



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

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

NOGA ID

Application stamp-in date and time

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

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

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

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

Required attachments:

Amendment Number

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

1. Applicant Information

Name of organization

Campus name CDN Vendor ID ESC DUNS

Address City ZIP Phone

Primary Contact Email Phone

Secondary Contact Email Phone

2. Certification and Incorporation

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

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

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

Authorized Official Name Title Email

Phone Signature Date

Grant Writer Name Signature Date

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

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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
ESC 2 Service Needs includes students above state averages in; Economically Disadvantaged 67%; Racial/ethnic minority 97% to include 75% African Americans; SPED 23%; 504 students 7%; At Risk 50%; Discipline Placements 2.2%, < 0% for AA Degree Completions.	ESC 2 will target the neediest students for services to include core academic support, homework assistance, high dynamic teachers with creative lessons, enticing enrichment classes for growth mindset, college tours, career exploration, standardized test support, college mentors and tutors, school to home technology and Summer Camps designed for career pathways into good jobs.
The counties after Hurricane Harvey experienced a net outmigration of people. Region has highest % of Focus and Priority schools in the state at 13% compared to Houston 4.5% and ESC 1 at 1.3%. Meets Priority Points	Increase school to work readiness; create literacy workforce programs; Assure quality ACE so parents can work; Increase leadership and life skills for youth, grades; increase college completion, partner with United Way Programs, Boys and Girls Club Services and new College & Career Readiness Services for families.
Large differences between Minority and White student scores includes; Reading and Math EOC 7th grade (-29/30%); All grades Science Meets (-28%); 3rd/4th grade Math (-23%); 6th grade Math and EOC (-26%); 8th grade Read/Math (-23%); English II EOC Meet -27%	Provide 10 ACE Sites for academic enrichment, tutorial services to help minority students, particularly students who attend low-performing schools, to meet the challenging state academic standards. Designing high-quality ACE services at the center level using Texas ACE Blueprint along with a suite of training and support resources will help align CIP plans for Improved Academic Performances.

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.

ESC 2 ACE will serve ~145 students and ~80 parents per campus (Monday-Friday) for one hour before school and three hours afterschool at 20 hours/wk. and 40 weeks yearly to include 4 weeks of summer at each of the 10 ESC 2 targeted sites so that Measurable Outcomes will be reached to include; higher test/GPA scores in reading/English and mathematics, fewer disciplinary incidents, fewer school day absences, and an increased likelihood of grade promotion overall with higher grades and engaged learning utilizing actionable data that includes an aligned family plan towards College/Career Readiness, relevant services that align schools needs with ACE services and time-bound Goals that start annually on the 1st week of September and end on last week on July fulfilling the QAP Process and meet the quality indicators (1-47) at Implementation as per the ACE Blueprint and External Evaluation.

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

- *Blueprint Standards: Serve targeted number of students/dosage (min. 45 days) with attendance report for daily attendance by activity, Serve for duration of attendance (120-240 min./20hrs./wk./ & 40wks/yr.) that includes daily attendance by activity, Strive for Impact Evidence with behavioral gains as measured by ACE Discipline Reports.
- *Meet Enrollment: Align student achievement goals with ACE Logic model with required components, Collaborate between ACE and Campus Staff to include TAMUCC, Boys and Girls Club, United Way and CIS, Prioritize high needs students with selection criteria to serve At-Risk, Economically Disadvantaged, ELL and SPED student w/form
- *Campus Setup: Develop an appropriate, safe, and equipped physical facility; define hours of operation; create a routine and consistent schedule of activities; define eligible student group; and hire program-dedicated staff.

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8. Measurable Progress (Cont.)

Second-Quarter Benchmark

*Student Driven Plans: Provide oversight of academic support services with individualized services plan by student, Provide academic support services with service plan to include labs, tutoring and homework assistance, Develop instructional program design with Logic model with required components and approved by Principal, Strive for impact on academic gains with Logic model with required components including EOY academic data.
*Quality Instructional Delivery: Create academic lesson plan alignment with creative learning aligned to TEKS using TEA certified LEA teachers, Create enrichment lesson plan alignment with enrichment lesson plans with required components and resources, Develop social and emotional learning with lesson plans with required components and college mentors, Provide oversight of lesson planning with evidence of feedback on a particular lesson with Campus Principals, Provide oversight of instructional delivery with completed ACE observation tool reviewed by Principals.

Third-Quarter Benchmark

*Sustainable Partnerships: Formulate an ACE Advisory Group with member report and Monthly Meetings, Engage Advisory Group with monthly evidence that advisory group members are engaged in programming. Engage partners in yearly sustainability planning with aligned resources for non-duplicated efforts, Continue partner involvement with signed formal partnership agreements approved by the SISD School Board.
*Workforce Strong Family Services Plan: Coordinate ACE/LEA Services with Logic model with required components and data for identifying family needs, Create a Family Resource Center with evidence of a CIS/ESC 2 family resource center, Increase family participation outcomes with required components to include TAMUCC /CIS services, Create high-quality family engagement activities with data used to establish family need to include CIPs for each site and Report activity attendance with ACE Attendance Reports for each family engagement activity.

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.

To ensure program effectiveness and modifications as needed for great sustainability outcomes, an ESC 2 ACE process evaluation followed by yearly Action Plans with ongoing adjustments will examine if the program is being implemented with fidelity to the planned program design. Once ACE activities are intentionally selected based on the ESC 2 theory of change to address the specific local needs, the ACE process evaluation is employed to examine the actual implementation of the activities. This helps in understanding appropriate and responsive ESC 2 changes and or new services, what types of adjustments are needed, and any barriers resulting from implementation.

- Summer Benchmark 1- ACE will hire and train staff, preparing evaluation and monitoring tools. Provide ongoing attendance monitoring, meet recruitment numbers through campus and teacher engagement with great service and quality staffing. The ESC Goal of ~145 Students/80 parents per campus. Timeline NOGA -August 2021
- Benchmark 2-October 2021-Fall Data Collection with Fall results and feedback shared. Modifications on programming, staffing, student recruitment and budgets made to improve grant. Ongoing Attendance Monitoring
- Benchmark 3-February 2022-Winter Data Collection. Ongoing Attendance Monitoring. Winter results and feedback shared. Modifications on programming, staffing, student recruitment and budgets made to improve grant.
- Benchmark 4-April 2022 Spring Data Collection. Ongoing Attendance Monitoring. Modifications on programming, staffing, student recruitment and budgets made to improve grant. (Goal 45 days/student, 120-240 min. 40 wks./yr.)
- Benchmark 5- June 2022-Annual results and feedback shared. Ongoing Attendance Monitoring. Modifications on programming, staffing, student recruitment and budgets for sustainability of grant. (Goal >outcomes for 8 measures)

ESC 2 ACE will utilize an experienced (37 yrs.) external Project Evaluator (Retired University Professor, Dr. Ramirez) who has provided TEA with 6 successful ACE evaluations. The Evaluation Plan will follow the Quality Assurance Process (QAP #1-47) and will monitor the ACE measures with focus groups, surveys, data analysis and on-site visits. ESC 2 agrees to comply with any evaluation and monitoring requirements established by TEA and agrees to submit the required data, evidence, or reports in the format and time requested by TEA.

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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. The ACE needs assessment revealed that although ESC 2 White student scores were strong on state scores, Minority scores were drastically deficient (-20-30%) as the Region was severely hit with hurricane issues exasperating appropriate responses for schools as enrollment and quality services suffered. Missing family services for long term success in higher education, mental and health issues, technology and home learning needs were also discovered with the COVID pandemic. The Needs Assessment used multiple sources of program and campus-level data and stakeholder feedback specific to the grant application such as District and Campus Improvement Plans (DIP/CIP), Strategic Plans, 2019-20 Texas Academic Performance Reports, Higher Education Coordinating Board Data, Workforce Reports, Campus MOU letters of Support, US Census Reports, and Board member agenda items for grant support. An ACE Community Survey was conducted by the targeted 10 sites for specific stakeholder feedback to include services needed, neighborhood issues, and major deterrents for a successful education conducted with Administrators, Parents, Teachers, Students, and Community Stakeholders.

B. ACE's needs assessment results includes serving and addressing the needs of the student population deemed "most in need" for each of the 10 campuses that represents primarily Special Student Services (Autism, Disabled), At Risk 50%, Economically Disadvantaged and minority students (97%) below whites in Math and Reading skills as 7th graders (-29/30% below); All grades Science Meets (-28%); 3rd/4th grade Math (-23%); 6th grade Math and EOC (-26%); 8th grade Read (2018-19 TAPR). The 75% or 3,085 minority and economically enrollment from all sites (4,345 students) far exceeds the 2,500 targeted students including the percent of eligible students at each campus that the program plans to serve. This includes serving ~150 students maximum per campus with 80 parents at each campus. ESC 2 will have a referral teacher system form that each site will collect ensuring that the students served will have a documented need. In addition, ESC 2 Service Needs includes students exceeding state averages in; Economically Disadvantaged 67%; Racial/ethnic minority 97% to include 75% African Americans; SPED 23%; 504 students 7%; At Risk 50%; Discipline Placements 2.2%, and below 0% for AA Degree Completions to include white students compared to 1.4% for the state of Texas and 4.6% for ESC Region One.

C. The ACE plan and 10 centers will continually assess and recruit the students most in need. This includes: ensuring that the total number of students proposed to be served at each center is reasonably aligned to the needs assessment and overall program design; ensuring that the strategies and activities proposed can reasonably be expected to address the identified needs of the students and their families to increase student academic outcomes; ensuring that the plan provides 125 families per campus with active and meaningful engagement in their children's education and opportunities to participate in literacy and related educational development. The ACE plan addresses the needs of working families by offering workforce related classes, Literacy Education, Parenting classes, College Readiness, Life skills to include basic home budgeting, credit repair, Financial Literacy, Safe Transportation, Health and Nutrition, College Tours with Children, Family Nights creating STEAM Projects with children, Field Trips together, motivational speakers, classroom engagement services, COVID support services, Technology Training, ACE will feature College Round Tables with Community Colleges and Major University support to include discussing the college process and actual college experience from a parent's perspective with actual parents of recent alumni during the college breaks such as Spring Break and Christmas. ESC 2 will work with local Workforce Development Boards to partner with entrepreneurial and career development programs for family Coding, Robotics and Advanced Manufacturing Technologies offering families with high paying and local industry jobs ranging from \$18-\$24 per hour. Students will receive the same opportunities in the CTE programs. The key is for families to find self-sufficiency through higher education and career development goals and opportunities.

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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.

ACE will help students meet academic standards as defined by the measures of effectiveness as the creation of community learning centers will provide academic enrichment opportunities during non-school hours for children, particularly ESC-2 students who attend high-poverty and lower-performing schools. The program will help students meet state and local student standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that can complement their regular academic programs; and offers literacy and other educational services to the families of participating children. Estimated impact includes growth in state assessment, improved GPA, increased school day attendance, improved school day behavior, and increased student engagement in learning. Under the ACE guidelines and Timeliness as outlined in the 2020 ACE Blueprint, ESC-2 will establish and expand activities in community learning centers that will positively impact student outcomes. These includes but not limited to the following services; opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet the challenging state academic standards and impact the percentage of ESC-2 students in Grades 3–8 participating in ACE during the school year and summer who demonstrate growth in reading, language arts, and math on STAAR/EOC Exam; a broad array of additional services, programs, and activities, such as youth development activities, service learning, nutrition and health education, drug- and violence-prevention programs, counseling programs, arts, music, physical fitness and wellness programs; technology education programs, financial literacy programs, environmental literacy programs, mathematics, science, career and technical programs, internship or apprenticeship programs, and other ties to an in-demand industry sector or occupation for high school students that are designed to reinforce and complement the regular academic program of participating students. The Broad array of services will increase the percentage of students in Grades 1-5 attending ACE during the school year and summer with demonstrate improved grades or GPA; family opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development. Providing services, classes, referrals, and resources such as high school equivalency courses, English language, workforce skills, parenting, and life skills classes; opportunities for parents to foster the overall academic success of their students and will establish cooperative agreements with other programs and community resources such as other federal programs on campus, parent teacher organizations, health and mental health services, foster care resources, local colleges, financial aid offices, adult education programs, law enforcement, major employers, local funders, and local workforce development; new family resource centers, including resources for academics and other services while coordinating events, group activities, classes, and presentations for parents; outreach services that are culturally and linguistically responsive connecting family, community, and school needs while facilitating input and involvement in program planning that address barriers to students' academic success. Specific Measurable Achievable Relevant Timely (SMART) goals are clearly described and related to and consistent with the proposed program. A sample includes: • By the end of the grant year, ESC 2 secondary At Risk Youth in Grades 6-12th who had a school-day attendance rate at or below 90% in prior year will demonstrate an improved attendance rate in the current school year as reported in the End of Year Report. • Annually, student parents in Grades PK–12 participating in ACE in the school year and summer will annually demonstrate an improvement in teacher-reported engagement in learning and experience a decrease in in-school suspensions compared to the previous year as documented with teacher surveys and or school reports. • Annually, 75% of ACE parents will have less difficulty helping their child with homework, will report more understanding and strategies on how to help their child with homework, and report more direct engagement services • By the end of school year, ESC 2 neediest students in Grades 3–8 participating in ACE during the school year and summer will demonstrate growth in reading, language arts, and math on STAAR/EOC Exam and will achieve the Meets scores as projected in the CIP plan in all subjects and in all grades.

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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.

Center Level Coordination includes a regular school day plan for yearly strategies that align the student activities with the core school day curriculum, state academic standards, Texas Essential Knowledge and Skills (TEKS) and STAAR/EOC, and other student needs so students are ready to learn. Services includes but not limited to; Positive Behavioral Intervention Strategies such as Peer Mediation and Ropes Challenges, Motivational ACE instructors and college students to instill a positive growth mindset and increase self-esteem, Parent resources and training on how to improve their financial status, ACE labs will provide grade, credit and homework recovery, remedial learning, tutoring and homework assistance, will increase promotion rates and state test scores, customized academic bilingual workshops will train parents on promotion, graduation, college, HQ/HE teachers will individualize learning to ensure post-secondary success, STEAM learning labs with support for TSI/SAT/ACT/PSAT and STAAR/EOC exams, Targeted Science, Tech, Education, Arts and Math instructional hands-on activities, Enrichment activities to support Fine Arts, Sports, Chess, Robotics, Coding, Maker Space Labs, and Engaging games with life lessons. The Highlight of the ACE design is students will be given options to create lessons, critique teachers, evaluate and highlight best projects, offer fine art recitals, open houses, competitions, display work at libraries, and showcase skills with talent shows, parades, city performances adding to both family and student engagement.

The Activity Oversight Plan includes incorporating a continuous improvement process with the CEP as 13 FTE staff will review all process and outcome evaluation data, examine progress made toward current-year improvement areas, compare current findings to results from prior years, and identify further areas of improvement for the next year. These oversight improvement strategies will be documented within the action plan and shared with internal and external stakeholders to clearly communicate improvement strategies. The ACE annual action plan will become a living document that can be used and updated all year long to support improvement efforts and student success. ACE activity oversight will be provided by Site Coordinators, Family Engagement Specialist and Campus Deans/ Assistant Principals. The program will ensure that activities are engaging for students by developing an ACE tool kit that monitors attendance, activities, teachers, parent feedback, Council feedback and student surveys. The program is designed to help students meet state and local standards in core academic subjects as aligned with the Campus Improvement Plans (CIP) and offers enrichment activities that complement the regular academic program.

The Campus Engagement Plan specifically includes providing engaging programming designed to encourage students to regularly attend and participate in the program with planned student activities are of high quality and clearly aligned with the curricular program of the school day. The site coordinators have the capacity for sufficient oversight of program operations and activity planning to ensure high quality student activities and meet the goals and objectives at each center. ACE will provide staff resources on youth-level planning to help them understand what it is, why it is important, and how to do it in their lesson planning. Staff will also create annual long-term, project-based learning activities where young people plan and implement a project over a month to deepen their engagement and skill-building. Furthermore, the ESC 2 ACE plan specifically addresses student choice in activities and describes opportunities that will be provided for students to choose topics and activities and addresses student social and emotional skills development. CEP will improve student academic achievement and overall student success by coordinating with the regular school day to address student needs and integrate program activities with the curricular program of the campus. The CEP can only be accomplished with a dedicated and well-trained site coordinator and a supportive campus administrator working together daily and weekly to ensure that students and families receive the best programming that matches both the respective and current CIP and meeting all the ACE Goals and Objectives. To ensure program transparency and feedback, Active Councils (Student, Parent and Business) will help with programming, attendance, recruitment and sustainability. Selecting and recruiting high needs students paired with high quality and creative teachers ensures that services are in high demand and relevant to academic progress as Campus teachers are best fit for serving the curricula and software programs already in place at each site. ACE enrichment services will only compliment and balance the academic offerings as incentives to student growth not in lieu of academic growth. Key growth is engagement, interest, fidelity and tracking

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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

Statutory Priority 2 – Joint Partnerships (3 points). The coastal bend counties after the Hurricane Harvey disaster saw a net outmigration of people. Regional workforce is at a chronically high structural unemployment rate due to low skills from citizens. ESC-2 's proposal is submitted jointly by eligible entities consisting of one LEA (ESC-2) receiving funds under Part A of Title I and eligible entities (CIS, TAMUCC, ESC-2,) while demonstrating that the activities proposed in the application are, as of January 21, 2021 (ACE Deadline), not accessible to students who would be served and will expand accessibility to high-quality services that are available in the community. ESC-2 eligible partner organizations includes; Communities In Schools (CIS) Coastal Bend, Texas A&M Corpus Christi (TAMUCC), Boys and Girls Club Three Rivers, United Way Beeville and Region Two Educational Service Center (ESC-2) who will together contribute to achieving stated objectives and sustaining the program over time. CIS is the nation's leading dropout prevention organization in over 26 states that position a CIS coordinator inside schools to assess needs and deliver necessary family resources that remove barriers to success. In addition, CIS has managed prior successful 21st CCLC grants and have agreed to help ESC-2 with ACE Cycle 11 for the Family Engagement Specialist position. ACE partnerships provide a reasonable and specific plan for expanding the capacity of the organizations to achieve shared goals and increase the scope or quality of services that could not otherwise be provided to the grantee alone. ESC 2 Executive Director, Dr. Zendejas, a former successful ACE recipient in Region One is attempting to bring the excitement and collaborations for an ACE grant to Region 2 areas that have focus and priority status. Dr. Zendejas created a planned partnership between the Region, School Districts and Community In Schools, The Boys and Girls Club of Mission, and South Texas Community College (STCC) who are the selected and proposed eligible partner organizations that best help contribute to achieving stated objectives and sustaining the program over time. ESC -2 is applying for priority points as 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 and will expand access to high-quality services available in the community. The Boys and Girls Club will support SISD with Sports and Cheerleader Enrichment while Communities in Schools (CIS) Coastal Bend will administer the Family Engagement role as they specialize in family and social services. CIS is the nations' leading dropout prevention organization in over 26 states that position a CIS coordinator inside schools to assess needs and deliver necessary family resources that remove barriers to success. In addition, CIS has managed prior successful ACE grants and has agreed to help with cycle 11 for the Family Engagement Specialist position. This will ensure that a sustainable position could be available after the grant cycle is completed. ACE partnerships provide a reasonable and specific plan for expanding the capacity of the Region to achieve shared goals and increase the scope or quality of services that could not otherwise be provided to the grantee alone. Finally, TAMUCC will complement the college bound theme with TSI Camps, Parent College Seminars, STEAM Summer Camps, Financial Aid Services, Career Talks, and CTE alignment for high paying careers. Workforce Solutions for the Region will also establish valuable CTE/Workforce Skills that are critical for local high-paying jobs.

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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 can enhance academic achievement by helping students learn outside the classroom. Based on Institute of Education Sciences (IES), the nation's leading source for rigorous, independent education research, evaluation and statistics, the What Works Clearinghouse (WWC), the top five recommendations are intended to help district and school administrators, out-of-school program providers, and educators design out-of-school time programs that will increase learning for students. ESC 2 will apply these 5 best ACE 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 has 5 Research Based Structures for Out of School Time (OST) to improve Academic Performance (IES, 2009) to include: 1.) Aligning the OST program academically with the school day, 2.) Maximize student participation and attendance, 3.) Adapt instruction to individual and small group needs, 4.) Provide engaging learning experiences, 5.) Assess program performance and use the results to improve the quality of the program.

Successful after school programs seek to involve parents in orientation sessions, workshops, volunteer opportunities, parent advisory committees and in a wide range of adult learning opportunities, such as parenting education, computer training, GED training, and English as a Second Language (Safe and Smart: Making After-School Hours Work for Kids). Effective collaboration between the ACE and the community, whether through partnerships or developed networks, gives students more options and helps to extend the resources available for after school learning and enrichment. Best academic performance, achievement, postsecondary and workforce preparation, and positive youth development ACE practices includes: 1. Activities that are clearly designed to achieve explicit objectives. 2. Intentional use of time is anchored in planning and pacing, found to be essential for keeping students busy and engaged throughout the observed sessions. 3. An active and interactive instructor will continually engage with students, even when students are working in small groups or on their own (Auger, Pierce, & Vandell, 2013; Durlak & Weissberg, 2007; Kauh, 2011; Mille).

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.

ESC 2 will ensure that safe transportation to and from the program is readily available and at no cost to the family, and that adult supervision is provided while transporting students (August, 2001; Langberg, 2006). IES describes important factors for successful OST programs to include location, transportation, timing, length, program offerings, and frequency of services. Researchers have found that student participation is affected by issues of access and convenience, as well as by the adequacy and attractiveness of the services and features provided in the program. ACE will create well supervised transportation during the program including the summer to the college campus where tutoring, counseling, and mentoring services will be provided as a privilege not a right. Students in the target population will be recruited from the regular school day by school staff while program staff will be actively involved in promoting student attendance, first by requiring parents to sign a contract stating that they would support attendance, and then by following up with students who missed sessions as transportation will not be allowed to students who do not follow the ACE protocols for safety and attendance. ACE will also promote transportation as an incentive as program attendance incentives to students will be earned in the form of points that could be redeemed for field trips, college tours, or community events or used toward the purchase of books and supplies (Brown, 2002). Policy identical to the regular school process will be set for 'walkers' who are age appropriate eligible to walk home. Students who are too young to walk and do not ride the bus will need to be signed out by parents or authorized family members identified in the student's application form. Also contained in the file will be the child's address, emergency contact information, and drop off schedule for the bus drivers; similar copies will be maintained in the coordinator's office. K-2 participants will wear an ID badge with their student identifying information for an undetermined amount of time until the student and bus drivers become familiar with their routes. Program attendance and bus privileges can be revoked if a participant is disorderly during the bus ride home. The transportation department will be kept abreast of discipline problems. Parents will sign an ACE Transportation form.

For TEA Use Only:

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

9. Statutory/Program Requirements (Cont.)

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 ACE Marketing Plan will disseminate information that is understandable and accessible to the community in a myriad of PR tools. Each ISD (Three Rivers, Beeville, George West) will disseminate information about the center, including its location, to the community through diverse media such as; District, Campus and Project Brochures, District, Campus and Project Newsletters, TV/Radio PSA Announcements, District, Campus and Project Newspaper Articles, District Marketing Materials, New Parent Handbooks, Radio and TV Ads, District, Campus and Project Flyers, District, Campus and Project News Stories & Parent Letters, Campus Bulletin Boards posting project work, Local Newspaper and ACE PR pictures in the front of the school. A daily menu of services will be encouraged for each site to direct parents and community to appropriate classrooms for ACE signage and information. School announcements will be made concerning the ACE program, cafeteria recruitment will occur with an ACE table for special ACE student birthdays and event recruitment, monthly staff presentations will be made and a competition rewarding the top classrooms with ACE students in the program. Teaching staff will assist disseminating information to parents and have a recruitment enrollment goal for keeping their class active. Staff will disseminate drive by flyers for parents during pickup time and do home visits when appropriate. LEA websites will include ACE info. ACE will have student choice, cooperative learning experiences, and hands-on and real-world activities, as well as supportive relationships between staff and students, and be linked to student engagement, persistence with learning activities, and connection to the school. Enrichment such as games, recreation, field trips and college tours will be dependently linked to thematic learning modules of the academic curricula of the campus. ESC 2 believes that by making the connection between engaging activities and academic learning explicit, ACE can produce greater academic achievement gains and will not struggle with the targeted participation numbers or intensity as all stakeholders will acknowledge the value of the program (Capizzano, 2007; Arbreton, 2008; Borman,2008)

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.

ESC-2 Program Priority 1 (3pts) – 21st CCLC Program Integration Plan includes ESC-2 alignment and integration of the grant program with other TEA or local initiatives designed to increase specific academic student outcomes and will coordinate federal, state, and local programs and make the most effective use of public resources at each campus. The ESC-2 ACE Integration Plan will align with the needs assessment results and present realistic short- and long-term goals for student academic achievement that includes, but is not limited to, the Additional Days School Year (ADSY) summer program, TEA Autism and Dyslexia Grants, Texas Home Learning, Safe Schools (COPS Grant), Sprint Million Project (Wi-Fi Hot spots Grant) Math Innovation Zones (Blended Learning Grant), and programs that support secondary students in career pathways such as Pathways for Technical Early College high Schools (PTECH Success and Planning Grants) and Texas Workforce Commission (JET Grants), TRIO grants for CCMR indicators and TEA Teacher incentive grants to align extra duty pay and services. ACE will have access to all ESC-2 Software programs for collaboration, creativity, grading, presentations, reading, reflection, teaching, to include programs for Parent Communication, Behavior Management, Classroom Management, Game Based, Design, Journaling, Interactive Board, Lesson Development, Reading, Classroom Management Systems, and Video Reflection. CIS is also aligned with TEA initiatives to provide Abstinence Curricula to the Coastal Bend School Districts.

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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.

ESC 2 ACE identifies the following 6 sustainable factors as keys to program sustainability (Szekely and Clapp, 2006) with more limited funds as sustainability will include the following changes to the original ACE design:

1. ESC 2 will utilize ACE funds to make investments in capacity, technology and software that will outlive the grant.
2. ESC 2 will reformat the evaluation that is required so that ongoing quality can be standardized and accountable.
3. ESC 2 will split fund staffing with campus administration or initiatives to better maximize personnel costs.
4. ESC 2 will modify family programming for parents and community members, encouraged under the original federal grant program and utilize community based non-profit partners and regional initiatives to continue services
5. ESC 2 will align with local colleges and Boys and Girls Club for summer programming that subsidized or free.
6. ESC 2 will contract with local colleges for college work study students at 25% of the cost or no cost to the district.

Volunteers and paraprofessionals with key highly qualified and paid program staff will minimize making sacrifices in order to continue serving students with limited resources and quality programming of the same quality.

Sustainable Factors Include: (1) collaborative and new partnerships; (2) diverse portfolio of funding sources to include local resources, childcare latchkey funds, extended day programs, tutoring funds and Title I monies ; (3) high-quality programs and proven results will align with CIP/DIP plans and favor School Board approvals for ongoing success; (4) support from school administration as program helps meet academic performance measures and goals; (5) key champions to include grant partners, colleges and city; (6) community engagement as councils will advocate for the ongoing services; and (7) garnering experience with afterschool so that services align with other district grants, initiatives or programs. ESC 2 understands that programming changes might be required to serve a similar number of students with more limited funds as sustainability will include these 7 proven strategies.

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)

ACE Volunteer Plan includes Screening, Placement, and Guidelines. 1.) Volunteer Screening consists of a background check and a form that captures the volunteer's basic information and areas of interest. Anyone interested in serving as a volunteer for ACE must do the following: Submit a completed, on-line volunteer application including a criminal history release form. A Social Security Number may be requested in order to verify criminal history records. District Policy requires a criminal history record of all school volunteers. Volunteers must also provide evidence of identity after submitting the application with a copy of a valid (unexpired) Texas Driver's License. 2.) Volunteer Placement consists directly from the site coordinator and principal as the volunteer will provide supportive and supplemental services under the direction and supervision of a teacher or staff member. 3.) Volunteer Guidelines includes that the volunteers conform to the same dress code as students and teachers. As an important role model, the volunteer is an example to the children in behavior, speech and dress. The volunteer knows that his or her personal contribution to the education of children is setting the fine example of an interested and informed. Once volunteers meet these requirements, the campus administrator or parent liaison will receive an "Authority to Report to Volunteer" which allows the volunteer to begin service. Volunteers from the last school year must renew their applications for the new school year. Those not cleared to volunteer can attend meetings/parent conferences but cannot stay on campus to volunteer. All participants in the ACE program will be required to sign-in and sign-out daily at each center as per ACE procedures and only authorized parents or guardians will be allowed to pick up the student. The primary understanding for ACE safety is to follow the set ACE policy and procedures in alignment with standard ESC-2 protocol for all students, parents and teachers. This includes: Reducing the number of open doors that are accessible to outsiders once the normal school day has ended; Providing highly visible coordinators and security personnel with well-lit areas for daylight savings time; Concentrating after-school and weekend activities in limited areas of the building and avoiding activities that spread out all over the school; Keeping written records of scheduled use, contracts and agreements, facility use and emergency policies and procedures.

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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 Dosage Plan for positive student outcomes looks to will first develop a clear understanding of students' interests and service by high quality trained teachers. ACE will use conversations with students and/or teachers or quick surveys as simple mechanisms to gather information about student interests (Cordova and Lepper, 1996). ACE instruction will then build off existing student interests and incorporate examples from sports, current events, or other community-specific interests. ACE instructors will connect reading materials or concepts introduced in class to students' everyday life experiences (Schacter and Jo, 2005; Black, 2008). ACE will personalize instructional content and materials to student interests, campus units, and provide students with choices to maximize student learning. ACE SMART goals will specifically relate to student attendance targets and dosage for a typical school year (fall, spring) and separately for summer. Aside from Quality staff and services, ACE will create a menu of activities that can be added to the ACE program as attendance, achievement, parent engagement and discipline improves. A teacher referral form will also provide an exclusivity and privileged aspect of ACE not the mandatory. This attendance plan includes separating student levels so that program gains may be made as a student achieves higher attendance goals. Level 1 students within the first 20 days will be limited to the basic programs with only one enrichment opportunity available to them. They must also recruit one student if the program is still not full to achieve level 2. Level 2 is students from 20-40 days and the program now allows for mentoring, special groups, added enrichment and guest privileges. A Level 3 student who has met all 45 days will be allowed unlimited access into ACE and will qualify for the College tours offered during summer camps. They will also be invited to potluck days. ACE will serve avg of 145 students and 80 parents per campus for 45 days (120-240 min) for 4 hours daily and 16 wk. per Fall/Spring/6 wk. in Summer (40 wk.) and a waiting list if necessary. Great staff/services help retain targeted goals.

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.

ACE will help meet the measures of effectiveness and student service targets while maintaining center-level quality with center-level needs assessments provided by ESC 2 to include community ACE surveys, CIP, most updated TAPR information helped propose the center operations schedule. Schools requested support for technology, partnership development and workforce programs to include future PTECH. Corresponding staffing will meet ACE guidelines and fall within the allowable TEA budget for a program serving 2,500 students. The ACE plan to include high trained program staff members includes college students will also help meet the measures of effectiveness and student service targets while maintaining center-level quality. ACE students will be monitored for personalized academic, behavioral, and social progress of each student daily. The plan will help establish daily effectiveness measures as incentive scores will be given in all activities and student service targets while maintaining center-level quality. ACE staff will assess students after each session by rating aspects of their performance such as engagement and task completion. Staff will be trained to do the student assessment and monitoring required by ACE through preprogram training, manuals, and ongoing support. College student interns, will work with certified teachers, participate in weekly professional development workshops with the teachers and other experts and have a week training program on curricula/instruction, assessment, classroom management, parent involvement, and team building before they begin ACE work. ACE will closely work intentionally to engage and connect students with learning by developing positive adult and peer relationship through mentoring and outreach to parents. New ACE STEAM labs (Maker Space labs within the library) will integrate science content and engaging instruction including real-world, hands-on activities and collaboration into reading instruction (Karcher, Davis, and Powell, 2002; Karcher, 2005). In addition, staff will hold weekly meetings with campus and center administration to review program goals, objectives, milestones, and progress on student data. Timely and frequent PD will ensure that quality staff is uploading timely and accurate entry into the TEAL Tracking System.

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

10. Equitable Access and Participation

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

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

Group		Barrier	

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

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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 (100% FTE). Bilingual. ESC 2 Administration Level includes benefits	\$76,500
2.	10 Site Coordinators (100% FTE) as required by RFP includes benefits	\$526,500
3.	Secretary/Clerk (100% FTE) Bilingual. ESC 2 Secretary Level 4. Must have 2 yrs. Exp.	\$38,610
4.	CIS/Family Engagement Specialist (100% FTE) as required by RFP includes benefits	\$52,650
5.		

Professional and Contracted Services

6.	District Certified Teachers (\$30/hr) as per list on Campus MOUs for Academic /Enrichment	\$490,420
7.	External Evaluation	\$50,000
8.	College Mentors as per TAMUCC/DCC/Coastal Bend CC Work Study Contract (inkind)	
9.	TWC Workforce Classes (ESL/GED)	\$5,000
10.		

Supplies and Materials

11.	Program Supplies	\$53,500
12.	Computers/Software (Site Report TEAL/Presentation Laptops)	\$10,500
13.	STEAM Curricula and Wifi for Buses	\$10,000
14.		

Other Operating Costs

15.	Program Trainings as per RFP	\$11,320
16.	Bus Transportation \$10,000 per campus	\$100,000
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"/>

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

Center Operations Schedule						
County-district number or vendor ID: 74-1587916						
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	13901004/1 3901042	A C JONES HEALTH PROFESSIONS MAGNET ACADEM, 1902 N. Adams St. Beeville, Texas 78102, 361-362-6000/ THE JOE BARNHART ACADEMY, 301 N. Minnesota St. Beeville, Texas 78102, 361-358-6262	1	6-11	250	125
2	13901001	A C JONES H S, 1902 N. Adams St. Beeville, Texas 78102, 361-362-6000	0	9-12	250	125
3	13901041	MORENO J H, 301 N. Minnesota Beeville, Texas 78102, 361-358-6262	0	6-8	250	125
4	13901102/ 13901105	FADDEN-MCKEOWN-CHAMBLISS EL, 100 T J Pfeil, Beeville, Texas 78102, 361-362-6050 / HAMPTON-MORENO-DUGAT EARLY CHILDHOOD CE, 2000 S. Mussett Beeville, Texas 78102, 361-362-6040	1	PK-5	250	125
5	13901101	R A HALL EL, 1100 W Huntington St, Beeville, Texas 78102, 361-362-6060	0	1-5	250	125
6	149902001	THREE RIVERS JR/SR H S, 108 North School Rd, Three Rivers, Texas 78071, 361-786-3603	0	7-12	250	125
7	149902101	THREE RIVERS EL, 108 North School Rd, Three Rivers, Texas 78071, 361-786-3603	0	PK-6	250	125
8	149901001	GEORGE WEST H S, 1013 Houston St, George West, Texas 78022, 361-449-1914 Ex. 2	0	9-12	250	125
9	149901041	GEORGE WEST J H, 900 Houston St, George West, Texas 78022, 361-449-1914 Ex. 3	0	7-8	250	125
10	149901101/ 149901102	GEORGE WEST EL, 910 Houston St, George West, Texas 78022, 361-449-1914 Ex. 4/ GEORGE WEST PRI, 405 Travis St, George West, Texas 78022, 361-449-1914 Ex. 5	1	PK-6	250	125

Commented [JB1]: There is no data for this campus.

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

Texas ACE Center Operations Schedule (one per center)					Program Year 2021-2022							
<i>(Part 3) Applicant will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 1	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP	Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target							
Center	13901004	A C JONES HEALTH PROFESSIONS MAGNET ACADEM, 1902 N. Adams St. Beeville, Texas 78102	9-11	250	125							
Feeder	13901042	THE JOE BARNHART ACADEMY, 301 N. Minnesota St. Beeville, Texas 78102	6-8									
Feeder												
Program Operations		Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks								
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term		09/13/21	12/10/21	12								
Spring Term		01/10/22	05/20/22	18								
Summer Term		06/06/22	07/08/22	6								
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	7:05	8:05	3:15	6:15	7:05	8:05	3:15	6:15	8:00	12:00	1:00	2:00
Tuesday	7:05	8:05	3:15	6:15	7:05	8:05	3:15	6:15	8:00	12:00	1:00	2:00
Wednesday	7:05	8:05	3:15	6:15	7:05	8:05	3:15	6:15	8:00	12:00	1:00	2:00
Thursday	7:05	8:05	3:15	6:15	7:05	8:05	3:15	6:15	8:00	12:00	1:00	2:00
Friday	7:05	8:05	3:15	6:15	7:05	8:05	3:15	6:15	8:00	12:00	1:00	2:00
Saturday												
Sunday												
Total Hours Per Week:												
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Add events											
Parent/Legal Guardian Activities	Parent Participants REGIONAL PARENT ENGAGEMENT CONFERENCE will have an opportunity to hear from guest speakers within the community. Topics will include cyberbullying, social and emotional wellness, and building academic capacity. All sessions will be delivered in English. Translation audio phone with Spanish translation will be available. For safe Schools Parents can join districts with professional development trainings, workshops, and technical assistance on school health issues and concerns. Provide training and technical assistance to facilitate and improve District School Health Advisory Councils and Coordinated School Health Programs.											

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

Texas ACE Center Operations Schedule (one per center)					Program Year 2021-2022							
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 2	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP	Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target							
Center	13901001	A C JONES H S, 1902 N. Adams St. Beeville, Texas 78102	9-12	250	125							
Feeder												
Feeder												
Assist districts to meet compliance with TEA and Department of State Health Services mandates. Be a catalyst for ESC-2 districts for promoting a healthy school environment and healthy behaviors of all students and school district personnel.												
Program Operations		Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks								
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term		09/13/21	12/10/21	12								
Spring Term		01/10/22	05/20/22	18								
Summer Term		06/06/22	07/08/22	6								
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	7:05	8:05	3:15	6:15	7:05	8:05	3:15	6:15	8:00	12:00	1:00	2:00
Tuesday	7:05	8:05	3:15	6:15	7:05	8:05	3:15	6:15	8:00	12:00	1:00	2:00
Wednesday	7:05	8:05	3:15	6:15	7:05	8:05	3:15	6:15	8:00	12:00	1:00	2:00
Thursday	7:05	8:05	3:15	6:15	7:05	8:05	3:15	6:15	8:00	12:00	1:00	2:00
Friday	7:05	8:05	3:15	6:15	7:05	8:05	3:15	6:15	8:00	12:00	1:00	2:00
Saturday												
Sunday												
Total Hours Per Week:												
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												

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

Texas ACE Center Operations Schedule (one per center)					Program Year 2021-2022							
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 3	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP	Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target							
Center	13901041	MORENO J H, 301 N. Minnesota Beeville, Texas 78102	6-8	250	125							
Feeder												
Feeder												
Parent/Legal Guardian Activities												
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>		09/13/21	12/10/21	12								
Fall Term		01/10/22	05/20/22	18								
Spring Term		06/06/22	07/08/22	6								
Summer Term				36								
Total number of weeks:												
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	7:05	8:05	3:15	6:15	7:05	8:05	3:15	6:15	8:00	12:00	1:00	2:00
Tuesday	7:05	8:05	3:15	6:15	7:05	8:05	3:15	6:15	8:00	12:00	1:00	2:00
Wednesday	7:05	8:05	3:15	6:15	7:05	8:05	3:15	6:15	8:00	12:00	1:00	2:00
Thursday	7:05	8:05	3:15	6:15	7:05	8:05	3:15	6:15	8:00	12:00	1:00	2:00
Friday	7:05	8:05	3:15	6:15	7:05	8:05	3:15	6:15	8:00	12:00	1:00	2:00
Saturday												
Sunday												
Total Hours Per Week:												
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												

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

Texas ACE Center Operations Schedule (one per center)					Program Year 2021-2022								
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>													
Center #	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	13901102	FADDEN-MCKEOWN-CHAMBLISS EL, 100 TJ Pfeil, Beeville, Texas 78102	1-5	250	125								
Feeder	013901105	HAMPTON-MORENO-DUGAT EARLY CHILDHOOD CE, 2000 S. Mussett Beeville, Texas 78102	PK-K										
Feeder													
Parent/Legal Guardian Activities													
Program Operations		Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks									
Summer Term Jump Start <i>(Must be approved in NOGA)</i>													
Fall Term		09/13/21	12/10/21	12									
Spring Term		01/10/22	05/20/22	18									
Summer Term		06/06/22	07/08/22	6									
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	7:05	8:05	3:15	6:15	7:05	8:05	3:15	6:15	8:00	12:00	1:00	2:00	
Tuesday	7:05	8:05	3:15	6:15	7:05	8:05	3:15	6:15	8:00	12:00	1:00	2:00	
Wednesday	7:05	8:05	3:15	6:15	7:05	8:05	3:15	6:15	8:00	12:00	1:00	2:00	
Thursday	7:05	8:05	3:15	6:15	7:05	8:05	3:15	6:15	8:00	12:00	1:00	2:00	
Friday	7:05	8:05	3:15	6:15	7:05	8:05	3:15	6:15	8:00	12:00	1:00	2:00	
Saturday													
Sunday													
Total Hours Per Week:													
Adjunct Sites, If applicable (site name and full address)													
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)													

Commented [JB2]: I filled in the correct numbers that I found for both campuses.

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

Texas ACE Center Operations Schedule (one per center)					Program Year 2021-2022								
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>													
Center 5	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP	Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target								
Center	13901101	R A HALL EL, 1100 W Huntington St, Beeville, TX 78102	1-5	250	125								
Feeder													
Feeder													
Parent/Legal Guardian Activities													
Program Operations		Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks									
Summer Term Jump Start <i>(Must be approved in NOGA)</i>													
Fall Term		09/13/21	12/10/21	12									
Spring Term		01/10/22	05/20/22	18									
Summer Term		06/06/22	07/08/22	6									
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	7:05	8:05	3:15	6:15	7:05	8:05	3:15	6:15	8:00	12:00	1:00	2:00	
Tuesday	7:05	8:05	3:15	6:15	7:05	8:05	3:15	6:15	8:00	12:00	1:00	2:00	
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Thursday	7:05	8:05	3:15	6:15	7:05	8:05	3:15	6:15	8:00	12:00	1:00	2:00	
Friday	7:05	8:05	3:15	6:15	7:05	8:05	3:15	6:15	8:00	12:00	1:00	2:00	
Saturday													
Sunday													
Total Hours Per Week:													
Adjunct Sites, If applicable (site name and full address)													
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)													

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

Texas ACE Center Operations Schedule (one per center)					Program Year 2021-2022							
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center #	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	149902001	THREE RIVERS JR/SR H S, 108 North School Rd, Three Rivers, Texas 78071	7-12	250	125							
Feeder												
Feeder												
Parent/Legal Guardian Activities												
Program Operations		Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks								
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term		09/13/21	12/10/21	12								
Spring Term		01/10/22	05/20/22	18								
Summer Term		06/06/22	07/08/22	6								
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	7:05	8:05	3:15	6:15	7:05	8:05	3:15	6:15	8:00	12:00	1:00	2:00
Tuesday	7:05	8:05	3:15	6:15	7:05	8:05	3:15	6:15	8:00	12:00	1:00	2:00
Wednesday	7:05	8:05	3:15	6:15	7:05	8:05	3:15	6:15	8:00	12:00	1:00	2:00
Thursday	7:05	8:05	3:15	6:15	7:05	8:05	3:15	6:15	8:00	12:00	1:00	2:00
Friday	7:05	8:05	3:15	6:15	7:05	8:05	3:15	6:15	8:00	12:00	1:00	2:00
Saturday												
Sunday												
Total Hours Per Week:												
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												

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

Texas ACE Center Operations Schedule (one per center)					Program Year 2021-2022							
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 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	149902101	THREE RIVERS EL, 108 North School Rd, Three Rivers, Texas 78071	PK-6	250	125							
Feeder												
Feeder												
Parent/Legal Guardian Activities												
Program Operations		Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks								
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term		09/13/21	12/10/21	12								
Spring Term		01/10/22	05/20/22	18								
Summer Term		06/06/22	07/08/22	6								
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	7:05	8:05	3:15	6:15	7:05	8:05	3:15	6:15	8:00	12:00	1:00	2:00
Tuesday	7:05	8:05	3:15	6:15	7:05	8:05	3:15	6:15	8:00	12:00	1:00	2:00
Wednesday	7:05	8:05	3:15	6:15	7:05	8:05	3:15	6:15	8:00	12:00	1:00	2:00
Thursday	7:05	8:05	3:15	6:15	7:05	8:05	3:15	6:15	8:00	12:00	1:00	2:00
Friday	7:05	8:05	3:15	6:15	7:05	8:05	3:15	6:15	8:00	12:00	1:00	2:00
Saturday												
Sunday												
Total Hours Per Week:												
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												

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

Texas ACE Center Operations Schedule (one per center)					Program Year 2021-2022							
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center #	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	149901001	GEORGE WEST H S, 1013 Houston St, George West, Texas 78022	9-12	250	125							
Feeder												
Feeder												
Parent/Legal Guardian Activities												
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>		09/13/21	12/10/21	12								
Fall Term		01/10/22	05/20/22	18								
Spring Term		06/06/22	07/08/22	6								
Summer Term				36								
Total number of weeks:												
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	7:05	8:05	3:15	6:15	7:05	8:05	3:15	6:15	8:00	12:00	1:00	2:00
Tuesday	7:05	8:05	3:15	6:15	7:05	8:05	3:15	6:15	8:00	12:00	1:00	2:00
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Friday	7:05	8:05	3:15	6:15	7:05	8:05	3:15	6:15	8:00	12:00	1:00	2:00
Saturday												
Sunday												
Total Hours Per Week:												
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												

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

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

Texas ACE Center Operations Schedule (one per center)					Program Year 2021-2022							
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 9	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP	Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target							
Center	149901041	GEORGE WEST J H, 900 Houston St, George West, Texas 78022	7-8	250	125							
Feeder												
Feeder												
Program Operations		Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks								
Summer Term Jump Start <i>(Must be approved in NOGA)</i>		09/13/21	12/10/21	12								
Fall Term		01/10/22	05/20/22	18								
Spring Term		06/06/22	07/08/22	6								
Summer Term				36								
Total number of weeks:												
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	7:05	8:05	3:15	6:15	7:05	8:05	3:15	6:15	8:00	12:00	1:00	2:00
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Friday	7:05	8:05	3:15	6:15	7:05	8:05	3:15	6:15	8:00	12:00	1:00	2:00
Saturday												
Sunday												
Total Hours Per Week:												
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
Parent/Legal Guardian Activities												

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

Texas ACE Center Operations Schedule (one per center)					Program Year 2021-2022							
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 10	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP	Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target							
Center	149901101	GEORGE WEST EL, 910 Houston St, George West, Texas 78022	4-6	250	125							
Feeder	149901102	GEORGE WEST PRI, 405 Travis St, George West, Texas 78022	PK-3									
Feeder												
Program Operations		Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks								
Summer Term Jump Start <i>(Must be approved in NOGA)</i>		09/13/21	12/10/21	12								
Fall Term		01/10/22	05/20/22	18								
Spring Term		06/06/22	07/08/22	6								
Summer Term				36								
Total number of weeks:												
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	7:05	8:05	3:15	6:15	7:05	8:05	3:15	6:15	8:00	12:00	1:00	2:00
Tuesday	7:05	8:05	3:15	6:15	7:05	8:05	3:15	6:15	8:00	12:00	1:00	2:00
Wednesday	7:05	8:05	3:15	6:15	7:05	8:05	3:15	6:15	8:00	12:00	1:00	2:00
Thursday	7:05	8:05	3:15	6:15	7:05	8:05	3:15	6:15	8:00	12:00	1:00	2:00
Friday	7:05	8:05	3:15	6:15	7:05	8:05	3:15	6:15	8:00	12:00	1:00	2:00
Saturday												
Sunday												
Total Hours Per Week:												
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
Parent/Legal Guardian Activities												



Memorandum of Agreement

This agreement is entered effective July 1, 2021, through July 31, 2026 between **Education Service Center, Region 2 (ESC-2)** and **Boys & Girls Club of Beeville, Inc.** The agreement is effective only upon notification of the grant award by the Texas Education Agency of the Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 11 grant program as an Official Board approval for a Memorandum of Understanding and Contract will be pending the official Notification of Grant Award (NOGA) as required under organizational policy.

Education Service Center Region Two has applied for federal 21st CCLC grant funds from TEA to provide out-of-school programs in 10 Title 1 schools across the George West, Three Rivers and Beeville Independent School Districts. Upon receiving the requested funds, ESC-2 and Boys & Girls Club of Beeville, Inc. will enter into a partnership to provide out-of-school programs to meet the requirements of the Texas ACE grant program, benefiting the school communities as stated in the grant request for application. ACE partnerships provide a reasonable and specific plan for expanding the capacity of the organizations to achieve shared goals and increase the scope or quality of services that could not otherwise be provided to the grantee alone.

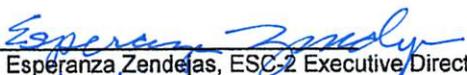
Education Service Center Region Two (ESC-2) 21st CCLC Staff agree to:

- Implement program that is aligned with the Campus Improvement Plans, district and school initiatives, and integrated into school culture;
- Serve on the appropriate campus committees;
- Supervise purchasing, payroll, contracts, and hiring of staff;
- Maintain the grant records for fiscal accountability and grant reporting;
- Complete all evaluation reports;
- Communicate 21st CCLC progress to all 21st CCLC councils.
- Implement the 21st CCLC grant application and subsequent continuation proposals;
- Offer academic and enrichment activities as designed by the Community Needs Assessment and surveys;
- Design customized services for both students and adults based on the 21st CCLC Grant design team feedback;
- Monitor the program for grant compliance and sustainability;
- Provide training on district policies and procedures, best practices, and youth development;
- Use student data for reporting, compliance, and evaluation needs only and abide by all federal, state, and district guidelines regarding privacy of that student data; and
- Supervise Site Coordinator, program instructors, and community partners;

Boys & Girls Club of Beeville, Inc., 21st CCLC Grant Partner agrees to:

- Ensure that the afterschool program partnership services are aligned with district and school initiatives;
- Assign a campus contact person to serve as a partnership Liaison/Advisor to the program;
- Attend ESC-2 planning, review meetings, and special events when possible;
- Provide services and resources to compliment the goals of the 21st CCLC program

This agreement can be voided by either party with a 30-day written agreement. As indicated by our signature, we agree to follow the guidelines of this grant per the state and federal guidelines outlined in the grant program.


Dr. Esperanza Zendejas, ESC-2 Executive Director
Date 1/21/2021


Administrator/President/Leader
Date 1/21/21





Memorandum of Agreement

This agreement is entered effective July 1, 2021, through July 31, 2026 between Education Service Center, Region 2 (ESC-2) and Communities In Schools of the Coastal Bend. The agreement is effective only upon notification of the grant award by the Texas Education Agency of the Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 11 grant program as an Official Board approval for a Memorandum of Understanding and Contract will be pending the official Notification of Grant Award (NOGA) as required under organizational policy.

Education Service Center Region Two has applied for federal 21st CCLC grant funds from TEA to provide out-of-school programs in 10 Title 1 schools across the George West, Three Rivers and Beeville Independent School Districts. Upon receiving the requested funds, ESC-2 and Communities In Schools of the Coastal Bend will enter into a partnership to provide out-of-school programs to meet the requirements of the Texas ACE grant program, benefiting the school communities as stated in the grant request for application. ACE partnerships provide a reasonable and specific plan for expanding the capacity of the organizations to achieve shared goals and increase the scope or quality of services that could not otherwise be provided to the grantee alone.

Education Service Center Region Two (ESC-2) 21st CCLC Staff agree to:

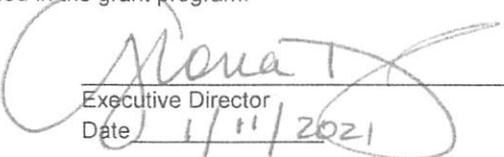
- Implement program that is aligned with the Campus Improvement Plans, district and school initiatives, and integrated into school culture;
- Serve on the appropriate campus committees;
- Supervise purchasing, payroll, contracts, and hiring of staff;
- Maintain the grant records for fiscal accountability and grant reporting;
- Complete all evaluation reports;
- Communicate 21st CCLC progress to all 21st CCLC councils.
- Implement the 21st CCLC grant application and subsequent continuation proposals;
- Offer academic and enrichment activities as designed by the Community Needs Assessment and surveys;
- Design customized services for both students and adults based on the 21st CCLC Grant design team feedback;
- Monitor the program for grant compliance and sustainability;
- Provide training on district policies and procedures, best practices, and youth development;
- Use student data for reporting, compliance, and evaluation needs only and abide by all federal, state, and district guidelines regarding privacy of that student data; and
- Supervise Site Coordinator, program instructors, and community partners;

Communities In Schools of the Coastal Bend, 21st CCLC Grant Partner agrees to:

- Ensure that the afterschool program partnership services are aligned with district and school initiatives;
- Help identify resources and services for participants based on their need;
- Assign a campus contact person to serve as a partnership Liaison/Advisor to the program;
- Attend ESC-2 planning, review meetings, and special events when possible;
- Coordinate drop-out prevention services such as porch or home visits, attendance phone calls, mental health supportive guidance services, Signs of Suicide curriculum and other services and activities to compliment the goals of the 21st CCLC program.

This agreement can be voided by either party with a 30-day written agreement. As indicated by our signature, we agree to follow the guidelines of this grant per the state and federal guidelines outlined in the grant program.


 Dr. Esperanza Zendejas, ESC-2 Executive Director
 Date 1/13/2021


 Executive Director
 Date 1/11/2021





Memorandum of Agreement

This agreement is entered effective July 1, 2021, through July 31, 2026 between **Education Service Center, Region 2 (ESC-2)** and **TAMUCC, DMCC, CBCC**. The agreement is effective only upon notification of the grant award by the Texas Education Agency of the Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 11 grant program as an Official Board approval for a Memorandum of Understanding and Contract will be pending the official Notification of Grant Award (NOGA) as required under organizational policy.

Education Service Center Region Two has applied for federal 21st CCLC grant funds from TEA to provide out-of-school programs in 10 Title 1 schools across the George West, Three Rivers and Beeville Independent School Districts. Upon receiving the requested funds, ESC-2 and TAMUCC, DMCC and CBCC will enter into a partnership to provide out-of-school programs to meet the requirements of the Texas ACE grant program, benefiting the school communities as stated in the grant request for application. ACE partnerships provide a reasonable and specific plan for expanding the capacity of the organizations to achieve shared goals and increase the scope or quality of services that could not otherwise be provided to the grantee alone.

Education Service Center Region Two (ESC-2) 21st CCLC Staff agree to:

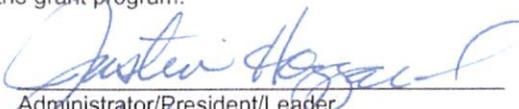
- Implement program that is aligned with the Campus Improvement Plans, district and school initiatives, and integrated into school culture;
- Serve on the appropriate campus committees;
- Supervise purchasing, payroll, contracts, and hiring of staff;
- Maintain the grant records for fiscal accountability and grant reporting;
- Complete all evaluation reports;
- Communicate 21st CCLC progress to all 21st CCLC councils.
- Implement the 21st CCLC grant application and subsequent continuation proposals;
- Offer academic and enrichment activities as designed by the Community Needs Assessment and surveys;
- Design customized services for both students and adults based on the 21st CCLC Grant design team feedback;
- Monitor the program for grant compliance and sustainability;
- Provide training on district policies and procedures, best practices, and youth development;
- Use student data for reporting, compliance, and evaluation needs only and abide by all federal, state, and district guidelines regarding privacy of that student data; and
- Supervise Site Coordinator, program instructors, and community partners;

TAMUCC, DMCC, CBCC, 21st CCLC Grant Partner agrees to:

- Ensure that the afterschool program partnership services are aligned with district and school initiatives;
- Help identify college resources and services for participation based on need;
- Assign a campus contact person to serve as a partnership Liaison/Advisor to the program;
- Attend ESC-2 planning, review meetings, and special events when possible;
- Coordinate College Awareness and Readiness services and Activities for families to gain Higher Education support;
- Assist with student Admissions and Matriculation support for the program and access through College tours;
- Provide services and resources to compliment the goals of the 21st CCLC program; and
- Offer incentives, awards, and volunteers for the program whenever possible.

This agreement can be voided by either party with a 30-day written agreement. As indicated by our signature, we agree to follow the guidelines of this grant per the state and federal guidelines outlined in the grant program.


Dr. Esperanza Zendejas, ESC-2 Executive Director
Date 1/20/2021


Administrator/President/Leader
Date 1/19/21





BEEVILLE

INDEPENDENT SCHOOL DISTRICT
INSPIRING BOLD INNOVATIVE LEADERS

Martina Villarreal
Director of Federal Programs
201 N. St. Mary's Street
Beeville, Texas 78102
361-358-7111 ext. 1033



Texas ACE/21st Century Community Learning Center Memorandum of Understanding

This agreement is entered effective July 2021 through the end of the 5 year grant period between the **Education Service Center Region Two 21st CCLC Program, Cycle 11**, contingent on grant funding and:

I. AC Jones High School agrees to:

- a. Assist in interviews and make recommendations for Site Coordinator
- b. Have Data Clerk or PEIMS Clerk partner with Site Coordinator for appropriate data collection to meet necessary reporting, compliance, and evaluation needs
- c. Welcome the Site Coordinator as part of your Leadership Team, and
- d. Budget annually to ensure that transportation is safe and free to families.
- e. Ensure that ACE is included in the Campus Improvement Plan(CIP), is aligned with district and school initiatives, and is integrated into the school culture
- f. Identify and recruit students for participation based on need
- g. Attend planning, review meetings, and special events
- h. Communicate with teachers and families to gain support
- i. Assist with teacher recruitment and support for the program
- j. Ensure that rooms and adequate space (gym, cafeteria, classrooms, computer labs, auditorium, office, and storage) are available for program implementation

II. Education Service Center Region Two in Partnership with Community in Schools (CIS), Boys and Girls Club and local Universities agree to:

- a. Write the 21st CCLC grant application and subsequent continuation proposals
- b. Monitor the program for grant compliance
- c. Provide training on ACE policies and procedures, and best practices
- d. Supervise Site Coordinator, program instructors, and community partners
- e. Implement program that is aligned with the CIP, district and school initiatives, and integrated into school culture
- f. Serve on the appropriate campus committees
- g. Supervise purchasing, payroll, contracts, and hiring of staff
- h. Maintain the grant records for fiscal accountability and grant reporting
- i. Assist in completing all evaluation reports, and
- j. Use student data for reporting, compliance, and evaluation needs only and abide by all federal, state, and district guidelines regarding privacy of that student data.



BEEVILLE

INDEPENDENT SCHOOL DISTRICT

INSPIRING BOLD INNOVATIVE LEADERS

Martina Villarreal
Director of Federal Programs
201 N. St. Mary's Street
Beeville, Texas 78102
361-358-7111 ext. 1033

III. It is mutually agreed:

- a. That all parties will comply with all state and federal guidelines and requirements and funds will supplement not supplant existing staff, support materials and supplies, or programs, and the program will be aligned with the CIP, district and school initiatives, and integrated into the school culture. Principal has already received support from teachers to work in after school services.

Agreed: *Esperanza Zendejas*
Dr. Esperanza Zendejas, ESC-2 Executive Director

[Signature]
MS. Ann Ewing, Principal

1/21/2021
Date

1/13/2021
Date



BEEVILLE

INDEPENDENT SCHOOL DISTRICT

INSPIRING BOLD INNOVATIVE LEADERS

Martina Villarreal
Director of Federal Programs
201 N. St. Mary's Street
Beeville, Texas 78102
361-358-7111 ext. 1033



Texas ACE/21st Century Community Learning Center Memorandum of Understanding

This agreement is entered effective July 2021 through the end of the 5 year grant period between the **Education Service Center Region Two 21st CCLC Program, Cycle 11**, contingent on grant funding and:

I. Moreno Junior High agrees to:

- a. Assist in interviews and make recommendations for Site Coordinator
- b. Have Data Clerk or PEIMS Clerk partner with Site Coordinator for appropriate data collection to meet necessary reporting, compliance, and evaluation needs
- c. Welcome the Site Coordinator as part of your Leadership Team, and
- d. Budget annually to ensure that transportation is safe and free to families.
- e. Ensure that ACE is included in the Campus Improvement Plan(CIP), is aligned with district and school initiatives, and is integrated into the school culture
- f. Identify and recruit students for participation based on need
- g. Attend planning, review meetings, and special events
- h. Communicate with teachers and families to gain support
- i. Assist with teacher recruitment and support for the program
- j. Ensure that rooms and adequate space (gym, cafeteria, classrooms, computer labs, auditorium, office, and storage) are available for program implementation

II. Education Service Center Region Two in Partnership with Community in Schools (CIS), Boys and Girls Club and local Universities agree to:

- a. Write the 21st CCLC grant application and subsequent continuation proposals
- b. Monitor the program for grant compliance
- c. Provide training on ACE policies and procedures, and best practices
- d. Supervise Site Coordinator, program instructors, and community partners
- e. Implement program that is aligned with the CIP, district and school initiatives, and integrated into school culture
- f. Serve on the appropriate campus committees
- g. Supervise purchasing, payroll, contracts, and hiring of staff
- h. Maintain the grant records for fiscal accountability and grant reporting
- i. Assist in completing all evaluation reports, and
- j. Use student data for reporting, compliance, and evaluation needs only and abide by all federal, state, and district guidelines regarding privacy of that student data.



BEEVILLE

INDEPENDENT SCHOOL DISTRICT

INSPIRING BOLD INNOVATIVE LEADERS

Martina Villarreal
Director of Federal Programs
201 N. St. Mary's Street
Beeville, Texas 78102
361-358-7111 ext. 1033

III. It is mutually agreed:

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Agreed: *Esperanza Zendejas*
Dr. Esperanza Zendejas, ESC-2 Executive Director

1/20/2021
Date

[Signature]
Mr. Jaime Rodriguez, Principal

1-14-21
Date



BEEVILLE

INDEPENDENT SCHOOL DISTRICT

INSPIRING BOLD INNOVATIVE LEADERS

Martina Villarreal

Administration

201 N. St. Mary's Street

Beeville, Texas 78102

361-358-7111 ext 1030



Texas ACE/21st Century Community Learning Center Memorandum of Understanding

This agreement is entered effective July 2021 through the end of the 5 year grant period between the **Education Service Center Region Two 21st CCLC Program, Cycle 11**, contingent on grant funding and:

- I. **Fadden-McKeown-Chambliss Elementary** agrees to:
 - a. Assist in interviews and make recommendations for Site Coordinator
 - b. Have Data Clerk or PEIMS Clerk partner with Site Coordinator for appropriate data collection to meet necessary reporting, compliance, and evaluation needs
 - c. Welcome the Site Coordinator as part of your Leadership Team, and
 - d. Budget annually to ensure that transportation is safe and free to families.
 - e. Ensure that ACE is included in the Campus Improvement Plan(CIP), is aligned with district and school initiatives, and is integrated into the school culture
 - f. Identify and recruit students for participation based on need
 - g. Attend planning, review meetings, and special events
 - h. Communicate with teachers and families to gain support
 - i. Assist with teacher recruitment and support for the program
 - j. Ensure that rooms and adequate space (gym, cafeteria, classrooms, computer labs, auditorium, office, and storage) are available for program implementation

- II. **Education Service Center Region Two in Partnership with Community in Schools (CIS), Boys and Girls Club and local Universities** agree to:
 - a. Write the 21st CCLC grant application and subsequent continuation proposals
 - b. Monitor the program for grant compliance
 - c. Provide training on ACE policies and procedures, and best practices
 - d. Supervise Site Coordinator, program instructors, and community partners
 - e. Implement program that is aligned with the CIP, district and school initiatives, and integrated into school culture
 - f. Serve on the appropriate campus committees
 - g. Supervise purchasing, payroll, contracts, and hiring of staff
 - h. Maintain the grant records for fiscal accountability and grant reporting
 - i. Assist in completing all evaluation reports, and
 - j. Use student data for reporting, compliance, and evaluation needs only and abide by all federal, state, and district guidelines regarding privacy of that student data.



BEEVILLE

INDEPENDENT SCHOOL DISTRICT

INSPIRING BOLD INNOVATIVE LEADERS

Martina Villarreal

Administration

201 N. St. Mary's Street

Beeville, Texas 78102

361-358-7111 ext 1030

III. It is mutually agreed:

- a. That all parties will comply with all state and federal guidelines and requirements and funds will supplement not supplant existing staff, support materials and supplies, or programs, and the program will be aligned with the CIP, district and school initiatives, and integrated into the school culture. Principal has already received support from teachers to work in after school services.

Agreed: *Esperanza Zendejas*
Dr. Esperanza Zendejas, ESC-2 Executive Director

1/20/2021
Date

Anita Taylor
Mrs. Anita Taylor, Principal

1/13/2021
Date



BEEVILLE

INDEPENDENT SCHOOL DISTRICT
INSPIRING BOLD INNOVATIVE LEADERS

Martina Villarreal
Director of Federal Programs
201 N. St. Mary's Street
Beeville, Texas 78102
361-358-7111 ext. 1033



Texas ACE/21st Century Community Learning Center Memorandum of Understanding

This agreement is entered effective July 2021 through the end of the 5 year grant period between the **Education Service Center Region Two 21st CCLC Program, Cycle 11**, contingent on grant funding and:

I. RA Hall Elementary agrees to:

- a. Assist in interviews and make recommendations for Site Coordinator
- b. Have Data Clerk or PEIMS Clerk partner with Site Coordinator for appropriate data collection to meet necessary reporting, compliance, and evaluation needs
- c. Welcome the Site Coordinator as part of your Leadership Team, and
- d. Budget annually to ensure that transportation is safe and free to families.
- e. Ensure that ACE is included in the Campus Improvement Plan(CIP), is aligned with district and school initiatives, and is integrated into the school culture
- f. Identify and recruit students for participation based on need
- g. Attend planning, review meetings, and special events
- h. Communicate with teachers and families to gain support
- i. Assist with teacher recruitment and support for the program
- j. Ensure that rooms and adequate space (gym, cafeteria, classrooms, computer labs, auditorium, office, and storage) are available for program implementation

II. Education Service Center Region Two in Partnership with Community in Schools (CIS), Boys and Girls Club and local Universities agree to:

- a. Write the 21st CCLC grant application and subsequent continuation proposals
- b. Monitor the program for grant compliance
- c. Provide training on ACE policies and procedures, and best practices
- d. Supervise Site Coordinator, program instructors, and community partners
- e. Implement program that is aligned with the CIP, district and school initiatives, and integrated into school culture
- f. Serve on the appropriate campus committees
- g. Supervise purchasing, payroll, contracts, and hiring of staff
- h. Maintain the grant records for fiscal accountability and grant reporting
- i. Assist in completing all evaluation reports, and
- j. Use student data for reporting, compliance, and evaluation needs only and abide by all federal, state, and district guidelines regarding privacy of that student data.



BEEVILLE

INDEPENDENT SCHOOL DISTRICT
INSPIRING BOLD INNOVATIVE LEADERS

Martina Villarreal
Director of Federal Programs
201 N. St. Mary's Street
Beeville, Texas 78102
361-358-7111 ext. 1033

III. It is mutually agreed:

- a. That all parties will comply with all state and federal guidelines and requirements and funds will supplement not supplant existing staff, support materials and supplies, or programs, and the program will be aligned with the CIP, district and school initiatives, and integrated into the school culture. Principal has already received support from teachers to work in after school services.

Agreed: *Esperanza Zendejas*
Dr. Esperanza Zendejas, ESC-Y Executive Director

Belinda Aguirre
Ms. Belinda Aguirre, Principal

1/20/2021
Date

1-13-2021
Date



GEORGE WEST
Independent School District

George West Independent School District

Roland Quesada, Ed.D.
Superintendent



Texas ACE/21st Century Community Learning Center Memorandum of Understanding

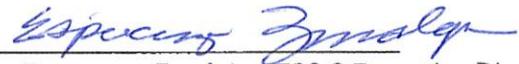
This agreement is entered effective July 2021 through the end of the 5 year grant period between the Education Service Center Region Two 21st CCLC Program, Cycle 11, contingent on grant funding and:

- I. **George West ISD** agrees to:
 - a. Assist in interviews and make recommendations for Site Coordinator
 - b. Have Data Clerk or PEIMS Clerk partner with Site Coordinator for appropriate data collection to meet necessary reporting, compliance, and evaluation needs
 - c. Welcome the Site Coordinator as part of your Leadership Team, and
 - d. Budget annually to ensure that transportation is safe and free to families.
 - e. Ensure that ACE is included in the Campus Improvement Plan(CIP), is aligned with district and school initiatives, and is integrated into the school culture
 - f. Identify and recruit students for participation based on need
 - g. Attend planning, review meetings, and special events
 - h. Communicate with teachers and families to gain support
 - i. Assist with teacher recruitment and support for the program
 - j. Ensure that rooms and adequate space (gym, cafeteria, classrooms, computer labs, auditorium, office, and storage) are available for program implementation

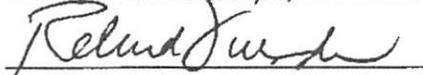
- II. **Education Service Center Region Two in Partnership with Community in Schools (CIS), Boys and Girls Club and local Universities** agree to:
 - a. Write the 21st CCLC grant application and subsequent continuation proposals
 - b. Monitor the program for grant compliance
 - c. Provide training on ACE policies and procedures, and best practices
 - d. Supervise Site Coordinator, program instructors, and community partners
 - e. Implement program that is aligned with the CIP, district and school initiatives, and integrated into school culture
 - f. Serve on the appropriate campus committees
 - g. Supervise purchasing, payroll, contracts, and hiring of staff
 - h. Maintain the grant records for fiscal accountability and grant reporting
 - i. Assist in completing all evaluation reports, and
 - j. Use student data for reporting, compliance, and evaluation needs only and abide by all federal, state, and district guidelines regarding privacy of that student data.

III. It is mutually agreed:

- a. That all parties will comply with all state and federal guidelines and requirements and funds will supplement not supplant existing staff, support materials and supplies, or programs, and the program will be aligned with the CIP, district and school initiatives, and integrated into the school culture. Principal has already received support from teachers to work in after school services.

Agreed: 
Dr. Esperanza Zendejas, ESC-2 Executive Director

1/20/2021
Date


Dr. Roland Quesada, Superintendent

1-12-2021
Date



GEORGE WEST
Independent School District

George West High School

Joy Beverly
Principal

Felix Duran
Assistant Principal



Texas ACE/21st Century Community Learning Center Memorandum of Understanding

This agreement is entered effective July 2021 through the end of the 5 year grant period between the **Education Service Center Region Two 21st CCLC Program, Cycle 11**, contingent on grant funding and:

- I. **George West High School** agrees to:
 - a. Assist in interviews and make recommendations for Site Coordinator
 - b. Have Data Clerk or PEIMS Clerk partner with Site Coordinator for appropriate data collection to meet necessary reporting, compliance, and evaluation needs
 - c. Welcome the Site Coordinator as part of your Leadership Team, and
 - d. Budget annually to ensure that transportation is safe and free to families.
 - e. Ensure that ACE is included in the Campus Improvement Plan(CIP), is aligned with district and school initiatives, and is integrated into the school culture
 - f. Identify and recruit students for participation based on need
 - g. Attend planning, review meetings, and special events
 - h. Communicate with teachers and families to gain support
 - i. Assist with teacher recruitment and support for the program
 - j. Ensure that rooms and adequate space (gym, cafeteria, classrooms, computer labs, auditorium, office, and storage) are available for program implementation

- II. **Education Service Center Region Two in Partnership with Community in Schools (CIS), Boys and Girls Club and local Universities** agree to:
 - a. Write the 21st CCLC grant application and subsequent continuation proposals
 - b. Monitor the program for grant compliance
 - c. Provide training on ACE policies and procedures, and best practices
 - d. Supervise Site Coordinator, program instructors, and community partners
 - e. Implement program that is aligned with the CIP, district and school initiatives, and integrated into school culture
 - f. Serve on the appropriate campus committees
 - g. Supervise purchasing, payroll, contracts, and hiring of staff
 - h. Maintain the grant records for fiscal accountability and grant reporting
 - i. Assist in completing all evaluation reports, and
 - j. Use student data for reporting, compliance, and evaluation needs only and abide by all federal, state, and district guidelines regarding privacy of that student data.

III. It is mutually agreed:

- a. That all parties will comply with all state and federal guidelines and requirements and funds will supplement not supplant existing staff, support materials and supplies, or programs, and the program will be aligned with the CIP, district and school initiatives, and integrated into the school culture. Principal has already received support from teachers to work in after school services.

Agreed: Esperanza Zendejas
Dr. Esperanza Zendejas, ESC-2 Executive Director

1/20/2021
Date

Joy Beverly
Joy Beverly, GW High School Principal

1/12/2021
Date



Texas ACE/21st Century Community Learning Center Memorandum of Understanding

This agreement is entered effective July 2021 through the end of the 5 year grant period between the **Education Service Center Region Two 21st CCLC Program, Cycle 11**, contingent on grant funding and:

- I. **George West Junior High School** agrees to:
 - a. Assist in interviews and make recommendations for Site Coordinator
 - b. Have Data Clerk or PEIMS Clerk partner with Site Coordinator for appropriate data collection to meet necessary reporting, compliance, and evaluation needs
 - c. Welcome the Site Coordinator as part of your Leadership Team, and
 - d. Budget annually to ensure that transportation is safe and free to families.
 - e. Ensure that ACE is included in the Campus Improvement Plan(CIP), is aligned with district and school initiatives, and is integrated into the school culture
 - f. Identify and recruit students for participation based on need
 - g. Attend planning, review meetings, and special events
 - h. Communicate with teachers and families to gain support
 - i. Assist with teacher recruitment and support for the program
 - j. Ensure that rooms and adequate space (gym, cafeteria, classrooms, computer labs, auditorium, office, and storage) are available for program implementation

- II. **Education Service Center Region Two in Partnership with Community in Schools (CIS), Boys and Girls Club and local Universities** agree to:
 - a. Write the 21st CCLC grant application and subsequent continuation proposals
 - b. Monitor the program for grant compliance
 - c. Provide training on ACE policies and procedures, and best practices
 - d. Supervise Site Coordinator, program instructors, and community partners
 - e. Implement program that is aligned with the CIP, district and school initiatives, and integrated into school culture
 - f. Serve on the appropriate campus committees
 - g. Supervise purchasing, payroll, contracts, and hiring of staff
 - h. Maintain the grant records for fiscal accountability and grant reporting
 - i. Assist in completing all evaluation reports, and
 - j. Use student data for reporting, compliance, and evaluation needs only and abide by all federal, state, and district guidelines regarding privacy of that student data.

III. It is mutually agreed:

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Agreed: Esperanza Zendejas
Dr. Esperanza Zendejas, ESC-2 Executive Director

1/20/2021
Date

Ashley Lowe
Ashley Lowe, GW Junior High Principal

1-12-21
Date



George West Elementary School

Omar De La Rosa
Principal



Texas ACE/21st Century Community Learning Center Memorandum of Understanding

This agreement is entered effective July 2021 through the end of the 5 year grant period between the **Education Service Center Region Two 21st CCLC Program, Cycle 11**, contingent on grant funding and:

- I. **George West Elementary School** agrees to:
 - a. Assist in interviews and make recommendations for Site Coordinator
 - b. Have Data Clerk or PEIMS Clerk partner with Site Coordinator for appropriate data collection to meet necessary reporting, compliance, and evaluation needs
 - c. Welcome the Site Coordinator as part of your Leadership Team, and
 - d. Budget annually to ensure that transportation is safe and free to families.
 - e. Ensure that ACE is included in the Campus Improvement Plan(CIP), is aligned with district and school initiatives, and is integrated into the school culture
 - f. Identify and recruit students for participation based on need
 - g. Attend planning, review meetings, and special events
 - h. Communicate with teachers and families to gain support
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 - j. Ensure that rooms and adequate space (gym, cafeteria, classrooms, computer labs, auditorium, office, and storage) are available for program implementation

- II. **Education Service Center Region Two in Partnership with Community in Schools (CIS), Boys and Girls Club and local Universities** agree to:
 - a. Write the 21st CCLC grant application and subsequent continuation proposals
 - b. Monitor the program for grant compliance
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- a. That all parties will comply with all state and federal guidelines and requirements and funds will supplement not supplant existing staff, support materials and supplies, or programs, and the program will be aligned with the CIP, district and school initiatives, and integrated into the school culture. Principal has already received support from teachers to work in after school services.

Agreed: Esperanza Zendejas
Dr. Esperanza Zendejas, ESC-2 Executive Director

1/20/2024
Date

Omar De La Rosa
Omar De La Rosa, GW Elementary School

1/12/2024
Date



GEORGE WEST
Independent School District

George West Primary School

Christina Cortez
Principal



Texas ACE/21st Century Community Learning Center Memorandum of Understanding

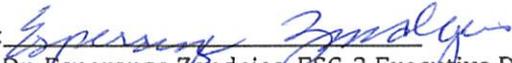
This agreement is entered effective July 2021 through the end of the 5 year grant period between the Education Service Center Region Two 21st CCLC Program, Cycle 11, contingent on grant funding and:

- I. **George West Primary School** agrees to:
 - a. Assist in interviews and make recommendations for Site Coordinator
 - b. Have Data Clerk or PEIMS Clerk partner with Site Coordinator for appropriate data collection to meet necessary reporting, compliance, and evaluation needs
 - c. Welcome the Site Coordinator as part of your Leadership Team, and
 - d. Budget annually to ensure that transportation is safe and free to families.
 - e. Ensure that ACE is included in the Campus Improvement Plan(CIP), is aligned with district and school initiatives, and is integrated into the school culture
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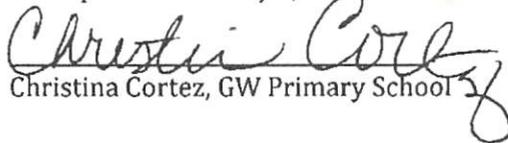
- II. **Education Service Center Region Two in Partnership with Community in Schools (CIS), Boys and Girls Club and local Universities** agree to:
 - a. Write the 21st CCLC grant application and subsequent continuation proposals
 - b. Monitor the program for grant compliance
 - c. Provide training on ACE policies and procedures, and best practices
 - d. Supervise Site Coordinator, program instructors, and community partners
 - e. Implement program that is aligned with the CIP, district and school initiatives, and integrated into school culture
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 - g. Supervise purchasing, payroll, contracts, and hiring of staff
 - h. Maintain the grant records for fiscal accountability and grant reporting
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Agreed: 
Dr. Esperanza Zendejas, ESC-2 Executive Director

1/20/2021
Date


Christina Cortez, GW Primary School

1-12-2021
Date