



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

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

NOGA ID

Application stamp-in date and time

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

Competitive grant applications and amendments to [competitivegrants@tea.texas.gov](mailto:competitivegrants@tea.texas.gov)

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

**Grant period:** From 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 <u>Uvalde Consolidated Independent School District</u>									
Campus name	<u>See Center Attachment</u>	CDN	<u>232903</u>	Vendor ID	<u>1-746002426</u>	ESC	<u>20</u>	DUNS	<u>034847004</u>
Address	<u>1000 N. Getty St., PO Box 1909</u>			City	<u>Uvalde</u>	ZIP	<u>78801</u>	Phone	<u>830)278-6655</u>
Primary Contact	<u>Hal Harrell, Ed.D</u>			Email	<u>hharrell1029@uvaldecisd.net</u>		Phone	<u>830)278-6655</u>	
Secondary Contact	<u>Griselda AguirreGarcia</u>			Email	<u>gaguirregarcia1925@uvaldecisd.net</u>		Phone	<u>830)278-6655</u>	

**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):

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification      |
| <input checked="" type="checkbox"/> General Provisions and Assurances               | <input checked="" type="checkbox"/> Lobbying Certification                      |
| <input checked="" type="checkbox"/> Application-Specific Provisions and Assurances  | <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name	<u>Dr. Hal Harrell,</u>	Title	<u>UCISD Supt.</u>	Email	<u>hharrell1029@uvaldecisd.net</u>	
Phone	<u>830)278-6655</u>	Signature			Date	<u>1/19/2020</u>
Grant Writer Name	<u>Griselda A-Garcia</u>	Signature			Date	<u>1/14/2020</u>

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
In 2020, 61% of UCISD students approach TX standards on STAAR reading which is significantly below Texas standards and state passing rate of 75%. Economically disadvantaged (57%), English learners (51%) and Special Education (26%) students scored lowest.	UCISD proposes to operate eight ACE centers to serve high need K-12 students. ACE instructors will develop TEKS based lessons/learning modules with integrated listening & speaking skills to improve reading achievement and prepare students for success in postsecondary education and training. Reading/ELA grades, STAR 360, and STAAR scores will be used to monitor and evaluate achievement.
In 2020, 66% of UCISD students approached state standards on STAAR math compared to the state rate of 82%. Economically disadvantaged (63%) and Special Education (40%) student groups earned lowest scores.	ACE will offer extended time in differentiated mathematics instruction. A College to Career Specialist will facilitate TEKS based enrichment projects exploring STEM topics and careers. Technology will be used to extend and share learning. Grades, REN 360, and STAAR will be used to monitor and evaluate achievement.
20% of Uvalde families live below the poverty level. Families struggling with language barriers (52%) and limited education (76% HS diploma, 18% bachelor degree) need support to succeed in school and graduate prepared for IHE education or the workforce.	Families in need will be targeted based on community data and parent surveys. A Family Engagement Specialist will link families with community partners and services to meet academic, physical, and emotional needs resulting in school success and workforce preparation. Attendance, behavior, promotion rates, and graduation rates will be used to monitor and evaluate success.

**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.

SMART Goals: (1) 75% of Uvalde Consolidated Independent School District (UCISD) students regularly participating in a high quality PK-12th grade Texas ACE program will improve reading and math achievement as evidenced by meeting grade level expectations on Renaissance STAR end-of-year assessments in grades K-2; (2) 75% of UCISD students regularly participating in a high quality PK-12th grade Texas ACE program will improve academic achievement and school success as evidenced by approaching reading and math achievement standards on the State of Texas Assessment of Academic Readiness (STAAR) in grades 3-8. (3) 75% of UCISD students regularly participating in a high quality PK-12th grade Texas ACE program will meet Foundation High School Program requirements in grades 9-12 to graduate on-time prepared for postsecondary education or the workforce.

**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**

- 1) ACE staff recruited and hired; 2) Advisory Group of stakeholders formed and meets to conduct need assessment and refine Logic Model; 3) Strategic Action Plans developed and submitted to TEA; 4) Leaders attend TEA training in August of 2021; 5) Criteria for targeted recruitment submitted to TEA; 6) Students identified for ACE; 7) Planned partnership programming finalized; 8) Staff attends weekly planning to monitor academic, attendance, behavioral data and to develop lessons; 9) Lesson plans turned into ACE weekly and TEA one time; 10) ACE Blueprint used to implement high quality academic, enrichment, academic support, college to career activities 15 hours per week; 11) Observations conducted using ACE tools and rating systems; 12) Data reported in TX21st and PEIMS; 13) TEA monitors data and spending monthly; and 14) Fall Quality Monitoring Data collected in October.

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

1) TEA guides Advisory Group to analyze fall data/feedback; 2) Action plans revised to improve implementation and meet performance benchmarks; 3) TX ACE training and resources identified to improve implementation and participant outcomes; 4) Capacity development coaches support implementation and document progress; 5) UCISD and ACE staff attend weekly planning to monitor academic, attendance, and behavioral data and develop intentional ACE lessons; 6) Lesson plans turned in to ACE leaders weekly; 7) ACE Blueprint used to implement high quality programming (academic, enrichment, family engagement, college to career) in each site; 8) Participants attend programming 15 hours per week; 9) Observations conducted and performance rated; 10) Stakeholder feedback collected; 11) Students recruited on ongoing basis; 12) Data reported in TX21st (ACE) & PEIMS (UCISD). 13) Data and spending monitored monthly by TEA; 14) Winter Quality Monitoring Data collected in February 2022.

**Third-Quarter Benchmark**

1) TEA Monitors guide Advisory Group to analyze winter data; 2) Personnel, training and resources identified to improve participant outcomes; 3) Action plans revised to improve implementation and meet site goals; 4) Capacity development coaches support implementation and document progress; 5) ACE staff meets weekly with UCISD and partners to monitor academic, attendance, and behavioral data and develop lessons; 6) Lesson plans turned into ACE leaders weekly; 7) ACE Blueprint used to collaboratively implement high quality programming; 8) Participants attend academic, enrichment, family engagement, and college to career activities; 9) Leaders conduct observations utilizing designated ACE tools/rating systems; 10) Data reported to TX21st and PEIMS; 11) Stakeholder surveys conducted; 12) Financial data collected/analyzed by TEA; 13) Spring Quality Monitoring Data collected in April 2022; 14) Annual ACE Evaluation conducted; 15) Advisory Group works with district team to begin planning 2022-23 ACE.

**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.

Each year, the UCISD ACE Advisory Group conducts a needs assessment to identify student, school, and community needs. The team uses needs assessment and prior year evaluation to refine the logic model, vision, mission, and theory of change. The logic model depicts the relationship between identified needs and project goals to achieve the project mission of preparing all ACE students for school and workforce success. The model also outlines resources, activities, and expected outcomes to achieve each goal. The theory of change drives planning, implementation, communication, and evaluation of the project: "High need students spending additional time daily in well-structured and aligned after school activities taught by qualified personnel and focused on four program components will yield improvement in academic performance, attendance, behavior, promotion, and graduation rates". The ACE Plan and campus improvement priorities are then used to revise the Strategic Plans of each center. TEA technical assistance guides the ACE staff in using the Quality Assessment Process to monitor project implementation in relationship to each component. Data and participant feedback are submitted to TEA as an ACE Online Portfolio in the fall, winter, and spring. After each submission, trained TEA Data Monitors lead ACE leaders in utilizing the capacity development process to review scores and feedback to improve center operations and program delivery. For example in the fall of 2020, the UCISD program did not meet expectations in lesson plan development. The team used lesson plan submissions to identify site coordinators and staff in need of additional training to meet program expectations. Training sessions focusing on the development of intentional lessons with required TX ACE components were conducted. Lesson plan reviews indicate all centers are now developing high quality lesson plans to improve instruction and student outcomes. Annual evaluations are conducted annually to determine the impact of ACE participation on student academic achievement and success. The Advisory Group will use the ACE evaluation, UCISD needs assessment, and campus improvement plans to create an effective ACE Program Design for the upcoming school year. The continuous improvement cycle conducted over the five year project period ensures efforts are focused on effective strategies which can be sustained over time to achieve student success.

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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.

- Describe the needs assessment process, center-level needs assessment process, multiple sources of data used, and stakeholder feedback that occurred for this grant application.
- 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.
- 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:** During 2020, the ACE Advisory Group composed of a parent, community member, teacher, and administrator from each site as well as the ACE Team (Project Director, Specialist, and Site Coordinators) conducted a Texas ACE needs assessment. TEA technical assistance guided the team to review data and established priorities from the UCISD needs assessment, Cycle 9 ACE evaluations, and Campus Improvement Plans. The review included student grades, STAAR scores, attendance rates, behavior reports, promotion rates, and graduation data. The committee also took into account participant needs and feedback from stakeholder surveys. Using the information, the team decided to operate ACE at Anthon, Dalton, Robb, Flores, and Batesville Elementary schools, Morales JH, Uvalde High School, and Crossroads HS. 74% of the 1155 ACE students to be served attend campuses receiving comprehensive or targeted improvement support. Each participating campus is low performing and serves 60%-93% at-risk learners which is higher than the state average of 50%. Once campuses were identified, the team worked with campuses to review improvement plans and develop an ACE Strategic Plan for each center.

**B. STUDENTS SERVED:** The Advisory Group found 83% of UCISD learners qualify for free or reduced lunch. 7% of UCISD students are English language learners. 10% of all students qualify for Special Education services. "Most in need" students were identified for ACE based on the needs assessment: (1) In 2020, 57% of economically disadvantaged (ECD) students, 51% of English language learners (ELL), and 26% of Special Education learners approached Texas standards on STAAR Reading. In math, 63% of ECD, 70% of ELL, and 41% of Special Education approached state standards. The dosage and frequency of reading and math tutorials will be increased in each ACE center to increase academic performance and close achievement gaps. (2) UCISD offers career and technical education (CTE) in high demand fields including health care, advanced manufacturing, and business. The team found 47% of UCISD students take CTE courses but only 4% of students graduate with a Level I or II industry credential. In addition, the attendance rate in UCISD is 92% which is lower than the state average of 95%. ACE enrichment clubs will be designed to student interests linked to regional occupations and CTE career sequences creating a PK-12 pipeline to workforce success. (3) 2020 US Census data indicates at least 18% of UCISD children live below the poverty level. According to surveys, less than half of ACE families are employed. Parents have requested basic adult education and workforce training to become bi-literate in English and Spanish and find employment. To meet identified needs, centers will serve ECD and ELL students and families. Elementary centers will serve 580 students and secondary sites will serve 575 students. Students served by ACE will represent 20% of economically disadvantaged, 100% of English language learners, and 20% of Special Education students enrolled in UCISD.

**C. RECRUITMENT:** Principal, teachers, and ACE staff will recruit students qualifying for free or reduced lunch, ESL/bilingual support, and/or Special Education services who: have a GPA less than 3.0 in core classes, have not approached standards on STAAR reading or math; are at-risk of not being promoted or graduating; or have not graduated. Also, students who do not attend school regularly and/or need support with their behavior or social skill sets will be actively recruited. Students most in need will be identified through academic records, campus data meetings, and referrals by parents, teachers, counselors, and administrators. During the school year, grades, interim test scores, attendance, discipline reports, and referrals will be monitored to continuously recruit high need learners. Electronic resources including email messaging, ACE Talk Time, digital outreach materials, and virtual training and learning sessions will be used to recruit and serve all families including those who work outside the home. Community partners including county and community agencies, club sponsors, and libraries will encourage members to enroll in ACE. Stakeholders recognize the benefits associated with participation in the outstanding after school program and enthusiastically support the recruitment and retention of ACE students.

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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.

(1) Growth in State Assessment-Reading: UCISD data indicates the 33% of students who are not reading on grade level by the end of 3rd grade experience achievement gaps which widen as the student continues through school. By high school, only 54% of ECD, 31% of ELL, and 16% of Special Education students approach standards on English II end-of-course (EOC) exam. To improve reading abilities, ACE educators will collaborate with district specialists to integrate oracy skillsets into TEKS based K-8th reading activities. In grades 9-12, Reading/ELA tutorials will be increased to include 45 minutes of daily reading/language arts lessons. ACE will also provide on-line videos and support for families learning at home. SMART Goals: 90% of K-2nd graders regularly attending ACE will improve reading achievement as evidenced by showing growth on the reading section of the Renaissance STAR. 70% of students regularly attending ACE will improve reading achievement as evidenced by showing growth on the reading/language arts section of the State Assessment of Academic Readiness (STAAR) in grades 4-8 and will meet standards on English I and II exams in grades 9-12. (2) Growth in State Assessment-Math: In 2020, more than 30% of UCISD K-8th graders failed to approach standards in STAAR math and 66% of ECD, 61% of ELL, and 35% of Special Education students approached standards on the Algebra I EOC exam. K-12 students will attend ACE tutorials daily. Teachers will utilize differentiated instruction to build grade level math concepts, computation, and problem solving abilities. CTE educators will work with ACE instructors and students to design service learning projects requiring students to work with business partners to find mathematical solutions to problems of the community. SMART Goals: 80% of K-2nd graders regularly attending ACE will improve math achievement as evidenced by showing growth on the math section of Renaissance STAR. 80% of students regularly attending ACE will improve math achievement as evidenced by showing growth on the math section of STAAR in grades 4-8, and end-of-course Algebra I exam in grades 9-12. (3) Improved GPA: UCISD data indicates more than 53% of high need learners in grades 7-12 failed to pass a core subject course during the fall semester of 2020. Certified ACE educators will conduct TEKS based academic activities before school to build understanding, close achievement gaps, and improve classroom performance. ACE homework tutorials will be held immediately after school to support mastery of key classroom concepts and ensure at-home assignments are completed. Saturday and summer academic offerings in each core subject will be designed to scaffold knowledge and skills to achieve grade level mastery. SMART Goal: 80% of ACE 7th-12th graders who regularly attend ACE programming during school and summer sessions and have a prior year an unweighted grade point average (GPA) less than 3.0 in May of 2021 will improve academic performance as evidenced by an increased GPA in reading/ELA and math by May of 2022. (4) Increased Attendance: Family members serve on ACE strategic teams to plan activities and events matching the interests and needs of students and the school community. K-8 students will set personal goals and select daily programming to achieve success. An attendance competition will be part of the daily schedule and celebrations of success will be held when goals are achieved. 9-12th grade students and families will attend adult education to earn workforce credentials. Setting personal goals and working to achieve them in ACE will reduce absenteeism. SMART Goal: 85% of 1st-12th grade students regularly attending ACE during the school and summer sessions who had a school-day attendance rate at or below 90% in 2020-21 will increase school attendance to at least 95% in 2021-22. (4) Improved Behavior and Engagement in Learning: The UCISD ACE program provides opportunities for students to participate in clubs which focus on fine arts, athletics, technology, and socio-emotional learning. Community partners including the El Progreso Memorial Library, the Uvalde Leader News, Blackbelt Academy, and Ballet Barre. The FES facilitates and encourages parent participation in UCISD Literacy/Math Nights, continuing education courses, social emotional learning training, parenting classes, and technology workshops. ACE support inspires families to develop the talents and confidence to persevere and achieve success. SMART Goal: 100% of 1st-5th graders regularly attending ACE will improve engagement in learning as evidenced by teacher survey data reported in May 2022. 85% of 1st-12th graders regularly attending ACE who have a record of school suspensions in 2020-21 will experience a decrease in in-school suspensions as reported in PEIMS during 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.

Uvalde CISD serves a high poverty region located in three counties of southeast Texas. According to the Census, 76% of residents hold a high school diploma and 18% percent have earned a bachelor degree. This indicates a need for adult workforce training. Healthcare, advanced manufacturing, and business operations are high demand and wage occupations of the region. All require industry credentials and/or college degrees. UCISD has developed early college and career and technical education (CTE) pathways leading to employment in these professions. District data indicates 19% of UCISD students graduated with dual credit in 2020. Only 12% of educationally disadvantaged (ECD) and 7% of English language learners (ELL) earned credits. The data further indicates 47% of UCISD graduates participated in a CTE career pathway. 4% of ECD and 7% of ELL students earned a Level I or II industry certificate. Special Education students did not earn college or industry credentials. First generation college goers and families served by UCISD are in need of support to meet graduation and workforce goals.

**STUDENT SUCCESS:** To create a K-12 pipeline to postsecondary education or training and workforce success, UCISD will offer the ACE program in Batesville, Dalton, Anthon, Robb, and Flores elementary schools, as well as Morales JH, Uvalde HS and Crossroads HS. The percentage of at-risk learners at each campus is significantly higher than the state average. 74% of students served by ACE are from UCISD campuses in targeted or comprehensive school improvement. Each ACE center will provide 15 hours of weekly programming during non-school hours for 31 weeks of the spring and fall term to improve success in rigorous college preparatory classes. In addition, 24 hours of weekly programming will be provided during the 5 week summer term to prevent summer slide. Certified teachers have been selected to deliver components scientifically proven to improve student success:

(1) Academics: K-5 ACE students will be expected to attend 45 minutes of daily reading and math tutorials. 6-12th graders will attend at least 90 minutes of tutorials and homework assistance. Academic activities will be designed to extend learning time in reading, math, writing, organization, and research to support success in classes and career pathways. 2) Enrichment: ACE enrichment activities will be project based to reinforce and advance core content skills. Service learning projects will require goal setting, collaboration in planning, and resilience in problem-solving to successfully meet community needs. These attributes are shown by research to keep at-risk learners in college after the first year. (3) Academic Support: The Family Engagement Specialist will support family in setting health, leadership, and academic goals. The specialist will train parents in accessing ACE programming and resources to meet goals. (4) College to Career: The College to Career Specialist will confer with IHE instructors and CTE instructors to offer ACE activities and clubs that explore student interests; study trips to visit regional colleges and industries; and service learning or internship opportunities to build workplace relationships and skills. Virtual activities including daily reading and math tutorials taught by certified bilingual educators and a "bingo card" of enrichment, support, and college and career activities will be provided during school closings.

**ACE ALIGNMENT:** The Executive Team will confer with specialists from the Early College, CTE, Dual Language, Special Education, and Health Services departments throughout the year to align ACE priorities with district initiatives. Certified campus instructors will design intentional lessons that spiral from the learner's individual performance level to reach grade level standards and advanced college preparatory abilities. The UCISD technology department will support ACE staff in utilizing Facebook communication, YouTube learning channels, and IHE learning platforms to provide or access instruction during summer and school closings. The FES will encourage and support students and family members to enroll and persist in GED, language development, and workforce preparation classes. **OVERSIGHT:** A Project Director, Site Coordinators at each site, Family Engagement Specialist, and College to Career Specialist will manage ACE. All ACE administrators will be full time staff members. The Program Director will oversee planning, development, implementation, and evaluation of the program, as well as, staff supervision and program reporting. Site Coordinators will manage each center including scheduling activities, events, and training; facilitating team meetings; conducting observations; reviewing lesson plans; and collecting and reporting data. Family Engagement Specialists and College to Career Specialists will support educators in designing effective academic and support programming for students and family members to improve engagement, achievement, and overall 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

The ACE program and Southwest Texas Junior College share the goal of preparing at-risk learners to succeed in education and the workforce. To meet these goals, the community college has joined forces with Uvalde CISD and the ACE program to offer an Adult Education and Literacy Program (SWTJC-AEL). Each partner offers educational services and support to increase the number of students and family members successfully entering the workforce in a high demand occupation of the region.

Adult basic education courses focusing on the development of reading, math, high school equivalency and language will be taught at Southwest Texas Junior College Campus located at 2401 Garner Field Road, Uvalde, Texas. The community college will serve as an adjunct site for the ACE program. The community college will provide degreed teachers to deliver instructional services in order to promote higher literacy levels in the community required to find employment. Courses will include High School Equivalency, English Language Acquisition and Transitions, Integrated English Language and Civics Education, and Workplace Literacy. Southwest Texas Junior College instructional staff will incorporate lecture and curriculum necessary for the delivery of literacy services which promote the most current, research-based Texas Workforce Commission sanctioned adult education academia theory and practices.

The ACE College and Career Community Center at Crossroads High School will offer support for adults to enroll and persist in SWTJC courses. Classrooms within the facility will be provided to advise students, facilitate instruction, and administer assessments. The ACE Family Engagement Specialist will work with families and students to identify family needs and refer prospective adult students to appropriate education courses. The specialist will also coordinate health services, child care, and transportation to support consistent attendance in courses and ensure minimum average daily attendance of 12-15 students per day are met. The ACE College to Career Specialist will work with families to complete the application process and to access Southwest Texas Junior College guidance and informational services as needed. The specialist will distribute books and instructional materials for adult education courses, conduct ACE tutorials to reintroduce and reinforce concepts and skills. The ACE specialist will also administer assessments required at the beginning and end of each course. These supports will ensure ACE family members meet growth standards on assessments and satisfy the SWTJC-AEL performance standards in the area of gains, completions, and transitions.

ACE family members will work in tandem at the College and Career Center to earn credentials qualifying them for employment in targeted occupations of the Uvalde and southeast Texas workforce. Adult family members will be eligible to enroll in SWTJC Integrated Education and Training/Career Pathways courses at the center. High School students enrolled in the alternative education program at Crossroads will participate in CTE career pathways leading to industry certification at the center. The opportunity for high need family members to meet educational and workforce preparation goals leading to success in school, the workplace, and life would not be available without the SWTJC-AEL partnership.

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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.

ACE staff will integrate evidence based ACE Blueprint components and research based educational practices to enhance student performance and achievement: (1) A full time Site Coordinator will manage each center to ensure high quality implementation of ACE components. Students will attend ACE at least 45 days each semester and 12 days of summer to extend learning time in TEKS based curriculum leading to improved performance in class and achievement on state assessments. Certified teachers and aides will serve as adult advocates to support learners in setting and meeting goals. (2) Academic support and enrichment will be provided to improve academic achievement. ACE Site Coordinators will participate in training to guide the development and implementation of intentional lessons using the ACE template. Site Coordinators and educators will collaborate across sites and grade levels to develop lesson plans scaffold learning from basic understanding to complex application of skills to close learning gaps in reading and math. Dual language specialists will work with the team to integrate listening and speaking skills into literacy lessons to develop reading abilities through a natural process of introduction, review, and reinforcement of spoken language. (3) A College to Career specialist will guide the design and implementation of projects that engage students in actively working as teams to communicate and solve community problems through service learning. The activities will develop 21st century workplace skills while introducing families to high demand occupations and civic service careers serving Uvalde residents. (4) Student voice and choice will be used to develop the ACE Schedule of Activities. Participants will co-design ACE activities and projects based on individual interests and talents. Counseling Clubs will involve small group discussions, ideas, and projects. Fine arts Clubs will include opens discussions about culture and society. Dance Clubs will offer understanding of choreography and performance art. Student competitions and celebrations of success will be held weekly. A Family Engagement Specialist will reinforce use of positive interdependence and individual accountability approaches to increase engagement in ACE activities. Through the use of research based practices, ACE students will develop academic, career, and interpersonal abilities essential to success in school, the workforce, and life. The best is next.

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.

Uvalde Consolidated Independent School District is a rural district covering over 1000 square miles. Students are transported to and from school on UCISD buses. ACE centers are located at the campus where the student is enrolled for classes. Students will attend ACE before school activities once they have arrived at school. The learners will remain at the campus after school to attend ACE. Transportation home from ACE activities will be provided based on family need as confirmed during interviews conducted upon enrollment in the program and verification of eligibility by the UCISD Transportation Department. Due to the remote nature of the district and the resulting amount of funding required to transport learners to and from programming, bus transportation will not be provided for Saturday sessions. ACE Saturday programming will be scheduled based on the dates and the number of families who will commit to transporting learners to the weekend program. However, ACE will work with the district to provide transportation to students attending the summer school program based on family needs and upon verification of eligibility by the Transportation Department.

The Uvalde CISD Transportation Department provides safe, reliable, and consistent transportation between the ACE center and home. The department follows state guidelines and school board approved policies when assigning routes and bus stop locations for ACE students. The Site Supervisor will communicate with the Transportation office to resolve bus issues including failure of students to observe bus rules. All ACE staff and students will wear a name tag while in the center and on school buses. This will allow ACE staff and bus drivers to identify students, address positive and negative behavior, and ensure safety while participating in ACE activities or being transported home.

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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 UCISD after school program will utilize Texas ACE marketing materials to disseminate information to families about the community learning centers and to promote ACE activities. Information and promotional materials customized to each center will provide the nature of ACE activities, the location of the center, hours of operation, and local center staffing. Texas ACE templates and branding will be used to create all materials to provide families information about the nature and characteristics of the statewide program and to create awareness of a full spectrum of ACE services. All information will be available in both English and Spanish.

ACE has a web page on the UCISD website. ACE flyers, brochures, and information sheets will be distributed at the UCISD Administration Building and each participating campus. Partners providing enrichment programming including Encino Art Company (fine arts), Dia de Los Ninos Uvalde (literacy), Studio 3 (piano), Get Fit Kids Uvalde (fitness), Dream Walkers Equine Therapy Center (leadership) will publish information about ACE enrichment activities, performances, and competitions. Academic partners such as Briscoe-Garner Museum of American History and Southwest Texas Junior College will publicize information about study trips, adult education classes, and postsecondary courses. Social service agencies such as Bluebonnet Children's Center, Family Services Association of Greater San Antonio, and UCISD Family and Student Support will post schedules and information about ACE family engagement events throughout the project period. Uvalde Sheriff's Department, Uvalde County elected Officials, Golden Chick, Pizza Hut, Little Caesar's Pizza, Dominoes Pizza, and Pepsi Cola will support and publicize attendance competitions and celebrations of success. School principals will introduce ACE to students during the first week of classes and to parents at the first PTO meeting. ACE program information will be shared with stakeholders throughout the year in teacher conferences, campus events, and district newsletters. ACE staff will be in constant contact with families, through email, phone calls, and the ACE web page. Together we succeed.

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.

UCISD will coordinate all grant funds with appropriate local, state, and federal funding revenues to maximize academic and enrichment programming. UCISD has dedicated district and campus personnel, training opportunities, libraries, gyms, and technology labs to implement a high quality ACE project. In addition, UCISD assessments and data systems will be used to collect and report academic growth and achievement data.

PRIORITY 1: In 2020, 12% of learners from low income homes and 7% of English language learners earned dual credit. Additionally, 4% of ECD and 7% of ELL students earned industry credentials. ACE will integrate with the following initiatives to increase the number of at-risk learners graduating college ready: (1) Early College: Uvalde High School offers dual credit for 10th-12th students. ACE K-8th grade activities will focus on development of literacy, collaboration, and research skills to prepare for success in college courses. ACE will provide tutorials for high school students to increase student completion rates; (2) Career and Technical Education (CTE): UHS offers academic and technical credentials in twelve career pathways. CTE instructors will work with ACE staff to design K-8 enrichment projects which explore student talents, regional careers, and CTE programs of study. ACE enrichment in 9-12th grade will be designed to enrich career pathway education through service learning projects which provide linkages to community businesses in the learner's chosen field; (3) Adult Education: Southeast Junior College offers workforce certification programs for adult learners. ACE programming will extend this opportunity to learners in Crossroads High School. (4) Advising: The UHS College, Career, and Military advisor will work with ACE to conduct site visits to Southeast Texas Junior College for K-8th graders and their families. The advisor will work with high school students and their families to complete financial aide applications and entrance requirements, and to schedule classes. Integration of ACE activities into early college and career initiatives of the district and state will increase the number of students from low income homes graduating ready for postsecondary education or training.

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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.

Uvalde CISD is committed to establishing ACE as a school improvement initiative of the district to ensure the after school program is integrated into district curriculum systems in the years after the project period ends. ACE goals, activities, personnel, resources, and expected outcomes are included in annual District and Campus Improvement Plans. UCISD leaders across all departments have been allocated to support ACE project planning, implementation, and evaluation. ACE is part of the UCISD Curriculum and Instruction Department. As members of the Teaching and Learning Team, ACE staff members work with district leaders to continually monitor and evaluate student growth and achievement, attendance, suspensions, as well as, promotion and graduation rates. The Chief Financial Officer works with the Project Director to develop an annual ACE budget that meets the needs of the program, maximizes district funding sources, and conforms to state and federal guidelines. The Finance Coordinator and Curriculum and Instruction Coordinator meet monthly with the ACE Project Director to monitor grant spending.

Uvalde CISD has established numerous school improvement programs through federal, state, and local funding to improve student achievement. Currently, UCISD is utilizing TEA grant funding to implement a blended learning instructional model which combines face-to-face instruction with on-line learning to differentiate instruction for struggling learners. ACE will work with project leaders to utilize the research-based model to improve teaching and learning. In addition, Anthon Elementary will become a PK-6 dual language academy in 2021. ACE staff will join Anthon educators in professional development focusing on the integration of oracy instruction into ACE reading tutorials to accelerate development of literacy skills and bi-literacy for targeted language learners. Integration of the ACE project into the work, systems, and initiatives of the district to meet student achievement and workforce success goals will ensure ACE continues to build students, families, and the community beyond the project period.

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)

Volunteers bring unique skill sets to the UCISD ACE program. Parent volunteers often read books or participate in reader's theater with K-1st graders to build listening, speaking, and word recognition skills. Parents also read with 2-4th graders to improve fluency and comprehension skills. In addition, college volunteers assist ACE staff with setting up for events including Reading and Math Night and Attendance Celebrations. Each volunteer is considered a valued asset to the program.

The Project Director, Site Coordinators, Family Engagement Specialist, and College to Career specialist will recruit volunteers during the registration process and throughout the project period. Parents will automatically receive a volunteer application to fill out when they complete registration for ACE. Individuals wishing to volunteer on campuses and with ACE must attend a Volunteer Training and complete a background check. Volunteer Trainings take place in the Uvalde CISD Central Office Conference Room located at 1000 N. Getty. Qualified persons will be approved to serve as volunteers based on meeting district guidelines including a criminal history check. Once the application is approved, the Site Coordinator will contact the volunteer and make arrangements for their involvement in the ACE Program.

All UCISD volunteers work under the direct supervision of the campus Principal. Volunteer workers will enter the campus through the office and document participation hours by signing the ACE Volunteer Attendance Sheet. The Site Coordinator will keep a copy of all volunteer applications and participation at the center. The UCISD system developed for recruitment, application, and documentation of volunteers will provide the appropriate screening and placement of volunteers to ensure ACE centers are safe environments conducive to learning. ACE will follow all district guidance and restrictions concerning volunteer programs in the district at all times. At the present, volunteers are not allowed on UCISD campuses due to the pandemic.

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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.

ACE program evaluations indicate positive student outcomes are related to the extent of student participation in the program. TEA has set research-based guidelines specifying the number of hours and days students must attend ACE to positively impact academic achievement. The Uvalde CISD ACE program will follow the prescribed guidelines to promote student success. Each UCISD center will provide 120 minutes of academic, enrichment, support, and college preparatory activities. Each center schedule will provide daily ACE programming during 13 weeks of fall 2021, 18 weeks of spring 2022, and 5 weeks of summer 2022. The UCISD Texas ACE centers will implement research-based ACE Blueprint components to positively impact attendance and academic achievement over time. ACE staff members will have constant contact with UCISD personnel and families to identify students most in need of the ACE programming. The program will be introduced through the school website, PTO meetings, and new student enrollment documents. Referrals will be solicited from parents, educators, and counselors. ACE centers will elicit student voice and choice. Student interest inventories, informal conversations, student focus groups, and journal reflections will be used to reflect student needs and interests in the daily schedule of activities. UCISD ACE centers will motivate student attendance through an incentive program co-created by ACE participants. Celebrations of success will be led by students and hosted by local businesses to build leadership traits, self confidence, and engagement in school which translate into improved attendance, behavior, grades, and academic achievement. SMART Goals: 50% of K-8 students will participate 120 minutes/day for at least 45 days in the fall and spring of 2021-22 academic year as evidenced by TX21st attendance data. 50% of K-8 ACE students will participate 240 minute/day for at least 12 days in the summer of 2022 as evidenced by TX21st attendance data. 50% of 9-12 students will participate 90 minutes/day for at least 45 days in the fall, spring, and summer of 2021-22.

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

In the fall of 2020, the ACE Advisory Group conducted a Texas ACE needs assessment using quantitative and qualitative data from the UCISD comprehensive needs assessment. The team also studied the goals objectives, activities, benchmarks, and expected outcomes identified to achieve school improvement in the 2020-21 District Improvement Plan. The ACE team of school, family, and community stakeholders used the information to identify at-risk student groups and design a logic model to meet the needs of struggling learners and their families and achieve the shared vision of "preparing all learners to succeed in school and life". Based on the needs analysis, ACE center operations schedules were restructured to include: increased dosage of reading and math tutorials; expanded English and Spanish language classes, service learning projects exploring careers and CTE pathways, and expanded workforce certification classes offered to students and families. Staffing and budget plans were revised to include a Career to College Specialist and materials to offer K-12 college and career exploration activities. The team used the ACE plan and campus improvement plans to develop goals, actions, resources, implementation dates, and measures of effectiveness for each center. Four ACE Blueprint components essential to implementing a high quality program were integrated into site plans to improve student outcomes. With guidance from TEA monitors, the Advisory Group will use the Quality Assurance Process to analyze data and feedback quarterly to determine the effectiveness of program components in: (a) meeting student goals for growth in state achievement, grade point average, attendance, behavior, as well as, promotion and graduation rates; (b) reaching student service targets; and (c) scoring a value of "Implementing" or higher on 100% of quality assurance indicators. TEA technical assistance will lead the ACE team in using the information to revising plans including restructuring ACE schedules, reallocating staff, integrating differentiated instructional practices; adding community partners to provide identified services; and redistributing resources to meet student success goals. The plan for continuous improvement will ensure the ACE program meets the measures of effectiveness and student service targets while maintaining center-level quality.

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**10. Equitable Access and Participation**

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

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

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

**11. PNP Equitable Services**

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

- Yes  No

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

Are any private nonprofit schools participating in the grant?

- Yes  No

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

**Assurances**

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

**Equitable Services Calculation**

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

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**12. Request for Grant Funds**

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

**Payroll Costs**

1.	Project Director (1 PD \$82,000 salary and 15% fringe)	\$94,300
2.	Site Coordinators (8 SC \$38,000 salary and 15% fringe)	\$349,600
3.	Specialists (1 FES - \$52,000 & 15% fringe, 1 College and Career - \$52,000 & 15% fringe)	\$119,600
4.	Extra Duty Pay (Professional and Staff \$450,000 and 15% fringe)	\$517,500
5.		

**Professional and Contracted Services**

6.	Academic Coaches	\$15,250
7.	Professional Development	\$9,925
8.	Adult Education Services (Southwest Texas Jr. College, Family Services Association)	\$25,077
9.	Student Education Services (karate, piano, dance, equestrian leadership, fit kids, coding, etc)	\$49,748
10.	Independent Evaluator	\$24,000

**Supplies and Materials**

11.	General Supplies and Instructional Materials (\$20,000 per 8 centers)	\$160,000
12.	Computer Equipment and Supplies (\$10,100 per 8 centers)	\$80,800
13.		
14.		

**Other Operating Costs**

15.	Conference Travel/Fees	\$15,200
16.	Nutritional Snacks for Students and Parents During Program Offerings	\$10,000
17.		

**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"/>	<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: 232903

### 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	232903 102	Dalton Elementary ACE Dalton Elementary 600 N. Fourth St., Uvalde, TX 78801 (830) 591-4933	1	PreK, K, 1	100	50
2	232903 104	ACE Dual Language Academy at Anthon Anthon Elementary (Anthon Dual Language Academy in 2021) 224 N. Benson Rd., Uvalde, TX 78801 (830) 591-2988	1	PK-6 Dual Language Academy	150	75
3	232903 103	Robb Elementary ACE Robb Elementary (comprehensive support) 715 Old Carrizo Rd., Uvalde, TX 78801 (830) 591-4947	1	2,3,4	165	80
4	232903 110	Flores Elementary ACE Flores Elementary (targeted support) 901 N. Getty St., Uvalde, TX 78801 (830) 591-2976	1	5, 6	100	50
5	232903 108	Batesville School ACE Batesville School (comprehensive support) 496 Garden St., Batesville, TX 78829 830-333-7012	1	Pk-6	65	30
6	232903 044	ACE Academic Center at Morales Morales Jr. High (targeted support) 615 Studer St., Uvalde, TX 78801 (830) 591-2980	1	7, 8	75	35
7	232903 003	ACE College and Career Center at Crossroads Crossroads Academy 601 Dean St., Uvalde, TX 78801 (830) 333-7002	1	9, 10, 11,12	50	20
8	232903 001	ACE Academic Center at UHS Uvalde High School (comprehensive support) 1 Coyote Trail, Uvalde, TX 78801 (803) 591-2950	1	9, 10, 11,12	450	100



<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
<b>Center</b>	232903102	Dalton Elementary ACE Dalton Elementary 600 N. Fourth St., Uvalde, TX 78801	PreK, K, 1st	100	50
<b>Feeder</b>	NA				
<b>Feeder</b>	NA				

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>	NA	NA	0 weeks
Fall Term	Aug 30, 2021	Dec 17, 2021	13 weeks
Spring Term	Jan 4, 2022	May 27, 2022	18 weeks
Summer Term	May 30, 2022	June 30, 2022	5 weeks
Total number of weeks:			36

**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	NA	NA	3:15	6:15	NA	NA	3:15	6:15	9:00	12:00	12:00	3:00
Tuesday	NA	NA	3:15	6:15	NA	NA	3:15	6:15	9:00	12:00	12:00	3:00
Wednesday	NA	NA	3:15	6:15	NA	NA	3:15	6:15	9:00	12:00	12:00	3:00
Thursday	NA	NA	3:15	6:15	NA	NA	3:15	6:15	9:00	12:00	12:00	3:00
Friday	NA	NA	3:15	6:15	NA	NA	3:15	6:15	NA	NA	NA	NA
Saturday												
Sunday												
<b>Total Hours Per Week:</b>	15				15				24			

<b>Adjunct Sites, if applicable (site name and full address)</b>	Southwest Texas Junior College Campus located at 2401 Garner Field Road, Uvalde, Texas will host adult education courses for family members from all ACE sites. ACE College and Career Center located at 601 Dean Street, Uvalde, TX 78801 will host workforce preparation courses for family members from all ACE sites. Dream Walkers Equine Therapy Center hosts leadership clubs at 1740 FM-2690, Uvalde, TX 78801.
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	ACE Virtual instruction will be held during school closings via Facebook and YouTube learning platforms. Tutorial boot camps and family events are held on Saturday only as necessary to meet ACE and district success goals.
<b>Parent/Legal Guardian Activities</b>	Adult basic education courses in reading, writing, citizenship, parenting, English as a second language, general education development (GED) and workforce preparation (Electronic Health Records Certification Program, etc), mental health symposium, counseling support groups, grandparent education, Family Nights (reading and math).

Texas ACE Center Operations Schedule (one per center)			Program Year 2021-2022		
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	232903104	ACE Dual Language Academy at Anthon Anthon Elementary (Anthon Dual Language Academy in 2021) 224 N. Benson Rd Uvalde, TX 78801	PK-6 Dual Language Academy	150	75
Feeder	NA				
Feeder	NA				

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>	NA	NA	0 weeks
Fall Term	Aug 30, 2021	Dec 17, 2021	13 weeks
Spring Term	Jan 4, 2022	May 27, 2022	18 weeks
Summer Term	May 30, 2022	June 30, 2022	5 weeks
Total number of weeks:			36

**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	NA	NA	3:15	6:15	NA	NA	3:15	6:15	9:00	12:00	12:00	3:00
Tuesday	NA	NA	3:15	6:15	NA	NA	3:15	6:15	9:00	12:00	12:00	3:00
Wednesday	NA	NA	3:15	6:15	NA	NA	3:15	6:15	9:00	12:00	12:00	3:00
Thursday	NA	NA	3:15	6:15	NA	NA	3:15	6:15	9:00	12:00	12:00	3:00
Friday	NA	NA	3:15	6:15	NA	NA	3:15	6:15	NA	NA	NA	NA
Saturday												
Sunday												
<b>Total Hours Per Week:</b>	15				15				24			

<b>Adjunct Sites, If applicable (site name and full address)</b>	Southwest Texas Junior College Campus located at 2401 Garner Field Road, Uvalde, Texas will host adult education courses for family members from all ACE sites. ACE College and Career Center located at 601 Dean Street, Uvalde, TX 78801 will host workforce preparation courses for family members from all ACE sites. Dream Walkers Equine Therapy Center hosts leadership clubs at 1740 FM-2690, Uvalde, TX 78801.
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	ACE Virtual instruction will be held during school closings via Facebook and YouTube learning platforms. Tutorial boot camps and family events are held on Saturday only as necessary to meet ACE and district success goals.
<b>Parent/Legal Guardian Activities</b>	Adult basic education courses in reading, writing, citizenship, parenting, English as a second language, general education development (GED) and workforce preparation (Electronic Health Records Certification Program, etc), mental health symposium, counseling support groups, grandparent education, Family Nights (reading and math).

Texas ACE Center Operations Schedule (one per center)			Program Year 2021-2022		
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	232903103	Robb Elementary ACE Robb Elementary (comprehensive improvement) 715 Old Carrizo Rd, Uvalde, TX 78801	Gr 2,3,4	165	80
Feeder	NA				
Feeder	NA				

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>	NA	NA	0 weeks
Fall Term	Aug 30,2021	Dec 17, 2021	13 weeks
Spring Term	Jan 4, 2022	May 27, 2022	18 weeks
Summer Term	May 30, 2022	June 30, 2022	5 weeks
Total number of weeks:			36

**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	NA	NA	3:15	6:15	NA	NA	3:15	6:15	9:00	12:00	12:00	3:00
Tuesday	NA	NA	3:15	6:15	NA	NA	3:15	6:15	9:00	12:00	12:00	3:00
Wednesday	NA	NA	3:15	6:15	NA	NA	3:15	6:15	9:00	12:00	12:00	3:00
Thursday	NA	NA	3:15	6:15	NA	NA	3:15	6:15	9:00	12:00	12:00	3:00
Friday	NA	NA	3:15	6:15	NA	NA	3:15	6:15	NA	NA	NA	NA
Saturday												
Sunday												
<b>Total Hours Per Week:</b>	15				15				24			

<b>Adjunct Sites, If applicable (site name and full address)</b>	Southwest Texas Junior College Campus located at 2401 Garner Field Road, Uvalde, Texas will host adult education courses for family members from all ACE sites. ACE College and Career Center located at 601 Dean Street, Uvalde, TX 78801 will host workforce preparation courses for family members from all ACE sites. Dream Walkers Equine Therapy Center hosts leadership clubs at 1740 FM-2690, Uvalde, TX 78801.
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	ACE Virtual instruction will be held during school closings via Facebook and YouTube learning platforms. Tutorial boot camps and family events are held on Saturday only as necessary to meet ACE and district success goals.
<b>Parent/Legal Guardian Activities</b>	Adult basic education courses in reading, writing, citizenship, parenting, English as a second language, general education development (GED) and workforce preparation (Electronic Health Records Certification Program, etc), mental health symposium, counseling support groups, grandparent education, Family Nights (reading and math).

Texas ACE Center Operations Schedule (one per center)			Program Year 2021-2022		
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	232903110	Flores Elementary ACE Flores Elementary (targeted improvement) 901 N. Getty St Uvalde, TX 78801	Gr 5, 6	100	50
Feeder	NA				
Feeder	NA				

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>	NA	NA	0 weeks
Fall Term	Aug 30, 2021	Dec 17, 2021	13 weeks
Spring Term	Jan 4, 2022	May 27, 2022	18 weeks
Summer Term	May 30, 2022	June 30, 2022	5 weeks
Total number of weeks:			36

**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	NA	NA	3:15	6:15	NA	NA	3:15	6:15	9:00	12:00	12:00	3:00
Tuesday	NA	NA	3:15	6:15	NA	NA	3:15	6:15	9:00	12:00	12:00	3:00
Wednesday	NA	NA	3:15	6:15	NA	NA	3:15	6:15	9:00	12:00	12:00	3:00
Thursday	NA	NA	3:15	6:15	NA	NA	3:15	6:15	9:00	12:00	12:00	3:00
Friday	NA	NA	3:15	6:15	NA	NA	3:15	6:15	NA	NA	NA	NA
Saturday												
Sunday												
<b>Total Hours Per Week:</b>	15				15				24			

<b>Adjunct Sites, If applicable (site name and full address)</b>	Southwest Texas Junior College Campus located at 2401 Garner Field Road, Uvalde, Texas will host adult education courses for family members from all ACE sites. ACE College and Career Center located at 601 Dean Street, Uvalde, TX 78801 will host workforce preparation courses for family members from all ACE sites. Dream Walkers Equine Therapy Center hosts leadership clubs at 1740 FM-2690, Uvalde, TX 78801.
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	ACE Virtual instruction will be held during school closings via Facebook and YouTube learning platforms. Tutorial boot camps and family events are held on Saturday only as necessary to meet ACE and district success goals.
<b>Parent/Legal Guardian Activities</b>	Adult basic education courses in reading, writing, citizenship, parenting, English as a second language, general education development (GED) and workforce preparation (Electronic Health Records Certification Program, etc), mental health symposium, counseling support groups, grandparent education, Family Nights (reading and math).

Texas ACE Center Operations Schedule (one per center)						Program Year 2021-2022						
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	232903108	Batesville School ACE Batesville School (comprehensive improvement) 496 Garden St. Batesville, TX 78829				Pk-6	65	30				
Feeder	NA											
Feeder	NA											
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>		NA		NA		0 weeks						
Fall Term		Aug 30, 2021		Dec 17, 2021		13 weeks						
Spring Term		Jan 4, 2022		May 27, 2022		18 weeks						
Summer Term		May 30, 2022		June 30, 2022		5 weeks						
Total number of weeks:						36						
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	NA	NA	3:15	6:15	NA	NA	3:15	6:15	9:00	12:00	12:00	3:00
Tuesday	NA	NA	3:15	6:15	NA	NA	3:15	6:15	9:00	12:00	12:00	3:00
Wednesday	NA	NA	3:15	6:15	NA	NA	3:15	6:15	9:00	12:00	12:00	3:00
Thursday	NA	NA	3:15	6:15	NA	NA	3:15	6:15	9:00	12:00	12:00	3:00
Friday	NA	NA	3:15	6:15	NA	NA	3:15	6:15	NA	NA	NA	NA
Saturday												
Sunday												
<b>Total Hours Per Week:</b>	15				15				24			
<b>Adjunct Sites, If applicable (site name and full address)</b>	Southwest Texas Junior College Campus located at 2401 Garner Field Road, Uvalde, Texas will host adult education courses for family members from all ACE sites. ACE College and Career Center located at 601 Dean Street, Uvalde, TX 78801 will host workforce preparation courses for family members from all ACE sites. Dream Walkers Equine Therapy Center hosts leadership clubs at 1740 FM-2690, Uvalde, TX 78801.											
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	ACE Virtual instruction will be held during school closings via Facebook and YouTube learning platforms. Tutorial boot camps and family events are held on Saturday only as necessary to meet ACE and district success goals.											
<b>Parent/Legal Guardian Activities</b>	Adult basic education courses in reading, writing, citizenship, parenting, English as a second language, general education development (GED) and workforce preparation (Electronic Health Records Certification Program, etc), mental health symposium, counseling support groups, grandparent education, Family Nights (reading and math).											

Texas ACE Center Operations Schedule (one per center)						Program Year 2021-2022						
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	232903044	ACE Academic Center at Morales Morales Jr. High (targeted improvement) 615 Studer St. Uvalde, TX 78801				Gr 7, 8	75	35				
Feeder	NA											
Feeder	NA											
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>		NA		NA		0 weeks						
Fall Term		Aug 30, 2021		Dec 17, 2021		13 weeks						
Spring Term		Jan 4, 2022		May 27, 2022		18 weeks						
Summer Term		May 30, 2022		June 30, 2022		5 weeks						
Total number of weeks:						36 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	7:30	8:30	4:30	6:30	7:30	8:30	4:30	6:30	9:00	12:00	12:00	3:00
Tuesday	7:30	8:30	4:30	6:30	7:30	8:30	4:30	6:30	9:00	12:00	12:00	3:00
Wednesday	7:30	8:30	4:30	6:30	7:30	8:30	4:30	6:30	9:00	12:00	12:00	3:00
Thursday	7:30	8:30	4:30	6:30	7:30	8:30	4:30	6:30	9:00	12:00	12:00	3:00
Friday	7:30	8:30	4:30	6:30	7:30	8:30	4:30	6:30	NA	NA	NA	NA
Saturday												
Sunday												
<b>Total Hours Per Week:</b>	15				15				24			
<b>Adjunct Sites, If applicable (site name and full address)</b>	Southwest Texas Junior College Campus located at 2401 Garner Field Road, Uvalde, Texas will host adult education courses for family members from all ACE sites. ACE College and Career Center located at 601 Dean Street, Uvalde, TX 78801 will host workforce preparation courses for family members from all ACE sites. Dream Walkers Equine Therapy Center hosts leadership clubs at 1740 FM-2690, Uvalde, TX 78801.											
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	ACE Virtual instruction will be held during school closings via Facebook and YouTube learning platforms. Tutorial boot camps and family events are held on Saturday only as necessary to meet ACE and district success goals.											
<b>Parent/Legal Guardian Activities</b>	Adult basic education courses in reading, writing, citizenship, parenting, English as a second language, general education development (GED) and workforce preparation (Electronic Health Records Certification Program, etc), mental health symposium, counseling support groups, grandparent education, Family Nights (reading and math).											

Texas ACE Center Operations Schedule (one per center)						Program Year 2021-2022						
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	232903003	ACE College and Career Center at Crossroads Crossroads Academy 601 Dean St., Uvalde, TX 78801				Gr 9-12	50	20				
Feeder	NA											
Feeder	NA											
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>		NA		NA		0 weeks						
Fall Term		Aug 30, 2021		Dec 17, 2021		13 weeks						
Spring Term		Jan 4, 2022		May 27, 2022		18 weeks						
Summer Term		May 30, 2022		June 30, 2022		5 weeks						
Total number of weeks:						36 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	7:30	8:30	4:30	6:30	7:30	8:30	4:30	6:30	9:00	12:00	12:00	3:00
Tuesday	7:30	8:30	4:30	6:30	7:30	8:30	4:30	6:30	9:00	12:00	12:00	3:00
Wednesday	7:30	8:30	4:30	6:30	7:30	8:30	4:30	6:30	9:00	12:00	12:00	3:00
Thursday	7:30	8:30	4:30	6:30	7:30	8:30	4:30	6:30	9:00	12:00	12:00	3:00
Friday	7:30	8:30	4:30	6:30	7:30	8:30	4:30	6:30	NA	NA	NA	NA
Saturday												
Sunday												
<b>Total Hours Per Week:</b>	15				15				24			
<b>Adjunct Sites, If applicable (site name and full address)</b>	Southwest Texas Junior College Campus located at 2401 Garner Field Road, Uvalde, Texas will host adult education courses for family members from all ACE sites. ACE College and Career Center located at 601 Dean Street, Uvalde, TX 78801 will host workforce preparation courses for family members from all ACE sites. Dream Walkers Equine Therapy Center hosts leadership clubs at 1740 FM-2690, Uvalde, TX 78801.											
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday)	ACE Virtual instruction will be held during school closings via Facebook and YouTube learning platforms. Tutorial boot camps and family events are held on Saturday only as necessary to meet ACE and district success goals.											
<b>Parent/Legal Guardian Activities</b>	Adult basic education courses in reading, writing, citizenship, parenting, English as a second language, general education development (GED) and workforce preparation (Electronic Health Records Certification Program, etc), mental health symposium, counseling support groups, grandparent education, Family Nights (reading and math).											

<b>Texas ACE Center Operations Schedule (one per center)</b>	<b>Program Year 2021-22</b>
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*(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.*

Center 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
<b>Center</b>	232903001	ACE Academic Center at UHS Uvalde High School (comprehensive improvement) 1 Coyote Trail, Uvalde, TX 78801	Gr 9-12	450	100
<b>Feeder</b>	NA				
<b>Feeder</b>	NA				

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>	NA	NA	0 weeks
Fall Term	Aug 30,2021	Dec 17, 2021	13 weeks
Spring Term	Jan 4, 2022	May 27, 2022	18 weeks
Summer Term	May 30, 2022	June 30, 2022	5 weeks
Total number of weeks:			36 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	7:30	8:30	4:30	6:30	7:30	8:30	4:30	6:30	9:00	12:00	12:00	3:00
Tuesday	7:30	8:30	4:30	6:30	7:30	8:30	4:30	6:30	9:00	12:00	12:00	3:00
Wednesday	7:30	8:30	4:30	6:30	7:30	8:30	4:30	6:30	9:00	12:00	12:00	3:00
Thursday	7:30	8:30	4:30	6:30	7:30	8:30	4:30	6:30	9:00	12:00	12:00	3:00
Friday	7:30	8:30	4:30	6:30	7:30	8:30	4:30	6:30	NA	NA	NA	NA
Saturday												
Sunday												
<b>Total Hours Per Week:</b>	15				15				24			

<b>Adjunct Sites, If applicable (site name and full address)</b>	Southwest Texas Junior College Campus located at 2401 Garner Field Road, Uvalde, Texas will host adult education courses for family members from all ACE sites. ACE College and Career Center located at 601 Dean Street, Uvalde, TX 78801 will host workforce preparation courses for family members from all ACE sites. Dream Walkers Equine Therapy Center hosts leadership clubs at 1740 FM-2690, Uvalde, TX 78801.
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday)	ACE Virtual instruction will be held during school closings via Facebook and YouTube learning platforms. Tutorial boot camps and family events are held on Saturday only as necessary to meet ACE and district success goals.
<b>Parent/Legal Guardian Activities</b>	Adult basic education courses in reading, writing, citizenship, parenting, English as a second language, general education development (GED) and workforce preparation (Electronic Health Records Certification Program, etc), mental health symposium, counseling support groups, grandparent education, Family Nights (reading and math).



## LETTER OF AGREEMENT

This Letter Of Agreement is entered into between UCISD-ACE Program, herein after referred to as UCISD-ACE and the **Southwest Texas Junior College – ADULT EDUCATION & LITERACY PROGRAM**, herein after referred to as **SWTJC-AEL** for the purpose of establishing a cooperative network system of collaboration and coordination for the provision of educational services to those educationally disadvantaged and prospective mutual clients.

Furthermore, UCISD-ACE agrees to collaborate with support services to meet or surpass the criteria listed below in order to assist and facilitate the provision and delivery of Adult Education & Literacy services.

[check all that apply]

- Referrals – identify & refer prospective adult students to available services.
- Counseling – provide guidance/informational services and available resources to make known to students what services are available to them and how to access these services.
- Facilities - provide classroom and assessment space within the facility to facilitate instruction, baseline, & post-assessment.
- Assist in meeting a *minimum* ADA of 12-15 students per day, per class in order to justify and continue instructional delivery by the instructor.
- 100 % baseline assessment of all students and at least 82% post assessment of all students must be realized by participants throughout the program year
- Encourage students to apply themselves to do their best on required assessments in order to satisfy the SWTJC-AEL (current year) Performance Standards in the area of Gains, Completions, and Transitions in order to promote success and continue these type services at this educational site.

- Health Services
- Child-Care
- Transportation
- Pre-Employment Services
- Tutoring Services

[Other]

Books, supplemental materials

## Southwest Texas Junior College • Uvalde

2401 Garner Field Road • Uvalde, Texas 78801-6297  
Main phone: (830) 278-4401 • Fax: (830) 591-7354  
[www.swtjc.net](http://www.swtjc.net)



Furthermore, SWTJC-AEL agrees to collaborate to the extent possible within the availability of funds realized from federal and state adult education grants the services and materials as indicated based on the current year needs assessment and active enrollment.

[check all that apply]

- A degreed teacher(s) to deliver instructional services (as identified below) in order to promote higher literacy levels in the community. Instructional staff will incorporate lecture and curriculum necessary for the delivery of literacy services which promote the most current, research-based TWC sanctioned adult education academia theory and practices. (contingent on funds & minimum ADA)
  - HSE-High School Equivalency     ELA-English Language Acquisition     Transitions
  - IEL/CE-Integrated English Language & Civics Education     Workplace Literacy
  - IET/CP-Integrated Education & Training/Career Pathways     Other: \_\_\_\_\_
  
- Referral of students to coordinating partner services.
  
- Instructional materials and supplies
  
- Assessment material
  
- Regional Assessor to facilitate standardized baseline and post assessments mandated by State Assessment Policy
  
- Assessment Analyses to identify students' strengths and weaknesses
  
- Staff Training/Professional Development as required by TWC guidelines and SBOE guidelines for adult educators
  
- Other as described: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**I. ADDITIONAL TERMS AND CONDITIONS**

UCISD-ACE agrees to serve as an advocate, active stake-holder and as such, will help promote and support the Adult Education & Literacy Program as the service provider of Adult Education and Literacy services in the community. Likewise, SWTJC-AEL agrees to serve as an advocate, active stake-holder, and as such, will help promote the services of UCISD-ACE.

**II. CIVIL RIGHTS STATEMENT**

The parties to this memorandum of understanding shall:

Comply with Title VI of the Civil Rights Act of 1964 (P.L. 88-352), Section of the Rehabilitation Act of 1973 (P.L. 93-112), The American Disabilities Act of 1990 (P.L. 101-336), and all amendments to each, and all requirements imposed by the regulations issued pursuant to these acts. In addition, the parties agree to comply with Title 40, Chapter 73, of the Texas Administrative Code. These provide in part that no persons in the United States shall, on the grounds of race, color, national origin, sex, age, disability, political beliefs or religion be excluded from participation in, or denied, any aide, care, service, or other benefits provided by federal and/or state funding, or otherwise be subjected to discrimination and the Texas Revised Civil Statutes Article 4416b-4, sections 5.03 and 5.04 (relating to workplace and confidentiality guidelines regarding AIDS and HIV).

**III. TERMINATION OF COOPERATIVE AGREEMENT**

This memorandum of understanding becomes effective on the entered into day below and remains in effect until either party becomes unable or fails to satisfactorily provide the services under this cooperative agreement, whereby either party may terminate the agreement with a thirty (30) day written notice to that effect.

Southwest Texas Junior College • Uvalde

2401 Garner Field Road • Uvalde, Texas 78801-6297  
Main phone: (830) 278-4101 • Fax: (830) 591-7354  
www.swtjc.net



The validity of this agreement and any of its terms and provisions as well as the rights and duties of the parties hereunder, shall be governed by the laws of the State of Texas.

This agreement entered into and effective this 5<sup>th</sup>, day of January 2021.

Organization Name: UCISD ACE Program

Address: 1000 N. Getty

Address:


City, State, Zip: Uvalde, TX 78801

Phone: 830-278-6655 ext. 1057 Fax:

eMail: gaguirregarcia1925@uwaldecisd.net

Contact: Griselda Aguirre-Garcia  
ACE Program Director

Designee:

  
Signature

Organization Name: **Southwest Texas Junior College - ADULT EDUCATION & LITERACY**

Address: 2401 Garner Field Road

City, State, Zip: Uvalde, TX 78801

Phone: 830.591-7236

Fax: 830.591.4183

eMail: [jcbarker@swtjc.edu](mailto:jcbarker@swtjc.edu)

Contact: Joe Barker, SWTJC-AEL Director

Designee:

  
Signature