



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

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

NOGA ID

Application stamp-in date and time

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

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

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

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

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
Student Academic Support: Math, Writing & Reading. Ex. 25% of ECISD Students failed to meet the 2019 STAAR Reading requirements in the 4th grade and 33% of students failed to meet STAAR writing.	Academic strategies aim to improve academic performance by utilizing innovative instructional techniques and technology to enrich student learning. Provide hands-on and project based activities. Analyze student achievement data weekly and montly, identifying struggling students.
Positive Student Behavior-reduce disciplinary rates	Making connections between staff and parents and students. High interest activities to keep students engaged. Character development activities offer by partner Boys & Girls Club of Edinburg. Solicit Student voice and choice to ensure program effectiveness.
Developing academic support for parents so they are able to assist their students in regards to homework and academics. Increasing parental involvement in academics.	Improving communication efforts between program administrators, campus administrators, and staff regarding the importance of parent and community participation in school activities; offering academic support to parents who cannot effectively provide assistance to their students.

5. SMART Goal

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

By June, 2022, student in the following subgroups will demonstrate growth in reading and math by increasing their score on the STAAR Reading and Math Assessment in the following manner: Subgroup (A) Student who demonstrated master performance as indicated on STAAR in 2021 will maintain in 2022. Subgroup (B) Student who scores meets performance as indicated on STAAR in 2021 will increase by 2-3% in 2022. Subgroup (C) Students who scores approaches performance as indicated on STAAR in 2021 will increase by 3-5% in 2022. Subgrorup (D) Student who demonstrated they are below grade (did not pass) in STAAR in 2021 will increase to approaches and/or improve by 5-7%.

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

Data collection at the program, school, and student levels will occur on a variety of schedules: Beginning of the school year testing (Renaissance Star Early Literacy assessment and subject area assessments) daily (participation/attendance); weekly (PD/SC observation of teachers and services providers, staff professional development; students achievement skills checks); monthly (Project Management Team meeting input/feedback, parent participation; school leaders' feedback)

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6. Measurable Progress (Cont.)

Second-Quarter Benchmark

Data collection at the program, school, and student levels will occur on a variety of schedules: daily (participation/attendance); weekly (Project Director/Site Coordinator observation of teachers and services providers, staff professional development; students achievement skills checks); monthly (Project Management Team meeting input/feedback, parent participation; school leaders feedback). Quarterly (Program Advisory Team meeting input/feedback; interim assessment/testing benchmarks); by term (Fall/Spring/Summer evaluations and participant feedback)

Third-Quarter Benchmark

Data collection at the program, school, and student levels will occur on a variety of schedules: daily (participation/attendance); weekly (Project Director/Site Coordinator observation of teachers and services providers, staff professional development; students achievement skills checks); monthly (Project Management Team meeting input/feedback, parent participation; school leaders feedback); Quarterly (Program Advisory Team meeting input/feedback; interim assessment/testing benchmarks); by term (Fall/Spring/Summer evaluations and participant feedback); and annually (teacher/parent/student satisfaction; TAPR data, standardized test results).

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.

Data analysis procedures will make use of statistical, qualitative, analytical, and presentation procedures to process and present data/findings. All project implementation benchmarks/milestones/performance objectives for the project periods will be closely monitored to determine the extent to which they are achieved. Site Coordinators will be responsible for daily/weekly input of all required data in the TX21st Students Tracking System and ensuring its integrity and accuracy. The Project Evaluator will assist the Project management team in interpreting data to address program delivery and implementation, identify and correct problems, and follow up to ensure the program is on track to achieve all goals and objectives. The Project Director, as supported by Site Coordinators and program staff, will assume primary responsibility for program-level implementation and adjustment and will aggregate and analyze site-level data. The Project Director will be able to monitor and evaluate all planned activities and contracted services in order to determine their merits and effectiveness in achieving program aims. The Texas ACE Advisory Team, will be accountable for maintaining a data-driven balance of program activities that are engaging for students and parents and that achieve the objectives of the 21st CCLC program will, therefore, be able to determine the extent to which project weaknesses, problems, or concerns are addressed in a timely manner as the implementation proceeds. With such close monitoring and ongoing evaluation of activities, activity schedules, participant satisfactions and participation levels, this ECISD ACE initiative will have the opportunity to continuously improve.

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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.

9. Statutory/Program Requirements

1. Applicants are required to evaluate community needs and resources and describe the results, including the resources available in the community, and how the program strategies and activities proposed to be carried out in the center(s) will address the identified needs of students and their families. In alignment with the information provided in the application, *Part I: Identify Address Needs*, please provide the following information related to needs assessment.
 - a. Describe the needs assessment process, center-level needs assessment process, multiple sources of data used, and stakeholder feedback that occurred for this grant application.
 - b. Describe the results including the student population deemed "most in need" for each campus proposed to be served and provide the estimated number of students that meet the need-based criteria, including the percent of eligible students at the campus that the program plans to serve.
 - c. Describe the plan for how the center will continually assess and recruit the students most in need and how the plan addresses the needs of working families.

Needs Assessment Process: Edinburg CISD ACE Planning Team consist of key personnel including the departments associated with implementation and delivery of grant, key community stakeholders and current ECISD ACE staff. The collaborative team worked to gather geographical information, students' demographics, social-economic determinants and state and local students' assessment data at campus level. The sources consist of campus needs assessment, campus improvement plans, census records, Texas Academic Performance Reports (TAPR), Cycle 9, Year 1-4 evaluation reports, surveys and community feedback. Informal and formal input was solicited from each campus leader that captured campuses' needs, preferred project partners, the estimated number of students who would likely participate and recommendations for the planning team. Additionally, all parents and students at existing ACE sites are surveyed twice a year to obtain feedback on campus programming and recommendations. The data was analyzed and key findings were categorized by strengths (available resources), gaps (needs), opportunities and challenges.

Available Resources: In addition to the district's physical facilities (10 Campuses, gyms, cafeteria, computer labs, athletics fields and library), ECISD counts on the available funding noted on page 10, which will provide TEKS aligned district developed afterschool curriculum, state approved materials and educational software for student individual learning. Other available resources are teacher-training, consultants, transportation, meals, safety and security by ECISD police departments.

Community Needs and Gaps: Based on careful analysis of student, campus, program level data, including achievement results, Edinburg CISD identified the following Cycle 11 school/community specific needs.

- * Improve Academic Performance in Reading, Writing and Mathematics

- *94% of students across all Cycle 11 sites are economically disadvantaged with little to none resources for academic assistance or enrichment activities outside of those available before/during/after school;

- * 55% of students across all Cycle 11 sites are English Language Learners, with Hispanic or Latino students being 99%. EL students face unique challenges but also represent a tremendous asset if their full potential can be unlocked;

- * 73% of student across all Cycle 11 sites are At-Risk populations for academic failure;

- * Improve student persistence; ECISD ACE target is 80% persistence rate in out of school time.

- * Based on upon family surveys conducted at each campus, parents indicated a need for after school and summer programming to support the academic achievement and positive behavior efforts of the campus;

The targeted population for the proposed project includes 1500 students (150-targeted students per campus) and 675 parents (50-75 Parents per campus). **Opportunities and Challenges:** The proposed program design will address the needs stated above by incorporating the following strategies. Integrate ACE into each campus CIP to coordinate all intervention efforts: 1) Site Coordinator will be part of the Campus Leadership Team 2) The campus curriculum assistant will support all intervention efforts with the Site Coordinator. Specifically target students based on demonstrated need of intervention and provide activities that complement school-day learning, in order of priority: 1) Academic (Reading, Writing and Math) 2) School Day attendance 3) Behavioral; 4) No supervision at home 5) Sibling recruited students. Provide high-quality, intentional programs that offer learning experiences working families could otherwise access on a weekly and monthly basis. The FES as the liaison between school, community, and home coordinates family offerings through partners and community volunteers. In addition, siblings of recruited ECISD ACE students will receive priority enrollment so that all children in a family can be on the same school schedule. Supplement (not supplant) and utilize existing campus programs and resources to complement the school-day.

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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.

ECISD ACE proposed program will improve students academic achievement and overall student success by integrating the following key research-based strategies into the program design.

ECISD ACE will align with the school day: Program activities will be specifically aligned to TEKS standards, ECISD academic goals/curriculum, and Campus Improvement Plans. Existing resources will be maximized to address unique campus challenges. Summer programs will include targeted interventions for struggling students in order to make academic gains in the summer and improve campus ratings. Academic assistance activities will incorporate hands-on, experiential, and project based teaching strategies to reinforce school-day learning.

ECISD ACE will maximize participation and attendance: Program activities will reflect youth and family interests, and ECISD resources will be utilized to ensure families have active, meaningful participation in their students' education. Each year ACE staff conducts student and parent surveys to incorporate your voice and choice into program design. Site Coordinators use feedback from student surveys to develop diverse, exciting activities that reflect students' interests while also supplementing school day learning and enhancing skill that help students become successful in all school experiences. Program will offer engaging opportunities to empower working families to enhance student potential. The Family Engagement Specialist will collaborate with ECISD ACE partners, community volunteers, and ECISD to ensure that families receive the support they need to participate in their students' educational experience and continue their own.

ECISD ACE will adapt instruction to individual and small group needs: Will target struggling students, providing activities with low student/adult ratios, and engage them in small-group activities that address specific needs. All instructors will receive training through monthly training opportunities to ensure fidelity to the process.

ECISD ACE will provide engaging experiences: Program design will be guided by innovative, hands-on, and engaging curriculum that teaches transferable skills to enhance overall student success and academic achievement. Enrichment activities will align with academic activities during the school day or documented campus needs. ECISD ACE, campus staff, and partners will lead activities in fine arts, health and nutrition, cultural awareness, technology, environment education, culinary arts, gardening, STEM, and youth leadership development.

ECISD ACE will assess performance and improve program quality: ACE will use Youth Program Quality Assessment (YPQA), provide ongoing and professional development. ACE will use student data to drive programmatic alignment with students needs and improve instruction to achieve intended outcomes.

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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.

Through collaboration, ECISD ACE and partners will positively impact students at identified high-need campuses. Students that regularly attend ECISD ACE will make improvements in academic performance, attendance, school day behavior, and student engagement in learning. In order to achieve a positive impact, the Project Director, Site Coordinators, and Campus Leadership Team will 1) Utilize early warning indicator data reports to recruit students, identify need for interventions, and track progress frequently; 2) Provide hands-on, engaging activities aligned to school day learning to reinforce TEKS; 3) Closely monitor and incentivize attendance to ensure targeted students attend a minimum of 45 days of ECISD ACE; and 4) Ensure site coordinators received support, coaching, and professional development needed to cultivate a high-quality out of school culture with continuous improvement process that produce positive, measureable results.

ECISD ACE will supplement school-day interventions. The Project Director and Site Coordinators in conjunction with Campus Leadership Team to obtain student data from the previous year and design an intentional student recruitment strategy to fit each Campus Improvement Plan and Campus Needs Assessment. Each Site Coordinator will serve on the Campus Leadership Team to ensure that ACE programs play an integral role in student interventions. The leadership team includes principal, counselor, curriculum assistant, teachers, community partners, teachers who meet weekly to problem-solve, design, and provide individual interventions to student in need of academic, attendance, behavior, and language intervention. Proposed activities (outlined in Campus level Logic Model) will improve objectives by targeting individual students based on data provided through the electronic assessment data system (EDUPHORIA), which is utilized to create and monitor intervention plans that address each student's challenges. Site Coordinators will generate early warning indicator reports on a monthly basis to identify students who are struggling with attendance, academics, and behavior. Site Coordinators will be integrated into the Campus Leadership Team to form a united front in addressing campus challenges.

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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

We plan to continue our partnership with organizations that offer free services and are available to participate at no cost. Activities that are provided by ECISD ACE partners are aligned with ACE program and State PRIME Blueprint requirements. Memorandum of Understanding (MOU) will be establish stipulating services and activities that will be provided, which will show stakeholder commitment to the ACE program. The following are examples of activities that will be provided:

Partners/Resources/Activities

* Rio Grande Valley TECH Bus is a mobile laboratory with multiple learning stations. It also provides free internet wireless access. RGV Tech Bus will provide families the use of technology in a non-traditional setting. ACE will utilize the services periodically to promote computer literacy, online etiquette, coding and tech savvy job market digital skills.

* Doctors Hospital of Renaissance (DHR) will provide counseling services to our ACE students during scheduled operations. DHR will provide information sessions to parents on various health topics such as breast cancer awareness, obesity, diabetes, hypertension and general nutrition.

* University of Texas-Rio Grande Valley (UTRGV) Chess club will teach student the strategic game of Chess at ACE campuses, at a minimum of one hour per week.

* UTRGV College of Education students will promote early literacy skills to students.

* City of Edinburg will provide access to the use of city auditoriums and outdoor facilities to showcase and promote ACE program to community stakeholders.

* Texas AgriLife Extension is an agency that provides informative workshops such as Car Safety, Financial Literacy, and Consumer Science.

* Hidalgo County will assist with parental engagement activities such as nutrition sessions that parents will be able to implement in their own home setting.

* ECISD Police Department will provide guest lecturers to discuss behavior, school rules and informative sessions on safety program available to families.

The planned partnerships with the above organizations will all contribute in achieving the stated aforementioned goals and will prove effective in sustaining the program over time.

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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.

ECISD ACE has 5 years of experience using best practices to enhance academic performance and positive youth development of its students, and the driving force of ACE is to provide high quality programs. Research shows that high quality afterschool programs improve student's grades, attendance, grade promotion, behavior, and performance on state assesment (Naftzer, N., 2014, April). Starting with homework completion, research from the National Education Association places guidelines on homework. Those guidelines include the number of minutes of homework required to remain effective in the learning process. ACE adheres to these age appropriate minutes and works with campuses to assign homework accordingly. Healthy meals and snacks are backed up by research from the Afterschool Alliance. Healthy meals in afterschool can encourage participation in the program and improve effectiveness in afterschool academic enrichment activities. Physical activities have the same positive effects in that when students are active they are healthier which affects both attendance and achievement. Team sports offer in ACE program will provide opportunities for students to develop both socially and emotionally in teamwork, collaboration and problem solving. Project Based Learning (PBL) will be incorporated into ACE activities to improve academic performance as well as capitalize on student skills in collaboration, critical thinking, creativity, and communication. PBL is a strategy for closing the achievement gap by engaging lower achieving students (Terada, 2018). SMART moves and DIY STEM are some of the activities that Boys & Girls of Edinburg will be offering. The B&GC prevention curriculum are nationally sanctioned evidence based programs listed on the U.S. Department of Justice site to have shown decreased in number of referrals and incident reports. Implement the research-based quality improvement system developed by the Weikart Center for Youth Program Quality (YPQ).

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.

Edinburg CISD is committed to provide transportation to all students attending ACE. Students participating in the program will travel safely to and from the center through the use of school buses. Students will be transported by Certified Licensed drivers that have already cleared a criminal background check. Buses are checked daily for safety and are properly maintained according to Edinburg CISD and state guidelines. Drivers are prohibited from using their cell phones while operating the bus and can only be contacted by the dispatcher. Students are dropped off as close to their front doors as possible in order to prevent the students from walking long distances in dangerous, rural environment. In order to ensure that students will arrive home in a timely manner, an adequate number of buses will be available to transport students and the number of students per bus will be kept low. Special needs buses will also be available for those students requiring those accomodations. Every student zoned to their respective school will be ensured safe and secure transportation to and from each center.

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9. Statutory/Program Requirements (Cont.)

7. If awarded, applicants must disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Please describe the applicant's plan to inform the community about the center and participating in the program.

A variety of methods will be utilized to disseminate information about ECISD ACE learning centers, including location and hours of operations, to the community in a manner that is understandable and accessible. All written information will be disseminated in both English and Spanish languages.

Methods utilized include:

- * Collaborating with campus administration to disseminate announcements through intercom, parent/teacher meetings, bulletin boards, school flyers, monthly calendars, marquee announcements, and other related marketing options.
- * Utilize District, campus, ECISD ACE websites to publicly inform the community of ECISD ACE program, such as locations, contact information, and announcement of showcase events.
- * Create brochures for each ECISD ACE center that includes schedule and contact information
- * Participate in monthly PTO meeting by showcasing what students are learning during ECISD ACE program
- * Share and display ECISD ACE updates and showcase at Board Meetings
- * ECISD ACE (poster/flyers) will be displayed at business locations surrounding ECISD ACE Campuses
- * Organize ECISD ACE Annual Program Showcase to involve students, parents and the community
- * Use social media platforms such as Facebook and Twitter to promote and communicate with community stakeholders

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.

ECISD ACE project has designed all programming around supplementing the students regular school day by providing compensatory, intensive, and/or accelerated instruction. ECISD ACE was formed for the specific purpose of pooling together resources and expertise in order to maximize efficiency and reach as many students as possible. All academic and enrichment programs will supplement and not supplant existing programs.

Title I programs to all of their students, Under ESSA Section 1114 school can consolidate Title I and other federal, state, and local funds in order to upgrade their entire educational program. ECISD provides Title I programs to all, this also enables ECISD ACE to provide services to all students at the targeted campuses. Funds will be utilized to supplement the districts efforts to increase academic performance levels, increase attendance rates, improve behavior, increase promotions rates and ultimately improve graduation rates. Any program activities required by state law, SBOE rules or local board policies will be paid with requested grant funds; nor will state and local funds be decreased or diverted for any other uses because of the availability of these funds. ECISD will maintain effective documentation which will demonstrate the supplementary nature of these funds. If funded, the in-kind amount of support by the district is approximately \$500,000.

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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.

Support from educational elected officials of Edinburg CISD and campus principals will assist in the sustainability process. These individuals have seen the impact that afterschool programs have demonstrated and assisted in improving student success. They will play an active role in securing that in-kind activities continue to be offered to students once the program grant comes to an end. Additionally, support may include the use of the offices, facilities, classroom equipment and supplies, and resources purchased through Cycle 9 grant. There is a commitment from Edinburg CISD to provide transportation free of cost to ECISD ACE to all participants of the program.

The key to ensuring that ECISD ACE will continue after funding from this program ends is to build the skills, mindset, and capacity to enable organizations to collaborate and share resources such as Boys and Girls Club of Edinburg partnership. Receiving grant funds from Nita M. Lowey 21st CCLC Cycle 11 grant will lay the groundwork to spark collaboration, fund new ideas, and scale up best practices to achieve real impact. Cycle 9 and the development of this grant has ignited a fire within leadership and has grown into an ecosystem that is working toward a shared mission. These partnerships will drive the need to understand, build, and sustain connections.

Finally, this grant program is designed to service as many students as possible, without excess administration or consultants that could hinder sustainability in the future.

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)

ECISD ACE plans to recruit volunteers to support activities. Using volunteers is well known for assisting with providing human capital to sustain programming beyond a grants funding cycle. The population that ECISD ACE is specifically targeting for volunteerism are (but not limited to) senior citizens, parents, and college students. Senior citizens and parents have a unique set of skills, knowledge and a lifetime of experience to offer in so many ways: from mentoring and tutoring younger generations, to providing career guidance, to offering companionship and care. To recruit senior citizens, the project director will work with the existing school district Parental Involvement Department. The Parental Involvement Department currently recruits volunteers from the Rio Grande Valley vast numbers of Winter Texans, non-profit organizations, faith-based organizations and local aging council. College students will be recruited from an alumni base of Edinburg CISD and neighboring Institute of higher education. They will compliment paid staff who drive college readiness and career awareness activities, which are critical to meeting goals and objectives.

Volunteers will be vetted and trained using school district Volunteer training process. This process includes:

- Criminal background check
- CPR First-Aid Training
- Development Training
- Mentoring Training

In an effort to recruit and retain volunteers the ACE staff, family engagement specialist, campus administration and the parental involvement assistants will invite and encourage our community to participate in the scheduled events. Volunteers will assist in activities that will include environment awareness, wellness and nutrition, arts and crafts and community services.

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9. Statutory/Program Requirements (Cont.)

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

The "Regular Participants" category includes students who attend ACE for a minimum of 45 days. In 2019-2020 our ACE program had 60% of enrolled ACE students become regular participants. Our goal in 2021-2021 is to further improve this high level of regular participant to 80%.

Every week of program, the Site Coordinators will review attendance a report that will provide preliminary list of students that may be exhibiting a pattern of non-attendance. Site Coordinators will make direct phone call to discuss attendance and mention all afterschool opportunities and benefits of the program.

The Campus Leadership Team will monitor and review the percentage of regular participants twice each month as a collaborative team. Data will help the team determine communication needs to student and parents. Regularly share information about the current state of attendance at parent meetings, through phone calls and ACE team meetings.

Congratulate regular participants with a social media post, flyer, bulletin boards. Community partners will share coupons or vouchers that can be distributed as incentives.

Voice and choice has been crucial for Cycle 9 grant and will continue with Cycle 11 program. Continuous feedback will be established through focus groups, observations, and satisfactory surveys.

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.

The general scope of activities for ECISD ACE program was determined by a thorough assessment of campus and student needs for the project for each campus and were arrived at after reviewing an objective set of measures, including scores and other information from TAPR, STAAR benchmark, EOC exams, internal assessment, report card grades, progress report, formative classroom assessment, attendance records, office referrals and behavior records, and Response to Intervention (RTI) progress/paperwork.

Program Activities, including customizations of each program by campus, will take place at the beginning of the funding period and the end of each term (Fall, Spring, Summer) as additional data from student interest surveys and parent/student satisfaction surveys (student and family voice and choice) are taken into account. Student achievement data will be measured, recorded and compared to baseline and benchmarks to determine the progress of the individual students in the program and as an evaluation of the academic enrichment opportunities offered each term.

For TEA Use Only:

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

10. Equitable Access and Participation

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

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

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

11. PNP Equitable Services

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

- Yes No

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

Are any private nonprofit schools participating in the grant?

- Yes No

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

Assurances

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

Equitable Services Calculation

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

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

12. Request for Grant Funds

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

Payroll Costs

1.	Grantee Level Staff	\$130,000.00
2.	Site Coordinator Salaries	\$500,000.00
3.	Program Staff	\$647,600.00
4.	Benefits	\$191,640.00
5.		

Professional and Contracted Services

6.	Evaluator	\$30,000.00
7.	Parental Involvement Services	\$60,000.00
8.	Character Development and STEM Services	\$60,000.00
9.		
10.		

Supplies and Materials

11.	Grantee supplies and material	\$2,837.00
12.	Center level program supplies and Materials	\$67,500.00
13.		
14.		

Other Operating Costs

15.	Travel Expenses for trainings-Grantee level	\$2465.00
16.	Travel Expenses for trainings-Center Level	\$6,400.00
17.		

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

For TEA Use Only:

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

Appendix I: Negotiation and Amendments

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

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

You may duplicate this page.

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

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

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

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

Center Operations Schedule

County-district number or vendor ID:

Part 2: Center Overview Table

In the chart below, applicants must enter information on each of the proposed centers. Applicants must ensure that the center number entered in the chart below is the same as that used in the Center Operation charts that follows (Part 3).

Center #	9 Digit campus ID #	Name of Center/Host Site, Physical Address, City, ZIP, Program Contact Phone	# of Feeder Schools	Grade Levels Served (PK to 12)	Proposed "Regular" Student target to be served 30 or 45 days or more annually	Proposed Parent/Legal Guardian Target
1	108-904-045	Memorial Middle 3105 N. Doolittle Rd. Edinburg, TX 78541 Fermin Gonzalez/956-289-2470	0	6-8	150	50
2	108-904-046	Francisco Barrientes Middle School 110 East Ebony Ln, Edinburg, TX 78539 Dr. David Montemayor/956-289-2430	0	6-8	150	50
3	108-904-047	Betty Harwell Middle 9207 N. Avila Rd. Edinburg, TX 78542 Jose Garza/956-289-2440	0	6-8	150	50
4	108-904-110	Zavala Elementary 3615 West Rogers Rd Edinburg, TX 78541 Marissa Garza/956-289-2350	0	K-5	150	75
5	108-904-115	Monte Cristo Elementary 4010 N. Doolittle Rd, Edinburg, TX 78541 Diana Smith/956-289-2362	0	K-5	150	75
6	108-904-118	San Carlos Elementary S 78539 505 S 83 rd St. Edinburg TX78539 B. De la Rosa/956-316-7361	0	K-5	150	75
7	108-904-120	Eisenhower Elementary 2901 E. Russel Rd. Edinburg, TX 78541 Sylvia Faz/956-289-2540	0	K-5	150	75
8	108-904-121	John F. Kennedy 8610 Tex-Mex, Edinburg TX 78539 Gloria Alonzo/956-289-2390	0	K-5	150	75
9	108-904-124	Villarreal Elementary 4014 N. Doolittle RF, Edinburg TX 78541 Arminda Ramos/956-289-2377	0	K-5	150	75
10	108-904-125	Carmen V Avila Elementary 9205 N. Alamo Rd. Edinburg, TX 78541 Ramiro Leal/956-289-2307	0	K-5	150	75

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	108-904-045	Memorial Middle 3105 N. Doolittle Rd. Edinburg, TX 78541 Fermin Gonzalez/956-289-2470						0	6-8	150			
Feeder													
Feeder													
Program Operations				Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks			
Summer Term Jump Start <i>(Must be approved in NOGA)</i>													
Fall Term				August 1, 2021			December 17, 2021			14			
Spring Term				January 03, 2022			June 1, 2022			16			
Summer Term				June 6, 2022			July 29, 2020			5			
Total number of weeks:										35			
Center Schedule													
Day of the Week	Fall Term				Spring Term				Summer Term				
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	
Monday	7:00	8:00	4:00	6:00	7:00	8:00	4:00	6:00	8:00	12:00	12:30	2:30	
Tuesday	7:00	8:00	4:00	6:00	7:00	8:00	4:00	6:00	8:00	12:00	12:30	2:30	
Wednesday	7:00	8:00	4:00	6:00	7:00	8:00	4:00	6:00	8:00	12:00	12:30	2:30	
Thursday	7:00	8:00	4:00	6:00	7:00	8:00	4:00	6:00	8:00	12:00	12:30	2:30	
Friday	7:00	8:00	4:00	6:00	7:00	8:00	4:00	6:00					
Saturday													
Sunday													
Total Hours Per Week:	15				15				24				
Adjunct Sites, If applicable (site name and full address)	Not Applicable												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)													
Parent/Legal Guardian Activities													

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>													
Center 2	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP						Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target			
Center	108-904-046	Francisco Barrientes Middle School 110 East Ebony Ln, Edinburg, TX 78539 Dr. David Montemayor/956-289-2430						0	6-8	150			
Feeder													
Feeder													
Program Operations				Start Date (MM/DD/YY):				End Date (MM/DD/YY):				Total Weeks	
Summer Term Jump Start <i>(Must be approved in NOGA)</i>													
Fall Term				August 1, 2021				December 17, 2021				14	
Spring Term				January 03, 2022				June 1, 2022				16	
Summer Term				June 6, 2022				July 29, 2020				5	
Total number of weeks:												35	
Center Schedule													
Day of the Week	Fall Term				Spring Term				Summer Term				
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	
Monday	7:00	8:00	4:00	6:00	7:00	8:00	4:00	6:00	8:00	12:00	12:30	2:30	
Tuesday	7:00	8:00	4:00	6:00	7:00	8:00	4:00	6:00	8:00	12:00	12:30	2:30	
Wednesday	7:00	8:00	4:00	6:00	7:00	8:00	4:00	6:00	8:00	12:00	12:30	2:30	
Thursday	7:00	8:00	4:00	6:00	7:00	8:00	4:00	6:00	8:00	12:00	12:30	2:30	
Friday	7:00	8:00	4:00	6:00	7:00	8:00	4:00	6:00					
Saturday													
Sunday													
Total Hours Per Week:	15				15				24				
Adjunct Sites, If applicable (site name and full address)	Not Applicable												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)													
Parent/Legal Guardian Activities													

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>													
Center 3	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP						Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target			
Center	108-904-047	Betty Harwell Middle 9207 N. Avila Rd. Edinburg, TX 78542 Jose Garza/956-289-2440						0	6-8	150			
Feeder													
Feeder													
Program Operations				Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks			
Summer Term Jump Start <i>(Must be approved in NOGA)</i>													
Fall Term				August 1, 2021			December 17, 2021			14			
Spring Term				January 03, 2022			June 1, 2022			16			
Summer Term				June 6, 2022			July 29, 2020			5			
Total number of weeks:										35			
Center Schedule													
Day of the Week	Fall Term				Spring Term				Summer Term				
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	
Monday	7:00	8:00	4:00	6:00	7:00	8:00	4:00	6:00	8:00	12:00	12:30	2:30	
Tuesday	7:00	8:00	4:00	6:00	7:00	8:00	4:00	6:00	8:00	12:00	12:30	2:30	
Wednesday	7:00	8:00	4:00	6:00	7:00	8:00	4:00	6:00	8:00	12:00	12:30	2:30	
Thursday	7:00	8:00	4:00	6:00	7:00	8:00	4:00	6:00	8:00	12:00	12:30	2:30	
Friday	7:00	8:00	4:00	6:00	7:00	8:00	4:00	6:00					
Saturday													
Sunday													
Total Hours Per Week:	15				15				24				
Adjunct Sites, If applicable (site name and full address)	Not Applicable												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)													
Parent/Legal Guardian Activities													

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>													
Center #	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target				
Center	108-904-110	Zavala Elementary 3615 West Rogers Rd Edinburg, TX 78541 Marissa Garza/956-289-2350					0	K-5	150				
Feeder													
Feeder													
Program Operations				Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks			
Summer Term Jump Start <i>(Must be approved in NOGA)</i>													
Fall Term				August 1, 2021			December 17, 2021			14			
Spring Term				January 03, 2022			June 1, 2022			16			
Summer Term				June 6, 2022			July 29, 2020			5			
Total number of weeks:										35			
Center Schedule													
Day of the Week	Fall Term				Spring Term				Summer Term				
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	
Monday	7:00	7:45	3:15	5:30	7:00	7:45	3:15	5:30	8:00	12:00	12:30	2:30	
Tuesday	7:00	7:45	3:15	5:30	7:00	7:45	3:15	5:30	8:00	12:00	12:30	2:30	
Wednesday	7:00	7:45	3:15	5:30	7:00	7:45	3:15	5:30	8:00	12:00	12:30	2:30	
Thursday	7:00	7:45	3:15	5:30	7:00	7:45	3:15	5:30	8:00	12:00	12:30	2:30	
Friday	7:00	7:45	3:15	5:30	7:00	7:45	3:15	5:30					
Saturday													
Sunday													
Total Hours Per Week:	15				15				24				
Adjunct Sites, If applicable (site name and full address)	Not Applicable												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)													
Parent/Legal Guardian Activities													

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>													
Center 5	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP						Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target			
Center	108-904-115	Monte Cristo Elementary 4010 N. Doolittle Rd, Edinburg, TX 78541 Diana Smith/956-289-2362						0	K-5	150			
Feeder													
Feeder													
Program Operations				Start Date (MM/DD/YY):				End Date (MM/DD/YY):				Total Weeks	
Summer Term Jump Start <i>(Must be approved in NOGA)</i>													
Fall Term				August 1, 2021				December 17, 2021				14	
Spring Term				January 03, 2022				June 1, 2022				16	
Summer Term				June 6, 2022				July 29, 2020				5	
Total number of weeks:												35	
Center Schedule													
Day of the Week	Fall Term				Spring Term				Summer Term				
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	
Monday	7:00	7:45	3:15	5:30	7:00	7:45	3:15	5:30	8:00	12:00	12:30	2:30	
Tuesday	7:00	7:45	3:15	5:30	7:00	7:45	3:15	5:30	8:00	12:00	12:30	2:30	
Wednesday	7:00	7:45	3:15	5:30	7:00	7:45	3:15	5:30	8:00	12:00	12:30	2:30	
Thursday	7:00	7:45	3:15	5:30	7:00	7:45	3:15	5:30	8:00	12:00	12:30	2:30	
Friday	7:00	7:45	3:15	5:30	7:00	7:45	3:15	5:30					
Saturday													
Sunday													
Total Hours Per Week:	15				15				24				
Adjunct Sites, If applicable (site name and full address)	Not Applicable												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)													
Parent/Legal Guardian Activities													

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>													
Center 6	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target				
Center	108-904-118	San Carlos Elementary S 78539 505 S 83 rd St. Edinburg TX78539 B. De la Rosa/956-316-7361					0	K-5	150				
Feeder													
Feeder													
Program Operations				Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks			
Summer Term Jump Start <i>(Must be approved in NOGA)</i>													
Fall Term				August 1, 2021			December 17, 2021			14			
Spring Term				January 03, 2022			June 1, 2022			16			
Summer Term				June 6, 2022			July 29, 2020			5			
Total number of weeks:										35			
Center Schedule													
Day of the Week	Fall Term				Spring Term				Summer Term				
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	
Monday	7:00	7:45	3:15	5:30	7:00	7:45	3:15	5:30	8:00	12:00	12:30	2:30	
Tuesday	7:00	7:45	3:15	5:30	7:00	7:45	3:15	5:30	8:00	12:00	12:30	2:30	
Wednesday	7:00	7:45	3:15	5:30	7:00	7:45	3:15	5:30	8:00	12:00	12:30	2:30	
Thursday	7:00	7:45	3:15	5:30	7:00	7:45	3:15	5:30	8:00	12:00	12:30	2:30	
Friday	7:00	7:45	3:15	5:30	7:00	7:45	3:15	5:30					
Saturday													
Sunday													
Total Hours Per Week:	15				15				24				
Adjunct Sites, If applicable (site name and full address)	Not Applicable												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)													
Parent/Legal Guardian Activities													

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>													
Center 7	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target				
Center	108-904-120	Eisenhower Elementary 2901 E. Russel Rd. Edinburg, TX 78541 Sylvia Faz/956-289-2540					0	K-5	150				
Feeder													
Feeder													
Program Operations				Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks			
Summer Term Jump Start <i>(Must be approved in NOGA)</i>													
Fall Term				August 1, 2021			December 17, 2021			14			
Spring Term				January 03, 2022			June 1, 2022			16			
Summer Term				June 6, 2022			July 29, 2020			5			
Total number of weeks:										35			
Center Schedule													
Day of the Week	Fall Term				Spring Term				Summer Term				
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	
Monday	7:00	7:45	3:15	5:30	7:00	7:45	3:15	5:30	8:00	12:00	12:30	2:30	
Tuesday	7:00	7:45	3:15	5:30	7:00	7:45	3:15	5:30	8:00	12:00	12:30	2:30	
Wednesday	7:00	7:45	3:15	5:30	7:00	7:45	3:15	5:30	8:00	12:00	12:30	2:30	
Thursday	7:00	7:45	3:15	5:30	7:00	7:45	3:15	5:30	8:00	12:00	12:30	2:30	
Friday	7:00	7:45	3:15	5:30	7:00	7:45	3:15	5:30					
Saturday													
Sunday													
Total Hours Per Week:	15				15				24				
Adjunct Sites, If applicable (site name and full address)	Not Applicable												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)													
Parent/Legal Guardian Activities													

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022					
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center #	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target			
Center	108-904-121	John F. Kennedy 8610 Tex-Mex, Edinburg TX 78539 Gloria Alonzo/956-289-2390					0	K-5	150			
Feeder												
Feeder												
Program Operations			Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks			
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term			August 1, 2021			December 17, 2021			14			
Spring Term			January 03, 2022			June 1, 2022			16			
Summer Term			June 6, 2022			July 29, 2020			5			
Total number of weeks:									35			
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	7:00	7:45	3:15	5:30	7:00	7:45	3:15	5:30	8:00	12:00	12:30	2:30
Tuesday	7:00	7:45	3:15	5:30	7:00	7:45	3:15	5:30	8:00	12:00	12:30	2:30
Wednesday	7:00	7:45	3:15	5:30	7:00	7:45	3:15	5:30	8:00	12:00	12:30	2:30
Thursday	7:00	7:45	3:15	5:30	7:00	7:45	3:15	5:30	8:00	12:00	12:30	2:30
Friday	7:00	7:45	3:15	5:30	7:00	7:45	3:15	5:30				
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			
Adjunct Sites, If applicable (site name and full address)	Not Applicable											
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
Parent/Legal Guardian Activities												

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>													
Center 9	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP						Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target			
Center	108-904-124	Villarreal Elementary 4014 N. Doolittle RF, Edinburg TX 78541 Arminda Ramos/956-289-2377						0	K-5	150			
Feeder													
Feeder													
Program Operations				Start Date (MM/DD/YY):				End Date (MM/DD/YY):				Total Weeks	
Summer Term Jump Start <i>(Must be approved in NOGA)</i>													
Fall Term				August 1, 2021				December 17, 2021				14	
Spring Term				January 03, 2022				June 1, 2022				16	
Summer Term				June 6, 2022				July 29, 2020				5	
Total number of weeks:												35	
Center Schedule													
Day of the Week	Fall Term				Spring Term				Summer Term				
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	
Monday	7:00	7:45	3:15	5:30	7:00	7:45	3:15	5:30	8:00	12:00	12:30	2:30	
Tuesday	7:00	7:45	3:15	5:30	7:00	7:45	3:15	5:30	8:00	12:00	12:30	2:30	
Wednesday	7:00	7:45	3:15	5:30	7:00	7:45	3:15	5:30	8:00	12:00	12:30	2:30	
Thursday	7:00	7:45	3:15	5:30	7:00	7:45	3:15	5:30	8:00	12:00	12:30	2:30	
Friday	7:00	7:45	3:15	5:30	7:00	7:45	3:15	5:30					
Saturday													
Sunday													
Total Hours Per Week:	15				15				24				
Adjunct Sites, If applicable (site name and full address)	Not Applicable												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)													
Parent/Legal Guardian Activities													

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>													
Center 10	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target				
Center	108-904-125	Carmen V Avila Elementary 9205 N. Alamo Rd. Edinburg, TX 78541 Ramiro Leal/956-289-2307					0	K-5	150				
Feeder													
Feeder													
Program Operations				Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks			
Summer Term Jump Start <i>(Must be approved in NOGA)</i>													
Fall Term				August 1, 2021			December 17, 2021			14			
Spring Term				January 03, 2022			June 1, 2022			16			
Summer Term				June 6, 2022			July 29, 2020			5			
Total number of weeks:										35			
Center Schedule													
Day of the Week	Fall Term				Spring Term				Summer Term				
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	
Monday	7:00	7:45	3:15	5:30	7:00	7:45	3:15	5:30	8:00	12:00	12:30	2:30	
Tuesday	7:00	7:45	3:15	5:30	7:00	7:45	3:15	5:30	8:00	12:00	12:30	2:30	
Wednesday	7:00	7:45	3:15	5:30	7:00	7:45	3:15	5:30	8:00	12:00	12:30	2:30	
Thursday	7:00	7:45	3:15	5:30	7:00	7:45	3:15	5:30	8:00	12:00	12:30	2:30	
Friday	7:00	7:45	3:15	5:30	7:00	7:45	3:15	5:30					
Saturday													
Sunday													
Total Hours Per Week:	15				15				24				
Adjunct Sites, If applicable (site name and full address)	Not Applicable												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)													
Parent/Legal Guardian Activities													