult Care Food Program (CACFP) will provide much-needed, nutritious dinners for high-need, low-income students and families.

**5. SMART Goal**

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

By the end of the first program year:  
 --At least 39% of students will Meet Standards on STAAR/EOC Reading/English I;  
 --At least 45% will Meet Standards on STAAR/EOC math/Algebra I; and  
 --At least 35% will Meet Standards on STAAR writing.

**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**

By the end of the first program quarter:  
 --At least 30% of students will Meet Standards on STAAR/EOC Reading/English I;  
 --At least 38% will Meet Standards on STAAR/EOC math/Algebra I; and  
 --At least 26% will Meet Standards on STAAR writing.

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**6. Measurable Progress (Cont.)**

**Second-Quarter Benchmark**

By the end of the second program quarter:  
 --At least 35% of students will Meet Standards on STAAR/EOC Reading/English I;  
 --At least 41% will Meet Standards on STAAR/EOC math/Algebra I; and  
 --At least 30% will Meet Standards on STAAR writing.

**Third-Quarter Benchmark**

By the end of the third program quarter:  
 --At least 37% of students will Meet Standards on STAAR/EOC Reading/English I;  
 --At least 43% will Meet Standards on STAAR/EOC math/Algebra I; and  
 --At least 33% will Meet Standards on STAAR writing.

**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.

The "Off to the RACEs (Robstown's Afterschool Centers on Education)" Project Director (PD), will work with each Site Coordinator (SC) and the campus Principals to coordinate data collection, data entry, and program modification based on analysis of benchmark results. An EXTERNAL PROJECT EVALUATOR will be contracted to assist with all project reporting as TEA/Texas ACE requires. In addition to QUANTITATIVE data needed to show progress toward SMART goals (STAAR and EOC benchmark test results), the PD will monitor program enrollment, school-day and afterschool program attendance, trends in behavior and discipline, improvements in family involvement in each school and in the "Off to the RACEs" program, and retention of students in the program over time. QUALITATIVE data will include student and parent "voice and choice" surveys regarding program offerings, session evaluations, overall program satisfaction, and pre- and post-session program surveys of impact and effectiveness. The PD will also visit each site at least twice weekly to observe each SC, monitor program implementation to ensure overall quality, and troubleshoot issues as they arise. Using all of the data noted above, the PD and Curriculum Specialist (CS) will provide just-in-time professional development to the Family Engagement Specialist (FES) and SCs, and the entire Project Team (PD, FES, CS, and 6 SCs) will use the data to set future program goals and targets. The PD will communicate with the FES and SCs DAILY, and the Project Team will meet WEEKLY. The PD will work with TEA and Texas ACE program advisors to make sure the overall program meets quality standards at all times. Weekly monitoring will alert the Project Team if benchmarks or summative SMART goals are not showing sufficient progress. The twice-weekly presence of the PD on each Center site will provide almost immediate support to SCs, teachers, and project partners directly and to individual students as appropriate. The FES will work with each SC to identify struggling students who are at risk or in need of additional supports, coordinate parent-teacher conferences to ascertain underlying concerns and direct families to additional resources, create individualized student learning plans to target and address specific weaknesses for identified students, and implement a strategic approach to home visits as appropriate. Each school will establish additional safeguards appropriate to their educational plans.

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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.

**A. NEEDS ASSESSMENT PROCESS.** The Robstown ISD Project Planning Team (Chief Financial Officer, Assistant Superintendent of Student Services, Executive Director of Curriculum, Deputy Superintendent, 21st CCLC Cycle 9 Project Director, and one Social Worker) met during the fourth quarter of 2020 to determine programming and related funding needs based on district and campus improvement plans (3 of 7 schools are Comprehensive Support & Improvement/CSI; 1 is Targeted Improvement/TSI; and 1 is Additional Targeted/ATSI). The team also gathered and analyzed PEIMS and census data; TAPR and STAAR data; TPRI results; and discipline and attendance data. School principals, site-based decision-making teams, teachers, parents, and students gave input via surveys and conversations regarding each campus's need, preferred project partners, the estimated # or % of students who would likely participate, recommendations for the planning team, and examples of how this program, to be known as "Off to the RACEs", will allow the schools and district to achieve stated goals. The team will continue to survey students and families twice a year to obtain feedback on afterschool programming.

**B. RESULTS, INCLUDING THE STUDENT POPULATION DEEMED "MOST IN NEED".** The 2,550-student population across the 7 Robstown campuses (six 21st CCLC Centers, total) is 86.7% economically disadvantaged and 60.3% at-risk, as compared with students across the state (60.6% econ dis and 50.6% at-risk, respectively). Therefore, ALL STUDENTS at all Robstown schools ARE MOST IN NEED and require significant additional academic resources and family support to succeed, which "Off to the RACEs" will help provide. The Planning Team projects that 1,025 district students (40%) + 50 from a private school will attend 45+ days/fall+spring and 12+ days summer for grades K-8; and 45+ days/fall+spring+summer for grades 9-12.

**C. PLAN FOR ASSESSING AND RECRUITING STUDENTS MOST IN NEED AND ADDRESSING NEEDS OF WORKING FAMILIES** 86.7% of students are from very low-income households, with few financial, social, or academic resources for school persistence and success outside of existing district supports. The student body is 97.4% Hispanic, 0.6% African American-- student populations that are severely underrepresented in rigorous, college preparatory coursework and postsecondary education. Students in need of remediation, in danger of failing, or with recent academic failures, as determined by the district's data tracking systems, will be specifically recruited to participate in individualized tutorials, homework assistance, and other targeted academic support activities by content area. The program will target 75% of students from CSI schools and 50% from TSI and ATSI schools. Test data, progress reports, weekly formative assessments, and report cards, along with input from teachers at weekly grade team meetings, will determine individualized placement in academic offerings, Texas Success Initiative (TSI) prep, leadership development opportunities, and other exciting enrichment programs. The 6 Site Coordinators (SCs) will be responsible for recruiting and enrolling the targeted number of participating students at their sites and ensuring a variety of engaging programming to maintain their regular (45+ days) participation throughout the program year. The Project Director (PD) and Curriculum Specialist (CS) will ensure all SCs understand all program objectives and will support them in making a programming plan to achieve the objectives at their campus. The PD and CS, supported by the ED of Curriculum and Assistant Supt. of Student Services, will provide monthly professional development sessions tailored to SC training needs to build capacity. Weekly Project Management Team meetings will feature data collection and analysis to track progress toward achieving all objectives and program goals. To address the NEEDS OF WORKING FAMILIES, the program will operate BEFORE AND AFTER SCHOOL, and staff will schedule family engagement activities such as Meet the Teacher Night, Family Math and Reading Nights, support for FAFSA (financial aid) completion, and college application trainings on selected weekends and during later evening times. The program will also provide field trips to colleges and universities for parents/caregivers and students so they can better understand the level of preparation necessary to attend.

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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 design of this 21st CCLC program, known internally as "Off to the RACEs: Robstown's Afterschool Centers on Education" will enroll at least 1,025 HIGH-NEED students from all seven Robstown ISD schools (40% of the entire district enrollment) and 50 students from an area private school. This is a realistic target that is based on the district's experience operating 21st CCLC programs under Cycles 2, 6, and 9, the latest of which had over 1,700 of all 2,550 students (67%) participating overall. The collaborative design will positively impact this set of measures at the grant and center levels by extending each school's academic initiatives for 555 additional hours (435 hours during fall and spring and 120 hours during summer), which is the equivalent of more than 350 EXTRA DAYS (or almost than TWO YEARS) of instruction over the life of the grant for each school.

The SMART goals listed under each of the 5 MEASURES OF EFFECTIVENESS describe the estimated impact of the program over time over regularly participating students. These measures and targets align with district-wide goals, which are ambitious, yet achievable, given the program's focus on serving STUDENTS MOST IN NEED with the same level of high-quality curriculum and rigorous, TEKS-aligned academic standards in the out-of-school-time program as they employ during the school day.

- 1) GROWTH IN STATE ASSESSMENT (by the end of the first program year): a) At least 39% of students will Meet Standards on STAAR/EOC Reading/English I; b) At least 43% will Meet Standards on STAAR/EOC math/ Algebra I; and c) At least 35% will Meet Standards on STAAR/EOC writing.
- 2) IMPROVED GPA: a) At least 90% of participating students will pass all classes (be on track for grade-level promotion)
- 3) INCREASED SCHOOL DAY ATTENDANCE: a) At least 85% of the targeted number of students attend the program for 45 days or more (fall, spring); b) At least 75% of the targeted number of students attend the program for 12+ summer days; and c) At least 65% of students attend the entire day of scheduled programming (fall, spring, summer).
- 4) IMPROVED SCHOOL DAY BEHAVIOR: a) All participating schools will employ research-based Restorative Practices (see p. 9) to decrease discipline referrals by 10% from the previous year (1,137 to 1,023 or fewer) as measured by the PEIMS 425 report.
- 5) INCREASED STUDENT ENGAGEMENT IN LEARNING: a) All participating schools will have a 90% or higher persistence rate (students enrolled year over year at their home school); b) Student surveys will reflect that at least 80% of participating students are excited about, look forward to, and enjoy their afterschool program offerings.

The "Off to the RACEs" Project Director and External Evaluator will use the Quality Assurance Process (QAP) to collect data and review Quality Assurance Monitors' feedback on quality criteria such as "School day staff and ACE staff regularly coordinate to align the program with school day instruction" (Campus and Program Engagement); "The center analyzes data to identify trends in daily attendance" (Student Recruitment and Attendance); "The center routinely provides oversight and constructive feedback on lesson planning, instructional delivery, and academic support services" (Intentional Activities); and "Family engagement activities target identified family needs and preferences and support the academic needs of students" (Family Engagement) to determine where the 21st CCLC program is on the Stages of Practice rubric (Compliant-->Implementing-->Progressing-->Optimizing).

The External Evaluator will conduct a local evaluation at the center level and will submit either a grantee-level executive summary or center-level executive summaries to TEA on an annual basis (to be determined by the Project Management Team in consultation with TEA). The Project Director, in consultation with both the original Project Planning Team and each school leader will also complete a comprehensive annual evaluation report as required and will make the report available to each school to share with their learning communities to assist parents, families, community members, and project partners in understanding program results. Each school will also share data and evaluation results via faculty meetings, school-based advisory council meetings, and parent meetings.

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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 academically-focused, three-part SMART goal as noted on pages 2 and 6 is: a) At least 39% of students will Meet Standards on STAAR/EOC Reading/English I; b) At least 43% will Meet Standards on STAAR/EOC math/Algebra I; and c) At least 35% will Meet Standards on STAAR/EOC writing. The intention of "Off to the RACEs: Robstown's Afterschool Centers on Education" FOR STUDENTS is improve academic growth and performance; school-day attendance; student grades; discipline/behavior; college/career readiness; and promotion, retention, and graduation--all in a safe, inviting space that builds a strong sense of community among all participants. The intention FOR PARENTS is to increase meaningful involvement; support parents and families with referrals to additional resources; and help them understand academic standards and college requirements and support their children to improve on all metrics noted above. Activities will take place at 6 of the 7 Robstown campus-based Centers (the 20 students enrolled at Salazar Crossroads will participate at the high school Center) where the offerings will be decided by student and parent "voice and choice" surveys, administered twice annually. Examples include:

--ACADEMIC SUPPORT: Power Hour (homework help, educational online games in the technology lab); credit recovery; math and English/Lang Arts tutorials; STAAR prep; Writers Workshop; Reading Rainbow (extended library hours); Accelerated Reader; dual-credit coursework; Apex Learning (supports Texas Success Initiative in math, English, reading); Maker Space; Collegiate Zone (college/career readiness and awareness); various academic clubs (robotics/engineering with LEGO building kits, Osmo coding and Ozobots); books; Spanish/Hispanic heritage; and healthy snacks to support brain development. All activities will align with and extend the school-day curriculum.

--ADDITIONAL ENRICHMENT OPPORTUNITIES: arts and crafts; music appreciation/music theory; health and nutrition; sports blitz (volleyball, basketball, football, baseball, softball, table tennis, charades, running, Zumba, dance off competitions, karaoke dance contest ,cheer); games (chess, Scrabble, etc.); horticulture/gardening; drum-line; Ballet Folklorico; culinary club; various clubs (beauty, runners, culinary, photography, art, soccer); Boys & Girls Club; and GoNoodle (health, fitness, mindfulness, social-emotional learning).

--MEANINGFUL PARENT ENGAGEMENT: FAFSA (financial aid application) Night; Veterans Day; pumpkin carving; Open House; wreath- and mum-making; Share our Christmas; Thanksgiving luncheon; coat drive; canned food drive; Senior Night; Literacy Night; Science Fair Night; cancer awareness workshop; Family Night in the library; fall festival; Fall and Spring Open House; parent workshops in shared learning responsibility; Beautification Day; parent-teacher conferences; and Donuts with Dad/Muffins with Mom.

Furthermore, the "Off to the RACEs" program's standards-aligned academic instruction and enrichment programming will be adapted to meet individual student needs (including at-risk students and those served by ELL and Special Education programs) in the following ways: Adhere to students' existing Individual Education Plans (IEPs)—example: read instructions aloud; allow extra time on task, provide 1:1 support, etc.; Use computer-based adaptive learning programs (Accelerated Reader Zone, online tutoring and test prep, etc.); Vary instructional settings to maximum student engagement (classrooms for tutorials; gym for sports and other active events; gardens and computer labs for hands-on STEM learning; etc.); and Vary types of activities by day and session (academic assistance for first 45 minutes; enrichment for 2nd 45-minute session; family engagement for 3rd 45-minute session, etc.; selected Saturdays for intensive academic supports, fine arts practice/performance, and longer family fun sessions.

OVERSIGHT/MONITORING/ASSESSMENT: The Project Director (PD) and Site Coordinators (SC) will be supported by the Curriculum Specialist (to be hired with grant funds) and the Assistant Superintendent of Student Services (to whom the PD directly reports) to coordinate center-level programs with the regular school day curriculum. The SCs will all take part in school-based Instructional Leadership Team (ILT) meetings, professional development (provided by the PD or others as appropriate to the SC's role and duties); professional learning communities (PLCs), and staff meetings. Campus principals will share their school's academic goals with SCs to align system of tracking student progress across campus and programs. An EXTERNAL EVALUATOR will be contracted to support the PD with TEA reporting as required.

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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

Robstown ISD will partner with the four agencies and organizations, each chosen to PROVIDE NEW SERVICES TO STUDENTS NOT PREVIOUSLY SERVED or to EXPAND ACCESS TO HIGH-QUALITY SERVICES TO MORE STUDENTS, to achieve all "Off to the RACEs" program objectives, and to explore community-based resources for sustaining the program over time. Please see attached MOUs and letters of support for each partner. The Project Director will take the lead in ensuring all MOUs with partners are properly executed and faithfully implemented.

--NUECES COUNTY KEACH LIBRARY agrees to provide: 1) Science, Technology, Engineering, and Math (STEM) education 2) a strong network of in-school and out-of-school learning opportunities providing access to social, cultural, intellectual, informative, and recreational library resources 3) program and digital access to library resources 4) iPads (based upon availability) to students and teachers and e-resources 5) community events such as summer reading programs (including provision of books and incentives), story walks, and socially distanced "Swing by the Library" events 6) programming for afterschool events, face-to-face or virtual (due to the novel coronavirus pandemic), such as technology/robotics/coding and book clubs. \*\*See MOU, attached.

--AMISTAD COMMUNITY HEALTH CENTER will provide training for families and community in the following areas: Mental Health: Anxiety—types, techniques, and treatments; Depression—identifying and management of depression; Stress—separating the helpful and harmful; Physical Health: Diet—managing a healthy diet in the modern family; Physical Activity—practical and fun ways to keep the family moving; Sleep—Impacts of a growing problem and ways to overcome; Family: Authoritative Parenting—guiding children to success; The Family Team—improving confidence, sense of worth, and skills as children grow; Family Time—innovative ways to make the family closer; Social Media—guiding a family through the land mines. Robstown will provide supplies and space for activities. \*\*See MOU, attached.

--DEL MAR COLLEGE'S Continuing Education and Off-campus Programs Department will recruit students and staff to provide tutoring services and will certify tutors for core content through the College Reading and Learning Association. See letter of support, attached. Del Mar will also promote career development options through an annual showcase; provide an annual Dual-credit College Night to recruit students into this college-prep environment; provide college financial aid workshops; and help all high school students complete the Apply Texas admissions process to any institution of their choice. \*\*See two Del Mar College letters of support, attached.

--METHODIST CHILDREN'S HOME FAMILY OUTREACH will provide educational and case management supports for students, families, and staff, including parent education and parenting skills workshops designed to strengthen the family and meet the academic, social, emotional, and physical needs of their children. Sessions will highlight the importance of integrating trauma-informed practices in classrooms (for staff), and bring awareness of these to parents. \*\*See MOU, attached.

Without these partnerships or funding from TEA's 21st CCLC initiative, Robstown ISD would be unable to offer the proposed scope and quality of programming on its own for students during out of school time at this level of intensity, duration, and dosage.

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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 show that when young people attend high-quality programs on a regular basis, improvement occurs in a variety of academic outcomes including attendance, discipline referrals, achievement tests and grades. (Auger, Pierce, & Vanedll, 2013; Kauh, 2011; Miller, 2003; Naftzger, Manzeske, Nistler, & Swanlund, 2013). These indicators are also positively impacted through the implementation of Restorative Discipline Practices, which establishes a positive, supportive, and engaging school climate that paves the way for meaningful teaching and learning. "Off to the RACEs" will support and sustain Robstown's district-wide shift to a Restorative Practice approach to discipline by building community and a sense of belonging among students, teachers, and families, which is especially important for the many children being raised by "non-traditional" parents (grandparents, aunts, uncles, and even family friends).

Researchers note restorative approaches to school discipline are used to reduce reliance on suspension and eradicate the racial discipline gap. In their study, "The Promise of Restorative Practices (RP) to Transform Teacher-Student Relationships and Achieve Equity in School Discipline" (Gregory, et. al, 2014.), hierarchical linear modeling and regression analyses show that high RP-implementing teachers had more positive relationships with their diverse students. Students perceived them as more respectful and they issued fewer exclusionary discipline referrals compared with low RP implementers. In addition, the findings demonstrate some initial promise of well-implemented RP for narrowing the racial discipline gap. The study found that higher RP implementers issued fewer discipline referrals to Latino and African American students compared with lower RP implementers. This is of particular interest to Robstown ISD given its majority-minority school population. The Project Director and school leaders, as supported by the Site Coordinators and Family Engagement Specialist, will monitor program participants' school day attendance and discipline referrals as indicators of program efficacy and needed adjustments. Additionally, the Project Director will monitor school day attendance to identify students who exhibit chronic absenteeism and recruit them into the program to provide opportunities for motivation and connectedness.

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 program budget will include sufficient transportation funds to provide daily transportation to students at the end of afterschool activities in the FALL and SPRING semesters. During the SUMMER term, bus transportation for home to school and back home at the end of the program will be available to all students who qualify under Robstown ISD's transportation policy. Bus transportation will also be provided for all approved field trips and for transportation to any other adjunct sites as approved through the grant.

To ensure the safety of our students, teachers will escort young children to the bus pickup area or parent pickup area. The bus rosters will contain parent contact information. Parents/guardians will receive the Student Code of Conduct, Student Handbook, and Transportation Handbook (in English and Spanish), which provide information on bus protocols.

Site Coordinators will establish and train staff on protocols that align with the Texas ACE Safety Assessment. All Center staff will follow district policies regarding signing in students for their before-school program and the after-school program dismissal. All Centers will use the ACE registration form, which requires parents to indicate how their students will travel home upon dismissal. Based on the registration form, students will be placed on rosters grouped into three categories – walkers, car riders or bus riders. Walkers will sign out prior to dismissal from the program to walk home. Center staff will verify adult identity and parent/caregiver consent to transport car riders home. Bus transportation will be available to all students that qualify under Robstown ISD transportation policy.

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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 "Off to the RACES" Project Director will work with the district's Public Relations staff to ensure communication is consistent, standardized, timely, understandable, and accessible to all stakeholders. Program staff will distribute information on recruitment and program success in English and in Spanish (electronically and on paper) via weekly fliers and newsletters, campus/district websites, announcements made during faculty and parent meetings, emails and texts to parents/caregivers who have opted in to these services (via campus communication and notification systems such as DOJO and Remind), at weekly Project Management Team meetings, and each school's Facebook page. Currently, the Robstown Independent School District page has approximately 4,850 followers. In addition, several campus and department pages are used to promote district district announcements. Robstown ISD's Facebook pages collectively have over 8,000 followers. One page is dedicated specifically to the Robstown 21st Century program, and the Project Director will continue to post video messages and other updates on program deadlines, offerings, opportunities, and successes. In addition to social media, Robstown has strong relationships with news media and print media agencies; KII TV-3 News, KRIS6 News, KZTV Action 10 News, the Corpus Christi Caller Times, and the Nueces County Record Star, and will disseminate program information via these outlets as appropriate.

The Superintendent will also share the success of the program with the Board of Directors at their regularly scheduled meetings and with district parent/teacher/community advisory councils, as appropriate. Information on the activities offered at each Center will also be posted in English and Spanish at Open House events and at Report Card Pickup Nights, which provide an opportunity for parents to meet with teachers, including staff of the 21st CCLC program. These events will align with program hours and provide an additional family engagement opportunity.

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.

Robstown ISD is applying for PROGRAM PRIORITY 1 - PROGRAM INTEGRATION. Five of the seven Robstown ISD schools receive School Improvement funding from Title I. Three schools are rated as Comprehensive Support and Improvement (CSI) campuses; one is a Targeted Support and Improvement (TSI) campus; and one is rated for Additional Targeted Support and Improvement (ATSI). District leaders, including the Chief Financial Officer, Assistant Superintendent of Student Services, Executive Director of Curriculum, and Deputy Superintendent, will work with the Project Director to coordinate the efficient use of associated school improvement funding, local, per-pupil funding, grants from the state, and federal Title funds in the operation of granted programs, thereby ensuring that grant funds will be integrated with school improvement funds to increase instructional delivery specifically designed to meet the individual need of each student. Additionally, individual schools elect to direct a portion of other funding, such as Compensatory Education, Special Education, or Bilingual Education dollars, in support of specific programs targeted to qualifying students or purposes.

For the 2019-2020 academic school year, approximately 9% of students participating in the 21st CCLC Cycle 9 program were referred to Robstown's Social Work program. This mighty team of two licensed staff serves students and coordinates funds for several key district-supported initiatives that support academic achievement. At least 10% of each school's staff has been trained in MENTAL HEALTH FIRST AID. This training helps adults respond to students in crisis and ensuring they get the appropriate professional help they need. The COASTAL BEND FOOD BANK BACKPACK PROGRAM provides identified students with a bag of non-perishable food items each week. The district has also hosted a mobile food drop where perishable items are available to anyone in the community. In early 2020, the mobile food drop served over 12,000 pounds of food. Robstown's COTTON CLOSET supports many students, families, and community members with free clothing, hygiene, and non-perishable food items.

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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 "Off to the RACEs" Project Director will lead efforts to identify additional funding sources and to maximize state and local allotments over the next 5 years so that the program can be sustained, expanded, and continued after the TEA funding period ends. Additionally, each school will review the availability of discretionary funds to support program continuation during their respective annual budget processes.

Examples of funding sources include, but are not limited to, the National School Lunch Program (US Dept. of Agriculture), Title I, IDEA, federal (USDE) grants, state (TEA) competitive grants, state (TEA) formula funding, per-pupil regular (ADA) funding, weighted ADA (WADA) funding, and potential philanthropic support. Please also see the response to #8 on page 10 for additional information on coordinated funding sources and locally-funded initiatives.

Additionally, resources provided by this 21st CCLC grant, such as program staff training and development, technology, and nonconsumable curriculum materials will continue to exist in the schools for which they are acquired for several years of useful life after program funding ends. Every effort will be made to carefully steward these resources to prolong their use and availability for future program offerings. The Project Director, supported by the Family Engagement Specialist and each Site Coordinator, will use accurate and current program attendance and satisfaction data to determine which 21st CCLC activities are most popular and which have the most significant impact on improving student academic performance. That data will drive key decisions on which offerings to prioritize for sustainability and continuation after grant funding ends.

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)

"Off to the RACEs" program staff will collaborate with district leaders, school principals, and school staff to identify interested volunteers from several locations and sources around each school's learning community. Sources of volunteers include parents, students' adult family members, college students, and program partners listed on page 8. (Letters of support and MOUs with more detail are attached.)

In collaboration with the Project Director's and TEA's set protocols, each Site Coordinator will screen interested individuals who wish to serve as volunteers for "Off to the RACEs". This will be a standard program policy, and it is in the best interest and safety of the students. All volunteers who will work directly with students will be required to submit to a background check to ensure that they are not a threat to students.

Once screened and approved, all volunteers will receive the appropriate training as determined by the "Off to the RACEs" Project Director in collaboration with other district staff. Examples include training on sexual harassment and other topics to increase and ensure student and staff safety and security. Further guidance and preparation for volunteers working specifically with children in this 21st CCLC program will be designed and presented by the Project Director and Site Coordinators and updated annually as needed.

The Robstown ISD Superintendent and the "Off to the RACEs" Project Planning Team assures TEA that volunteers who have access to student data will do so in compliance with FERPA, the Family Education Rights and Privacy Act. In addition, the person must demonstrate subject matter or program-area competency, experience, and expertise in working with people, whether student or adult.

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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.

The Texas ACE Quality Assurance Process includes the following Student Recruitment & Attendance Quality Criteria: The center identifies and recruits students most in need of services; The center analyzes data to identify trends in daily attendance (% of the targeted number of students attending the program for 45+ days and % attending the entire day of programming). (Texas ACE Blueprint, page 11, Appendix 2). Overall student attendance SMART goals for the first year of "Off to the RACEs" are: 1) At least 85% of the targeted number of students attend the program for 45 days or more (fall, spring); 2) At least 75% of the targeted number of students attend the program for 12+ summer days; and 3) At least 65% of students attend the entire day of scheduled programming (fall, spring, summer). In summer, we are maximizing dosage due to extended hours of programming, which opens up opportunity for deeper exploration of the TEKS by employing multiple learning modalities, involved project-based learning activities, targeted field lessons, and experiential learning programs.

The "Off to the RACEs" Project Planning Team has budgeted for a total of 1,075 high-need students to attend at least 45 days of afterschool programming each grant year. Project staff, in consultation with Texas ACE staff, will draw from established best practices to RECRUIT and retain students in the program over time. Staff at each school site will communicate with GRADE LEVEL TEAMS to target students who have failed or nearly failed state assessments, have a history of absences, or have recently been involved in disciplinary incidents; with PARENTS/ CAREGIVERS via formal and informal channels; and with STUDENTS to explain program offerings, structures, schedules, opportunities, benefits, and incentives/rewards and to garner support for student and family participation. To further support retention, teachers, project partners, and Site Coordinators within each school community will recognize and celebrate improvements in attendance, behavior, and academic performance on a monthly basis (and, annually, promotion rates) as further incentive for students to remain involved in program activities.

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.

As previously stated, Robstown ISD has successfully implemented large grant awards in the past, including 21st CCLC programs under TEA Cycles 2, 6, and 9. Lessons learned from these well-executed projects, together with the center-level needs assessments undertaken for Cycle 11 of the 21st CCLC program, informed the schedules for center operations as detailed in Attachment 1 as well as the corresponding staffing and budget plans. PROGRAM HOURS--FALL and SPRING: All Centers will operate 5 days/week and 15 hours/week for 29 weeks (435 hours). PROGRAM HOURS--SUMMER: All Centers will operate 6 hours/day, 4 days/week, for 5 weeks (120 hours). TOTAL per calendar year: 555 hours (as required)—equivalent to almost 70 additional days of instruction each year (350 days total). These include before AND afterschool hours and selected Saturdays throughout the year.

If awarded, the current Cycle 9 Project Director will continue in her role for Cycle 11, thereby ensuring that 21st Century programming, staffing, policies, procedures, and all operations continue and improve and that the proposed program is in full alignment with school-day curriculum and related initiatives. This is the foundation for meeting the MEASURES OF EFFECTIVENESS, SMART goals, and student service targets stated throughout this proposal. Likewise, the hiring/designation of each Site Coordinator (SC) will be approved by the school Principal at that site in consultation with the Project Director (PD) to ensure 1) the SC is a fit for the school culture; and 2) the seamless integration of school and district operations with program implementation. The Project Management Team--PD, Curriculum Specialist, 6 SCs, and the Family Engagement Specialist (FES) as supported by staff from other key departments--will communicate weekly to share best practices and keep implementation of "Off to the RACEs" progressing along the Quality Assurance Program Stages of Practice rubric from Implementing to Optimizing. Multiple levels of OVERSIGHT (district leaders, Principals, PD, SCs), FEEDBACK (student and parent surveys, schools' advisory councils), and SUPPORT (TEA, Texas ACE monitors and Blueprint, project partners) will provide necessary structures for success.

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**10. Equitable Access and Participation**

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

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

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

**11. PNP Equitable Services**

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

- Yes  No

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

Are any private nonprofit schools participating in the grant?

- Yes  No

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

**Assurances**

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

**Equitable Services Calculation**

1. Total 21st CCLC program enrollment for all centers	<input type="text" value="1,025"/>
2. Enrollment in 21st CCLC of students attending participating private schools	<input type="text" value="50"/>
3. Total 21st CCLC program and participating private school students (line 1 plus line 2)	<input type="text" value="1,075"/>
4. Total year 1 proposed grant budget for serving students in all centers	<input type="text" value="1,500,000"/>
5. Applicant reservation for required staff payroll.	<input type="text" value="499,860"/>
6. Total grant amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text" value="1,000,140"/>
7. Per-pupil grantee amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text" value="930"/>
<b>Grantee's total required ESSA PNP equitable services reservation (line 7 times line 2)</b>	<input type="text" value="46,500"/>

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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 Director and Secretary Salary and Benefits	\$126,560
2.	(6) Site Coordinators Salary and Benefits	\$336,000
3.	Family Engagement Specialist Salary and Benefits	\$72,800
4.	Curriculum Specialist Salary and Benefits	\$72,800
5.	Extra-Duty Professional and Support including bus drivers and monitors - Salary and Benefits	\$346,000

**Professional and Contracted Services**

6.	Enrichment program instructor (i.e. dance, painting, Folklorico, culinary, etc)	\$63,000
7.	External Evaluator \$19,500 included below in Direct and indirect administrative costs	
8.		
9.		
10.		

**Supplies and Materials**

11.	Instructional Supplies	\$236,100
12.	Administrative Supplies	\$8,000
13.		
14.		

**Other Operating Costs**

15.	Educational Field Trips	\$45,000
16.	Staff Development travel and training including Texas ACE Conference and NAA Convention	\$48,000
17.	Healthy snacks	\$75,000

**Capital Outlay**

18.		
19.		
20.		

Direct and indirect administrative costs:

**TOTAL GRANT AWARD REQUESTED:**

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**Appendix I: Negotiation and Amendments**

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

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

***You may duplicate this page.***

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

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

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

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## Center Operations Schedule

County-district number or vendor ID: 178909

### 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	178909001	Robstown Early College HS 609 W HWY44 Robstown, TX 78380	1	9-12	200	150
2	178909041	Seale Jr. High 401 E Ave G Robstown, TX 78380	1	6-8	200	150
3	178909042	Ortiz Intermediate 208 E AVE H, Robstown, TX 78380	3	4-5	135	150
4	178909101	San Pedro Elementary 800 W AVE D Robstown, TX 78380	0	PK-3	120	75
5	178909103	Lotspeich Elementary 1000 Ruben Chavez Robstown, TX 78380	0	PK-3	170	75
6	178909105	Robert Driscoll Elementary 122 W AVE H Robstown, TX 78380	0	PK-3	200	150
7						
8						
9						
10						



<b>Texas ACE Center Operations Schedule (one per center)</b>	<b>Program Year 2021-2022</b>
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*(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.*

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	178909001	Robstown Early College HS 609 HWY44 Robstown, TX. 78380	9-12	200	150
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	16
Spring Term	1/10/22	5/20/22	18
Summer Term	5/31/22	7/08/22	6
Total number of weeks:			40

**Center Schedule**

Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	7:00	8:00	4:00	7:00	7:00	8:00	4:00	7:00	8:00			3:00
Tuesday	7:00	8:00	4:00	7:00	7:00	8:00	4:00	7:00	8:00			3:00
Wednesday	7:00	8:00	2:45	5:45	7:00	8:00	4:00	7:00	8:00			3:00
Thursday	7:00	8:00	4:00	7:00	7:00	8:00	4:00	7:00	8:00			3:00
Friday	7:00	8:00	4:00	7:00	7:00	8:00	4:00	7:00				
Saturday	8:00	12:00			8:00	12:00			8:00			1:00
Sunday												
<b>Total Hours Per Week:</b>	20				20							

<b>Adjunct Sites, If applicable (site name and full address)</b>	
--	--

<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	As deemed necessary, ACE will provide remote instruction based on the needs of our students. ACE will provide the necessary instructional and technology materials to ensure needs are met. ACE will provide meaningful field trips that meet grant requirements and that will enhance student learning. Saturday events will consist of events coordinated with the community.
--	---

<b>Parent/Legal Guardian Activities</b>	ACE will provide meaningful activities that will build trusting relationships with families.
---	--

<b>Texas ACE</b>							<b>Program Year</b>						
<b>Center Operations Schedule (one per center)</b>							<b>2021-2022</b>						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>													
Center 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	178909041	Seale Jr. High						6-8	200	150			
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				16	
Spring Term				1/10/22				5/20/22				18	
Summer Term				5/31/22				7/08/22				6	
Total number of weeks:												40	
Center Schedule													
Day of the Week	Fall Term				Spring Term				Summer Term				
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	
Monday	7:00	8:00	4:00	7:00	7:00	8:00	4:00	7:00	8:00			3:00	
Tuesday	7:00	8:00	4:00	7:00	7:00	8:00	4:00	7:00	8:00			3:00	
Wednesday	7:00	8:00	2:45	5:45	7:00	8:00	4:00	7:00	8:00			3:00	
Thursday	7:00	8:00	4:00	7:00	7:00	8:00	4:00	7:00	8:00			3:00	
Friday	7:00	8:00	4:00	7:00	7:00	8:00	4:00	7:00					
Saturday	8:00	12:00			8:00	12:00			8:00			1:00	
Sunday													
<b>Total Hours Per Week:</b>	20				20								
<b>Adjunct Sites, If applicable (site name and full address)</b>													
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		As deemed necessary, ACE will provide remote instruction based on the needs of our students. ACE will provide the necessary instructional and technology materials to ensure needs are met. ACE will provide meaningful field trips that meet grant requirements and that will enhance student learning. Saturday events will consist of events coordinated with the community.											
<b>Parent/Legal Guardian Activities</b>		ACE will provide meaningful activities that will build trusting relationships with families.											

<b>Texas ACE</b>							<b>Program Year</b>						
<b>Center Operations Schedule (one per center)</b>							<b>2021-2022</b>						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>													
Center 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	178909042	Ortiz Intermediate 208 E. Ave G Robstown, TX 78380						4-5	135	150			
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			16			
Spring Term				1/10/22			5/20/22			18			
Summer Term				5/31/22			7/08/22			6			
Total number of weeks:										40			
Center Schedule													
Day of the Week	Fall Term				Spring Term				Summer Term				
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	
Monday	7:00	8:00	4:00	7:00	7:00	8:00	4:00	7:00	8:00			3:00	
Tuesday	7:00	8:00	4:00	7:00	7:00	8:00	4:00	7:00	8:00			3:00	
Wednesday	7:00	8:00	2:45	5:45	7:00	8:00	4:00	7:00	8:00			3:00	
Thursday	7:00	8:00	4:00	7:00	7:00	8:00	4:00	7:00	8:00			3:00	
Friday	7:00	8:00	4:00	7:00	7:00	8:00	4:00	7:00					
Saturday	8:00	12:00			8:00	12:00			8:00			1:00	
Sunday													
<b>Total Hours Per Week:</b>	20				20								
<b>Adjunct Sites, If applicable (site name and full address)</b>													
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		As deemed necessary, ACE will provide remote instruction based on the needs of our students. ACE will provide the necessary instructional and technology materials to ensure needs are met. ACE will provide meaningful field trips that meet grant requirements and that will enhance student learning. Saturday events will consist of events coordinated with the community.											
<b>Parent/Legal Guardian Activities</b>		ACE will provide meaningful activities that will build trusting relationships with families.											

<b>Texas ACE Center Operations Schedule (one per center)</b>								<b>Program Year 2021-2022</b>				
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 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	178909101	San Pedro Elementary 800 W. AVE D Robstown, TX						PK-3	120	75		
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			16				
Spring Term		1/10/22			5/20/22			18				
Summer Term		5/31/22			7/08/22			6				
Total number of weeks:								40				
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	7:00	8:00	4:00	7:00	7:00	8:00	4:00	7:00	8:00			3:00
Tuesday	7:00	8:00	4:00	7:00	7:00	8:00	4:00	7:00	8:00			3:00
Wednesday	7:00	8:00	2:45	5:45	7:00	8:00	4:00	7:00	8:00			3:00
Thursday	7:00	8:00	4:00	7:00	7:00	8:00	4:00	7:00	8:00			3:00
Friday	7:00	8:00	4:00	7:00	7:00	8:00	4:00	7:00				
Saturday	8:00	12:00			8:00	12:00			8:00			1:00
Sunday												
<b>Total Hours Per Week:</b>	20				20							
<b>Adjunct Sites, If applicable (site name and full address)</b>												
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		As deemed necessary, ACE will provide remote instruction based on the needs of our students. ACE will provide the necessary instructional and technology materials to ensure needs are met. ACE will provide meaningful field trips that meet grant requirements and that will enhance student learning. Saturday events will consist of events coordinated with the community.										
<b>Parent/Legal Guardian Activities</b>		ACE will provide meaningful activities that will build trusting relationships with families.										



<b>Texas ACE</b>							<b>Program Year</b>						
<b>Center Operations Schedule (one per center)</b>							<b>2021-2022</b>						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>													
Center 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	178909103	Lotspeich Elementary 1000 Ruben Chavez Robstown, TX 78380						PK-3	170	75			
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			16			
Spring Term				1/10/22			5/20/22			18			
Summer Term				5/31/22			7/08/22			6			
Total number of weeks:										40			
Center Schedule													
Day of the Week	Fall Term				Spring Term				Summer Term				
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	
Monday	7:00	8:00	4:00	7:00	7:00	8:00	4:00	7:00	8:00			3:00	
Tuesday	7:00	8:00	4:00	7:00	7:00	8:00	4:00	7:00	8:00			3:00	
Wednesday	7:00	8:00	2:45	5:45	7:00	8:00	4:00	7:00	8:00			3:00	
Thursday	7:00	8:00	4:00	7:00	7:00	8:00	4:00	7:00	8:00			3:00	
Friday	7:00	8:00	4:00	7:00	7:00	8:00	4:00	7:00					
Saturday	8:00	12:00			8:00	12:00			8:00			1:00	
Sunday													
<b>Total Hours Per Week:</b>	20				20								
<b>Adjunct Sites, If applicable (site name and full address)</b>													
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	As deemed necessary, ACE will provide remote instruction based on the needs of our students. ACE will provide the necessary instructional and technology materials to ensure needs are met. ACE will provide meaningful field trips that meet grant requirements and that will enhance student learning. Saturday events will consist of events coordinated with the community.												
<b>Parent/Legal Guardian Activities</b>	ACE will provide meaningful activities that will build trusting relationships with families.												

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	178909105	Robert Driscoll Elementary 122 W Ave H Robstown, TX. 78380						PK-3	200	150			
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				16	
Spring Term				1/10/22				5/20/22				18	
Summer Term				5/31/22				7/08/22				6	
Total number of weeks:												40	
Center Schedule													
Day of the Week	Fall Term				Spring Term				Summer Term				
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	
Monday	7:00	8:00	4:00	7:00	7:00	8:00	4:00	7:00	8:00			3:00	
Tuesday	7:00	8:00	4:00	7:00	7:00	8:00	4:00	7:00	8:00			3:00	
Wednesday	7:00	8:00	2:45	5:45	7:00	8:00	4:00	7:00	8:00			3:00	
Thursday	7:00	8:00	4:00	7:00	7:00	8:00	4:00	7:00	8:00			3:00	
Friday	7:00	8:00	4:00	7:00	7:00	8:00	4:00	7:00					
Saturday	8:00	12:00			8:00	12:00			8:00			1:00	
Sunday													
<b>Total Hours Per Week:</b>	20				20								
<b>Adjunct Sites, If applicable (site name and full address)</b>													
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		As deemed necessary, ACE will provide remote instruction based on the needs of our students. ACE will provide the necessary instructional and technology materials to ensure needs are met. ACE will provide meaningful field trips that meet grant requirements and that will enhance student learning. Saturday events will consist of events coordinated with the community.											

***Memorandum of Understanding***  
***Between***  
***Amistad Community Health Center***

- I. **Primary Contacts**
  - a. Dr. Jose Moreno, Robstown Independent School District, 801 North First Street, Robstown, Texas, 78380
  - b. Dr. Eric Baggerman, Amistad Community Health Center, 814 E. Main Ave. Robstown, Texas, 78380
  
- II. **Statement of Shared Vision/Goals**
  - a. Overall student academic success and wellbeing are primary goals for partnership. Through this partnership, families will be better connected to services available in the community.
  
- III. **Purpose of this Document**
  - a. The parties agree to establish a cooperative and mutually beneficial relationship in collaboration of services.
  - b. The terms and conditions of their relationship will be outlined in this Agreement.
  - c. The relationship will only be terminated as outlined in this Agreement.
  - d. The Partnership's primary place of operations will be at district campus centers.
  - e. The relationship will be governed under the laws of the state of Texas.
  - f. The relationship's primary purpose is to support the programs and services provided through the ACE 21<sup>st</sup> Century after school program.
  
- IV. **Terms of Agreement**
  - a. This agreement is for a term of three (3) years and shall commence on 1/19/2021. Either party may terminate this Agreement at any time without cause upon at least thirty (30) days prior written notice.

## **V. General Provisions**

The parties will make contributions to the relationship as follows:

### **a. Responsibilities**

- i. Robstown Independent School District will provide the learning center space for activities and programming.**
- ii. The ACE 21<sup>st</sup> Century after school program will be responsible for all the supplies necessary to provide activities and events.**
- iii. Amistad Community Health Center will support with parenting and adolescent education including but not limited to Mental Health, Physical Health and Family Dynamics.**

### **b. Costs, Profits & Salary**

- i. The parties will not have any shared costs in this agreement.**
- ii. The relationship will not have any profits as the agreement is based on providing services and collaboration of the parties available resources.**
- iii. The relationship will not have any salaries as the agreement is based on providing services and collaboration of the parties available resources.**

### **c. Accountability**

- i. Each party will keep accurate and complete documentation related to the relationship and the program activities and supports offered.**
- ii. Any party, will be allowed and provided necessary information related to the relationship to review programs and activities offered, including attendance and participation.**


## **VI. Amendments and Dispute Resolution**

- a. Amendments may be made hereto upon the unanimous and written consent of all parties.**
- b. Amendments must be expressly written and have the original signatures of all parties.**
- c. The parties will attempt to resolve any dispute arising out of or relating to the relationship through friendly negotiations.**



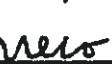
IN WITNESS WHEREOF, this agreement has been executed by their respective authorized officers as of the day, month and year as stated on the first page of the agreement. Anyone named in the document should receive a copy of the sign document.

AGENCY: Robstown Independent School District

By:   
Superintendent of Schools

Date 1-21-21

AGENCY: Amistad Community Health Center

By:   
Chief Executive Officer

Date 01-15-2021

***Memorandum of Understanding***  
***Between***  
***Methodist Children's Home Family Outreach***

- I. Primary Contacts
  - a. Dr. Jose Moreno, Robstown Independent School District, 801 North First Street, Robstown, Texas, 78380
  - b. Traci Wagner, Methodist Children's Home Family Outreach Corpus Christi, 5350 S. Staples, Suite 118, Corpus Christi, Texas 78411
  
- II. Statement of Shared Vision/Goals
  - a. Overall student academic success and wellbeing are primary goals for partnership. Through this partnership, families will be better connected to services available in the community.
  
- III. Purpose of this Document
  - a. The parties agree to establish a cooperative and mutually beneficial relationship in collaboration of services.
  - b. The terms and conditions of their relationship will be outlined in this Agreement.
  - c. The relationship will only be terminated as outlined in this Agreement.
  - d. The Partnership's primary place of operations will be at district campus centers.
  - e. The relationship will be governed under the laws of the state of Texas.
  - f. The relationship's primary purpose is to support the programs and services provided through the ACE 21<sup>st</sup> Century after school program.
  
- IV. Terms of Agreement
  - a. This agreement is for a term of three (3) years and shall commence on **1/19/2021**. Either party may terminate this Agreement at any time without cause upon at least thirty (30) days written notice.

## **V. General Provisions**

The parties will make contributions to the relationship as follows:

- a. Responsibilities**
  - i. Robstown Independent School District will provide the learning center space for activities and programming.**
  - ii. The ACE 21<sup>st</sup> Century after school program will be responsible for all the supplies necessary to provide activities and events.**
  - iii. Methodist Children's Home Family Outreach Corpus Christi will provide educational and case management supports for students, families and staff.**
- b. Costs, Profits & Salary**
  - i. The parties will not have any shared costs in this agreement.**
  - ii. The relationship will not have any profits as the agreement is based on providing services and collaboration of the parties' available resources.**
  - iii. The relationship will not have any salaries as the agreement is based on providing services and collaboration of the parties' available resources.**
- c. Accountability**
  - i. Each party will keep accurate and complete documentation related to the relationship and the program activities and supports offered.**
  - ii. Any party, will be allowed and provided necessary information related to the relationship to review programs and activities offered, including attendance and participation.**

## **VI. Amendments and Dispute Resolution**

- a. Amendments may be made hereto upon the unanimous and written consent of all parties.**
- b. Amendments must be expressly written and have the original signatures of all parties.**
- c. The parties will attempt to resolve any dispute arising out of or relating to the relationship through friendly negotiations.**

IN WITNESS WHEREOF, this agreement has been executed by their respective authorized officers as of the day, month and year as stated on the first page of the agreement. Anyone named in the document should receive a copy of the sign document.

AGENCY: Robstown Independent School District

By: 

Superintendent of Schools

Date: 1-21-21

AGENCY: Methodist Children's Home Family Outreach, Corpus Christi

By: 

Program Administrator

Date 10/40/2021

**MEMORANDUM OF UNDERSTANDING**

**BETWEEN**

**NUECES COUNTY AND ROBSTOWN INDEPENDENT SCHOOL DISTRICT**

**I. Primary Contacts**

Nueces County  
Ida Gonzalez-Garza  
Nueces County Keach Family Library  
1000 Terry Shamsie Blvd  
Robstown, TX 78380  
361-387-3431

Robstown Independent School District  
Daniel Ceballos, Ed.D.  
801 North 1<sup>st</sup> Street  
Robstown, TX 78380

**II. Statement of Shared Vision / Goals**

- The parties listed above agree on the following shared vision for Robstown Independent School District (ISD) 21<sup>st</sup> Century Afterschool Centers on Education (ACE) Program herein "Program": 1) commitment to Science, Technology, Engineering, and Math (STEM) education; and 2) a strong network of in-school and out-of-school learning opportunities.

**III. Purpose of this Document:**

To establish a cooperative and mutually beneficial relationship between Nueces County and Robstown I.S.D. and set forth the relative responsibilities of the parties as it relates to Program.

**IV. Duration of MOU:**

The Memorandum of Understanding, herein "MOU" becomes effective on the last date signed and shall remain in full force and effect until the MOU is canceled by the parties in accordance with the terms set forth herein.

**V. General Provisions:**

This Memorandum of Understanding does not create additional jurisdiction or limit or modify existing jurisdiction vested in the parties. It is understood by both parties that each should fulfill its responsibilities under this MOU in accordance with the provisions of law and regulations that govern their activities. Nothing in this MOU is intended to negate or otherwise render ineffective any such provisions or operating procedures. If at any time either party is unable to perform its functions under this MOU consistent with such party's statutory and regulatory mandates, the affected party shall immediately provide written notice to the others to establish a date for mutual resolution of the conflict.

## **VI. Responsibilities:**

In consideration of the mutual aims and desires of the parties of this MOU and in recognition of the public benefit derived from effective implementation of the programs involved, the parties agree that their responsibilities under this MOU shall be as follows:

- A. Nueces County, through the Keach Family Library, shall help students recognize that the public library is a community safe hub and has valuable resources to help them further their education by:
  - Providing access to social, cultural, intellectual, informative, and recreational library resources
  - Providing programming and digital access to library resources
  - Based upon availability provide iPads to students and teachers and e-resources
  - Hosting community events such as summer reading program (including provision of book and incentives), story walks, and socially distanced "Swing by the Library" events
  - Providing programming for afterschool events face-to-face or virtual (due to the novel coronavirus pandemic), such as technology/robotics/coding and book clubs
  
- B. ROBSTOWN ISD shall:
  - Administer Program
  - Facilitate students' participation in Keach Family Library activities
  - Promote Keach Family Library activities and resources
  - Assist, as able, with Keach Family Library community events
  
- C. All parties shall:
  - Maintain an open line of communication regarding Program
  - Agree to work in collaboration to further Program goals

## **VIII. Effective Administration and Execution of this MOU:**

- A. This MOU shall be reviewed annually and remain in full force and effect until specifically terminated by one of the parties to this MOU with thirty (30) days notice of the other party.
  
- B. Notwithstanding anything to the contrary, the MOU shall terminate upon lack of funding of Program or upon Program dissolution.

**IX. Immunity not Waived.** Nothing in this MOU is intended, nor may it be deemed, to waive any governmental, official, or other immunity or defense of any of the Parties or their officers, employees, representatives, and agents as a result of the execution of this MOU and the performance of the covenants contained in this MOU.

## **X. Amendments to MOU.**

- A. This MOU may not be amended except by written MOU approved by the governing bodies of the Parties.
  
- B. No officer or employee of any of the Parties may waive or otherwise modify the limitations in this MOU, without the express action of the governing body of the Party.



**Robstown Independent School District**

By: [Signature]

José H. Moreno , Ed.D.  
Superintendent

Date: 1-5-21

**Nueces County**

By: [Signature]

Barbara Canales  
County Judge

Date: December 16, 2020

ATTEST: [Signature]

By: 01/21/2021



ATTEST: [Signature]

Kara Sands, County Clerk



**Dreams. Delivered.**

December 8, 2020

Dr. José H. Moreno, Superintendent  
Robstown ISD  
801 North First Street  
Robstown, Texas 78380

**Re: Letter of Support for Robstown ISD 21st Century Afterschool Centers on Education (ACE) Grant Program.**

Dear Dr. Moreno:

Del Mar College proudly supports the Robstown Independent School District's 21<sup>st</sup> Century Afterschool Centers on Education (ACE) Grant Program. For over 85 years, Del Mar College has remained consistently committed to enriching the lives of our students and their families in terms of adult literacy, post-secondary awareness and programming, workforce & career development, and STEAM awareness and programming. Such educational programming opportunities are key elements to inspire and engage all students and families an opportunity to develop a pathway towards educational and career success.

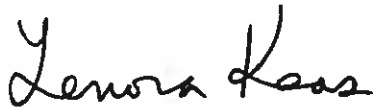
In partnership with Robstown ISD, the following program activities will be offered by Del Mar College in support of the 21<sup>st</sup> Century ACE Grant Program:

- Promote career development options for Robstown ISD students by providing an annual showcase of core curriculum, career, and technical programs at Robstown ISD facilities. DMC has an array of programs of study and students will have opportunities to talk to instructors in the field and participate in demonstrations to intrigue interest and have students thinking of the career pathway of interest for their future.
- Annually provide Dual Credit college night to parents and students to recruit interested students interested in beginning their academic college journey.
- Annually provide a financial aid workshop to students and parents to be ready for higher educational opportunities upon high school graduation. DMC staff will help every high school senior apply for free application for federal student aid (FAFSA). This falls in line with Texas House Bill 3 which mandates all graduating high school seniors beginning the 2021-2022 school year to complete the FAFSA.
- DMC staff will provide every fall semester onsite assistance in helping all high school students complete the Apply Texas Admissions process to any institution of their choice.

- Provide families with adult education information sessions to complete a high school equivalency diploma (e.g. GED) and contextualized career skill training and certification towards becoming work ready for the workforce.
- Provide a DMC Family Academy session on-site at Robstown ISD on an annual basis to inform and educate both students and their families on adult literacy and post-secondary educational opportunities.

Del Mar College's mission is founded upon "providing access" to educational opportunities for the successful advancement and lifelong learning needs of our communities served in the Coastal Bend. Furthermore, our College's core values solidifies our commitment to ensure our students are afforded student learning and success, excellence in instruction, access, integrity, accountability, innovation and diversity and inclusion. Del Mar College looks forward to partnering with Robstown ISD and your families on the 21<sup>st</sup> Century ACE Grant Program. Please feel free to contact me if you have any additional questions at [lkeas@delmar.edu](mailto:lkeas@delmar.edu) or (361) 698-1207.

Sincerely,



Lenora Keas

Executive Vice President & Chief Operating Officer



Dreams. Delivered.®

Continuing Education  
and Off-Campus Programs

December 2, 2020

Tony Bonilla, Jr.  
Principal Salazar Crossroads Academy  
Director Robstown Early College High School

Dear Mr. Bonilla:

Del Mar College is proud to offer this letter of support for your application for the 21<sup>st</sup> Century Community Learning Center proposal. As partners in our regional effort to educate our student, we see firsthand the powerful impact education can have in our students' success. We understand research supports the components of afterschool education such as student and parent engagement, student achievement and pupil outcomes and common course standards. Your proposal strategically addresses each of these components.

Del Mar College is prepared to offer Robstown ISD assistance in certifying its tutors for core classes and recruiting students and staff at Del Mar College to provide tutoring services in support of this grant. Our tutoring certification program is an international tutor training program which certifies individuals through the College Reading and Learning Association. This partnership will further solidify our commitment to the region and on-going plans to work closely with Robstown ISD to offer every student an opportunity to a quality education and entry to a vibrant workforce.

Please feel free to contact me if Del Mar College can be of further assistance. We look forward to partnering with Robstown ISD on this endeavor and look forward to further collaborations.

Sincerely,

A handwritten signature in blue ink that reads 'Leonard Rivera'.

Dr. Leonard Rivera  
Dean of Continuing Education and Off-Campus Programs