



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

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

NOGA ID []

Application stamp-in date and time

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

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

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

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

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

Amendment Number

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

1. Applicant Information

Name of organization Education Service Center, Region 20

Campus name [] CDN 015950 Vendor ID 7415874681 ESC 20 DUNS 074605890

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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
General Provisions and Assurances
Application-Specific Provisions and Assurances
Debarment and Suspension Certification
Lobbying Certification
ESSA Provisions and Assurances requirements

Authorized Official Name Jeff Goldhorn Title Executive Dir Email jeff.goldhorn@esc20.net

Phone 210.370.5600 Signature [] Date 01/15/2021

Grant Writer Name Susan Forthman Signature [] Date 01/17/2021

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
100% of schools to be served exceed the state average for economically disadvantaged by a range of 10%-20% and all but 2 (primary schools) exceed the state average for at-risk by a range of 6% - 25%	Effects of the pandemic on academics and social/emotional/physical health will be felt disproportionately by this group, further widening academic gaps, so we will prioritize them for service. Targeted services (based on student data) will include tutoring and academic enrichment as well as literacy, STEM, health, nutrition, and social emotional activities and services for students and families.
Passing rate on 2019 Reading STAAR was below the state average at all but one of schools to be served (2% to 13% below) and at 100% of schools for Mathematics STAAR (2% to 15%)	To close gaps between achievement of students served and state average in reading and math, we will collaborate with school day teachers, partners, and ESC-20 content specialists to provide tutoring, academic enrichment, and STEM and literacy activities to target needs demonstrated by achievement data.
Over 65% of students to be served attend schools in comprehensive support for school improvement. Remaining 35% will be mostly comprised of students from feeder schools to these schools and one intermediate school who receives the students	In order to enhance comprehensive support for the students in schools requiring school improvement and their feeders, we will work closely with ESC-20 school improvement case managers and district school improvement staff to assess needs and coordinate after school programming to align with those needs.

5. SMART Goal

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

By the end of the 5-year program (2025-2026), the schools served in our 21st CCLC program will close the gaps between campus and state performance on the Reading and Mathematics STAAR. For the 2021-2022 school year, each school served will increase passing rate of STAAR Reading and STAAR Mathematics by at least 20% of current gap between each school's passing rate and state average. In addition, by the end of 2021-2022, each school will: 1. Decrease behavior referrals to administration; 2. Maintain attendance rate above state average; 3. Increase student engagement in school as measured by pre-/post-engagement survey; and 4. Increase parent engagement in school as measured by pre-/post participation in parent engagement activities. (Annual targets set for each goal for each school served - described on page 6)

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

Benchmarks used to measure progress toward meeting process and implementation goals are based on the TEA-required Quality Assurance Process, including timeline:

1. 100% of students recruited and in attendance (priority given to at-risk/economically disadvantaged students)
2. 100% of partnerships fully executed and in implementation (including SSA with schools)
3. 100% of high-quality staff hired and performing duties as assigned
4. 100% of program/center leadership trained on Quality Assurance Process and data collection to evaluate performance.
5. Strategic plan finalized and implemented/Continuous improvement process in place.

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6. Measurable Progress (Cont.)

Second-Quarter Benchmark

All quality indicators for TEA Quality Assurance Process score at least Implementation level.
 Particular emphasis this quarter on indicators related to:

1. Evidence of daily and weekly campus and program communication and collaboration at program and student levels and alignment of activities to needs identified in this process.
2. Evidence of multiple opportunities for meaningful family engagement aligned to campus needs, student needs, and parent needs (as expressed on survey) and at least 50% of parents participated.
3. Evidence of meaningful community engagement to ensure parents and students are connected to available resources aligned with needs.
4. Consistent student attendance in program.
5. Evidence of quality staff development based on need.

Third-Quarter Benchmark

All quality indicators for TEA Quality Assurance Process score at least Progressing level.
 Particular emphasis this quarter on indicators related to:

1. Evidence of assessment and prioritizing of student needs for summer program.
2. Evidence of student recruitment for summer program and 2022-2023 school year based on analysis of student data (prioritizing at-risk and economically disadvantaged students).
3. Evidence of engaging student activities, aligned with needs.
4. Evidence of budgeting and expenditures management consistent with approved budget and on track for end of grant year.
5. Evidence of quality needs assessment process for 2022-2023 program for continuous improvement.

7. Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

The Program Director will be responsible for coordinating with center directors, program/center staff, and district/school staff to collect project evaluation data according to the schedule required by the TEA Quality Assurance Process and as needed for the internal quality assurance/continuous improvement processes. Data will be analyzed at least quarterly and will include both quantitative and qualitative data aligned to the Quality Indicators and program benchmarks/SMART goals. Quarterly, the project team will formally analyze performance data, report to stakeholders and evaluators, and implement a continuous improvement Plan-Do-Study-Act process based on results of the analysis and stakeholder input. Data will be analyzed at the program, center, and student levels and appropriate actions planned, implemented, monitored, and evaluated at each of these levels by Program Director, Center Director, and teachers respectively. Student data will include but not be limited to grades, attendance, assessment/benchmark results, behavior, and engagement data. In addition parent engagement will be examined as well as their input and that of the community and partners. Weekly checkpoints will occur in meetings with school leadership/staff. The Program Director will have direct access to principals, partner leadership, district leadership, and ESC-20 leadership in order to ensure coordinated and swift efforts to address any issues that hinder progress.

Evaluation data will be used to modify the program for sustainability by identifying the activities that have the most positive impact on student achievement and coordinating funds from available sources to support those activities beyond the life of the grant, in addition to sharing achievements with stakeholders to build engagement in and long-term support for the program.

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8. Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances.

Check each of the following boxes to indicate your compliance.

- 1. The program will take place in a safe facility that is properly equipped and easily accessible.
- 2. The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.
- 3. The program will target students who primarily attend schools eligible for schoolwide programs under ESEA as amended, Section 1114 and the families of such students.
- 4. Applicants that receive priority points for serving: 1) students in schools implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA as amended, Section 1111(d) and other schools determined by the local education agency to be in need of intervention and support and 2) students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities or who lack strong positive role models assure that they will target these students.
- 5. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy. Funds will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case, supplant federal, state, local, or non-federal funds.
- 6. The community has been given notice of an intent to apply and the application and any waiver request will be available for public review after submission of the application.
- 7. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- 8. The applicant provides assurance to adhere to all Statutory Requirements, TEA Program Requirements, and Performance Measures, as noted in the 2021-2022 Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 11, Year 1 Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the grant program.
- 9. The applicant agrees to all applicable program-specific assurances as described in the 2021-2022 Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 11, Year 1 Program Guidelines.

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9. Statutory/Program Requirements

1. Applicants are required to evaluate community needs and resources and describe the results, including the resources available in the community, and how the program strategies and activities proposed to be carried out in the center(s) will address the identified needs of students and their families. In alignment with the information provided in the application, *Part I: Identify Address Needs*, please provide the following information related to needs assessment.

- a. Describe the needs assessment process, center-level needs assessment process, multiple sources of data used, and stakeholder feedback that occurred for this grant application.
- b. Describe the results including the student population deemed "most in need" for each campus proposed to be served and provide the estimated number of students that meet the need-based criteria, including the percent of eligible students at the campus that the program plans to serve.
- c. Describe the plan for how the center will continually assess and recruit the students most in need and how the plan addresses the needs of working families.

ESC-20 and A&M-SA determined the schools to be served based on their school improvement status (including feeder schools to schools designated for comprehensive support), high need for ESC support, and high need/scarcity of quality after school programs. In evaluating community needs and resources at each school, we collaborated with each school's leadership team and the school improvement case managers at ESC-20 to review comprehensive needs assessment data/analysis/results, campus improvement plans, STAAR data, TELPAS data, reading inventory data, demographic data, attendance and behavior data, grades, and local assessments. In addition, the ESC-20 grant team interviewed the administrators at each school to identify unique needs, strengths, and resources specific to their students, parents, and the larger community. Parent surveys were conducted in English and Spanish with over 500 parents responding. These parents expressed overwhelming concern regarding their children's reading and math achievement, along with a need for engaging, hands-on activities. Overall, data showed a pattern of the widening of achievement gaps for economically disadvantaged and at-risk students due to the switch to remote instruction and other effects of the pandemic. The student population(s) deemed most in need for each campus to be served, along with the estimated number of students that meet the need-based criteria and the percent of eligible students at the campus that the program plans to serve, are below. Note that students attending the three schools who are in comprehensive support will be given first priority. At least 65% of the total population of students served will attend a school receiving comprehensive support for school improvement.

- 1. Charlotte Elem-Overall priority comprehensive support for school improvement. Most in need: Economically Disadvantaged (ED)and At-Risk (AR). Number of students meeting criteria: 136 Eligible students to be served: 66%
 - 2. Lytle Elem-Most in need: ED and AR Number of students meeting criteria: 377 Eligible students to be served: 32%
 - 3. Lytle Primary-Most in need: ED and AR Number of students meeting criteria: 136 Eligible students to be served: 30%
 - 4. Natalia Elem-Overall priority comprehensive support for school improvement. Most in need: ED and AR Number of students meeting criteria: 224 Eligible students to be served: 45%
 - 5. Natalia ECC-Most in need: ED and AR Number of students meeting criteria: 52 Eligible students to be served: 56%
 - 6. Poteet Elem-Overall priority comprehensive support for school improvement. Most in need: ED and AR Number of students meeting critiera: 339 Eligible students to be served: 60%
 - 7. Poteet Inter-Most in need: ED and AR Number of students meeting criteria: 148 Eligible students to be served: 17%
- Each center will continually assess and recruit the students most in need through weekly collaboration with school day staff that include teacher/counselor referrals of students, quarterly student data reviews, and a multi-faceted approach to recruitment that includes personal contact with parents of individual students in need in addition to the recruitment strategies described on page 10 of this application.

The needs of working families will be addressed by providing high-quality child care after school, homework assistance, student access to technology and additional resources, academic enrichment, nutritious snacks, and social/emotional and physical activity/health supports in a safe and nurturing environment. Additionally, transportation will be provided for students from the after school program. Parents will have access to high-quality supports through the family engagement program, requested in the parent survey we administered, that will include financial planning, cooking/nutrition and health, career and workforce skill exploration, parenting skills, literacy, and computer skills.

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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.

ESC-20 and A&M-SA have intentionally designed our program to help students meet high academic standards by closing performance gaps. In particular, a commonality among all of the schools we will serve is a gap between current performance on state assessments in reading and mathematics and state average performance. Our first SMART goal is to close these gaps:

By the end of the 5-year program (2025-2026), the students served in our 21st CCLC program will close the gaps between campus and state performance on the Reading and Mathematics STAAR. For the 2021-2022 school year, each school served will increase passing rate of STAAR Reading and STAAR Mathematics by at least 20% of current gap between each school's passing rate and state average.

While the need and goal is consistent for all schools we will serve, each school served is unique in terms of strengths and weaknesses in certain grade levels, subject areas, special populations, and content/skills. Therefore, we have determined specific annual performance objectives for each school based on their data. In addition, although the program is designed to meet common needs at all centers, we will adjust the focus of the activities based on each school's unique needs. Annual performance objectives will be adjusted each year to match updated school and state-level data, while the SMART goal will remain the same. For example, Charlotte ISD currently has an eight point gap between reading scores of the school and the state and only a two point gap between math scores, while Poteet Elementary shows a 12 point gap in mathematics and only a two point gap in reading. Therefore benchmarks differ as follows for SMART goal 1:

Charlotte ISD Benchmarks Goal 1 Year 1: Reading STAAR 1.6% increase Mathematics STAAR .4% increase
Poteet Elementary Benchmarks Goal 1 Year 1: Reading STAAR .4% increase Mathematics STAAR 4% increase

A similar strategy is applied to goals 2-5:

- 2. Decrease behavior referrals to administration;
- 3. Maintain attendance rate above state average;
- 4. Increase student engagement in school as measured by pre-/post-engagement survey; and
- 5. Increase parent engagement in school as measured by pre-/post participation in parent engagement activities.

Individual benchmarks have been created for each goal (will be created for goals 4 and 5 when pre-assessment data is available at the end of the 2020-2021 school year) and will be adjusted each year based on the most current data at that time. While programming will be consistent across centers to meet common goals, adjustments in specific activities will be made at individual centers to build upon unique strengths and address needs that are greater at one campus than another.

Over the course of the 5-year program, centers will make progress each year toward exceeding state averages by the end of the 5 years and will have systems in place to sustain that annual progress beyond the life of the grant.

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9. Statutory/Program Requirements (Cont.)

3. Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. Include a plan for how the center-level programs will coordinate with the regular school day to address student needs and integrate program activities with the curricular program of the campus. Address activity oversight and how the program will ensure that activities are engaging for students.

The proposed program activities will focus on student academic achievement and overall student success through hands-on experiences that increase student engagement.

Academic Support Activities to include tutoring and homework assistance: Coordination with school staff via PLCs, data meetings, etc. will ensure academic support is targeted by subject, grade level, and individual students as well as monitored consistently for impact/swiftly adjusted as needed. Content specialists from ESC-20 will provide professional development/coaching and resources for center staff to ensure high quality of academic support.

Literacy Activities: Self selected reading, read alouds, vocabulary development, author visits, storytelling, poetry activities, journaling, reading and writing across the curriculum, and integration of technology (ebooks, presentations, ejournals, flipgrids, digital writing, etc) will continually build literacy skills. ESC-20 implements "Literacy League" with monthly subscriptions containing tradebooks, mini-lessons, digital resources, and enjoyable student activities that are supported by training and coaching. Each Monday, the centers will participate in Literacy League.

STEM Activities: Computational thinking activities, including coding and robotics, along with additional problem solving activities such as chess and the integration of technology such as LEGO Education WeDo and Merge Cubes and Merge Headsets for virtual experimentation will enrich STEM literacy.

Digital Learning: In addition to the integration of technology across program activities, digital citizenship (CommonSense Media Curriculum), creating videos, and developing technology skills that foster digital literacy such as virtual reality will increase student engagement.

Enrichment Activities: Enrichment activities such as gardening, photography, games, scavenger hunts, sports, mariachi, building toys such as K*NEX, field trips, presenters, and virtual experiences such as those available through Connect2Texas will enhance academic performance through hands-on experiences. A partnership with the DoSeum will provide training, field trips, and virtual enrichment activities. Students will choose based on interest.

Social Emotional Learning: We will implement the 7 Mindsets SELECT curriculum at three of the four centers in order to promote self-awareness, self-management, social awareness, relationship skills, and responsible decision making in students. Research supports that the 7 Mindsets have a demonstrated impact on academic achievement and are frequently a critical difference between economically disadvantaged/at-risk students and those with access to more resources outside of school. Lytle ISD implements the Leader in Me program, so we will coordinate with their program at that center.

Health and Physical Activities: In addition to the outdoor physical activities provided for enrichment, we will partner with the University of Texas Health Science Center -South Central Area Health Education Center (AHEC) to implement a community-based health promotion and disease prevention program that includes but is not limited to diabetes prevention/management, dental health services, and mental health center. Also, the Atascosa Health Center, a federally qualified health center, will support families.

For all activities, ESC-20 and partners will offer high-quality professional development, coaching, and support.

Center-level programs will coordinate continually with the regular school day staff program. Each site director will serve as part of the campus leadership team; thereby integrally involved in data analysis, needs assessments, campus planning, instructional planning, decision-making, and day-to-day operations. Concurrently, this will ensure school staff involvement in planning and leading the 21st CCLC program. Data on students served will be shared weekly through planning meetings and daily, as needed, for individual students in conversations with teachers.

Alignment of after-school and school-day planning will take priority in all collaborations. Alignment will also occur through shared professional development. ESC-20 and A&M-SA experts, in addition to our other partners, will provide professional development to both school day and center staff on key initiatives such as the 7 mindsets, content intervention activities, student engagement, and digital/blended learning.

Each site director and principal, along with the program director will oversee activities to ensure they are engaging for students by reviewing lesson plans, observing activities, and implementing a student engagement survey.

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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

ESC-20 will have one primary partnership with Texas A&M-San Antonio (A&M-SA) to implement the 21st Century Community Learning Centers Program at four centers in four school districts, serving seven schools through a shared service arrangement. In addition, we will partner for specific activities with the University of Texas Health Science Center - South Central Area Health Education Center (AHEC) to implement community-based health promotion and disease prevention and the DoSeum to provide professional development, field trips, and virtual services.

Our partnership with A&M-SA will engage pre-service students to complete their field residency in our 21st CCLC centers with supervision and mentorship from A&M-SA faculty and supervising teachers in paid and unpaid positions. They will design and deliver content, work with families to build family libraries, implement a summer literacy program, and/or design curriculum frameworks. In addition to providing quality staff in hard-to-staff rural areas for this program, A&M-SA students working toward teaching degrees/certification will develop relationships with the districts to create a pipeline to fill future positions at the schools with certified applicants. A&M-SA will provide ongoing, meaningful involvement of the expertise of their faculty in the planning, implementation, and evaluation of our program in addition to access to experts as specific needs arise. STEM after school and summer curriculum will be developed in collaboration with A&M-SA and additional partners, including the DoSeum. Our partnership with A&M-SA will provide access to activities/services not currently accessible to students in the districts we will serve to include literacy activities, STEM activities, summer programs, and family literacy in addition to expand access for district teachers to high-quality professional development that will impact student achievement schoolwide.

ESC-20 and A&M-SA are the leading experts in our geographical area to provide high-quality professional development to teachers and school leaders. We will collaborate to ensure both center and school day staff receive continued support for professional growth in all areas supporting student success.

Additionally, our partnerships with AHEC and the DoSEUM will provide access to students to a community-based health promotion and disease prevention program and highly engaging academic enrichment activities that are not currently implemented in their geographic areas. The novel, hands-on activities provided through the DoSEUM and our A&M-SA partnerships will positively impact student engagement, participation, and academic achievement.

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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.

The program will apply research and evidence-based practices to complement academic performance and achievement, postsecondary workforce preparation, and positive youth development.

Academic Performance and Achievement - ESC-20 and A&M-SA are recognized leaders in conducting, studying, and providing staff development/coaching on cutting edge research and evidence-based practices for improving student achievement. The faculty and staff at our organizations have led the design of our program to ensure it is based on this research/evidence and they will support program implementation throughout the life of the grant to ensure consistent alignment. Program activities that apply research and evidence on academic performance/achievement include but are not limited to vocabulary development, reading and writing across the curriculum, literacy, digital and blended learning, student and parent engagement, academic interventions, serving special populations (at-risk, economically disadvantaged, special education, English Language Learners, and dyslexic) and project-based learning.

Postsecondary and Workforce Preparation - Research has demonstrated that three of the greatest predictors of post-secondary/workforce success are meeting mathematics and reading standards at 3rd grade, promotion from 3rd to 4th grade, and attendance rates of at least 90%. These are consistent with our SMART goals, benchmarks, and activities. In addition, we will use the PK-20 STEM Education Framework, Texas STEM Education Toolkit, and EcosySTEM website; all supported by ESC-20.

Positive Youth Development - 7 Mindsets Select is based on a 3-year study resulting in the writing of the 7 Mindsets book. The research supports that success is based on large part, not on what children know or where they come from, but on how they think.

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.

Each of the districts we will serve in this program is located in a rural community where many students live far from the school and require transportation to and from school. In addition, many of the families who will be served own only one car that must be used for transportation to and from work. Therefore, we will provide school bus routes for students attending the after school and summer 21st CCLC program at all centers. For the after school program, transportation will be provided from the centers to the students' homes at the end of the program each day. Potteet Elementary is implementing a before school program in addition after school so they will require a morning route as well. The feeder schools are all in such close proximity to the centers that transportation is not needed to the program. For the summer program, transportation will be provided to and from the students' homes to each center. Bus routes will be developed for each center based on the addresses of the students who attend. Funds are included in the budget for school bus transportation on these routes that are in addition to the regular school day/ calendar routes.

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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.

Information about the community learning centers, including its location, will be distributed to the community in a variety of ways designed to ensure all stakeholders are notified:

1. District and school websites
2. District social media postings, including Facebook and Twitter
3. District mass communication systems including texting, phone calls, and emails
4. Announcements at school and community meetings (parent engagement meetings, Board meetings, school activities, etc.)
5. Parent Conferences
6. ARD, LPAC, and 504 meetings
7. Personal contact of parents of targeted students for recruitment by school and center staff

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.

Program Priority 1 - Program Integration
We will integrate our 21st CCLC Program with the TEA initiative, Texas Home Learning. Texas Home Learning was developed to assist districts in responding to the challenges of educating students during the pandemic, providing quality resources to assist teachers, parents, and students. Although we are planning our program based on the premise that all schools served will return to 100% face-to-face instruction by the beginning of the 2020-2021 school year, Texas Home Learning provides valuable resources to assist students, parents, and teachers in closing gaps caused by the interruption that has occurred in learning due to Covid-19. We will integrate Texas Home Learning by using it as a supplemental resource for blended learning, particularly Amplify as it aligns with our focus on improving literacy foundational skills while building content knowledge - concurrently learning to read and reading to learn. Amplify will also enable us to provide extra support to English Language Learners. This will positively impact our short and long-term goals for improving passing rates on STAAR Reading.
ESC-20 supports the PK-20 Texas STEM Education Framework, the Texas STEM Education Toolkit, and the Texas EcosySTEM website. We will integrate these as STEM planning, implementation, and reflection resources and to support stakeholder involvement including business and industry, community, higher education, and families. Through a federal grant, ESC-20 also implements Literacy League through a federal grant providing monthly subscriptions to a K-5 tradebook and teaching/activity kit with weekly cross-curricular activities. To support our focus on literacy in our ACE centers, we will integrate this program through weekly (every Monday).
In addition, we will coordinate with federal programs including Title 1, Title II, Title III, and Title IV to ensure services and resources complement each other and do not duplicate services.

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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.

Sustainability for the community learning center will continue after funding under this grant ends through coordination of funding of other federal, state, and local sources and through university and community partnerships. As we close gaps for economically disadvantaged and at-risk students throughout the life of the grant, meeting or exceeding state averages by the end of the 2025-2026 school year, the districts will have less of a need for some of the intensive intervention programs that currently consume much of their supplemental federal, state, and local dollars. Some of those funds can then be redirected to academic enrichment activities in afterschool and summer programs. The professional development provided for school staff in order to coordinate the center programs with the school day program will create internal experts in the district who can become trainers of trainers and coaches in order to sustain training with less funds used to pay for external professional development. In addition, partnerships developed and nurtured through implementation of the community learning centers will be sustained beyond the life of the grant creating no-cost or low-cost access to community expertise and resources. The evaluation results from the initiatives implemented during the program will provide direction on which initiatives had the greatest impact, enabling schools to prioritize initiatives and thereby lower costs. Finally, physical resources purchased through grant funds will be able to be transferred to after school and summer programs supported by other federal funds such as Title 1, further enabling them to cover the costs of continuing to implement the centers without the funds provided by the 21st CCLC grant.

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)

We will not use volunteers to carry out activities in our community learning centers.

For TEA Use Only:

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

9. Statutory/Program Requirements (Cont.)

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

The priority population to be served at each of the community learning centers is students who are economically disadvantaged and at-risk. In addition to the dissemination of information about the community learning centers described on page 8, each school to be served will specifically recruit the students who meet these criteria. Teachers will personally contact the parents of these students to describe the benefits for their child(ren) and to discuss how any potential roadblocks such as transportation have been addressed. Support staff such as community liaisons, counselors, and staff that works with special populations of students such as English Language Learners will also follow up with individual parents who do not initially respond to enroll. Consistent attendance and retention in the program will be ensured by ongoing communication/messaging with families of students in the program, providing engaging and relevant programming for both students and families, providing nutritious snacks for students, providing transportation, celebrating student success, and strong support and participation in the program by school day administration and staff.

SMART goals for student attendance targets are:

Fall/Spring

Each student enrolled in the program will attend at least 45 days (minimum 120 minutes) during the school year (fall and spring semesters)

Summer

Each student enrolled in the summer program will attend at least 12 days (minimum 240 minutes) during the summer.

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 center-level needs assessments informed the proposed center operations schedule and staffing/budget plans in the following ways:

1. Number of students meeting priority criteria identified
2. Parent survey assessed interest/need for after school and summer programs
3. Individual school start and end times, parent surveys, and current transportation routes/schedules examined
4. Staffing needs determined based on projected number of students to be served/types of prioritized activities
5. Community resources identified to determine existing no or low cost resources

The proposed center operations schedules (attached) meet TEA requirements, align with school start and end times and transportation availability, and align with the schedules of working parents. The proposed staffing and budget plans ensure sufficient staff to provide quality programming to address student/family needs and ensure student safety, in addition to ensuring all resources are in place to enable implementation of proposed activities.

Schedules, budgets, and staffing were strategically designed for effectiveness and quality (including the ability to meet student service targets) by using a zero-based budgeting strategy that was built from the ground up to ensure all needed resources were included.

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.	TEA-Required Staff (Program Director, Site Directors, Family Engagement Coordinator)	\$343,000
2.	Center Teachers	\$468,000
3.	Program Administrative Assistant	\$34,000
4.	ESC Consultant for Professional Development/Coaching of Center Teachers/Leaders	\$64,861
5.		

Professional and Contracted Services

6.	Consultant Services (7 Mindsets SELECT, Parent Training, and Digital Literacy)	\$42,000
7.	Partner Services (A&M-SA and UT Health)	\$8,000
8.	Printing	\$4,000
9.		
10.		

Supplies and Materials

11.	Supplies for Student Activities and Program/Center Support	\$150,070
12.		
13.		
14.		

Other Operating Costs

15.	Out of State Travel for Director to National 21st CCLC Conference	\$3,500
16.	Field Trips	\$8,000
17.	Other Miscellaneous Such As Travel to TEA-Required Trainings, Transportation, and Snacks	\$55,600

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 _____.



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

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

NOGA ID

Application stamp-in date and time

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

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

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

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

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

Amendment Number

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

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
- General Provisions and Assurances
- Application-Specific Provisions and Assurances
- Debarment and Suspension Certification
- Lobbying Certification
- 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.

For TEA Use Only:

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

RFA/SAS #

2021-2022 Nita M. Lowey 21st CCLC Cycle 11, Year 1

Center Operations Schedule

County-district number or vendor ID: 015950

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	007901101	Charlotte Elementary School, 168 Watson Ave., Charlotte TX 78011 830-277-1710	0	K-5	90	90
2	007904101	Lytle Elementary School, 11550 Laredo St., Lytle TX 78052 830-709-5130	1	K-5	150	150
3	163903101	Natalia Elementary School, 901 Pearson, Natalia TX 78059 830-663-4416	1	K-5	120	120
4	007906101	Poteet Elementary School, 1100 School Drive, Poteet TX 78065 830-742-3503	1	K-5	250	250
5						
6						
7						
8						
9						
10						

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	007901101	Charlotte Elementary School, 168 Watson Ave, Charlotte TX 78011					K-5	90	90				
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 23, 2021			January 14, 2022			18				
Spring Term			January 18, 2022			May 26, 2022			18				
Summer Term			May 30, 2022			July 1, 2022			5				
Total number of weeks:									41				
Center Schedule													
Day of the Week	Fall Term				Spring Term				Summer Term				
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	
Monday			3:45	6:45			3:45	6:45	9:00			3:00	
Tuesday			3:45	6:45			3:45	6:45	9:00			3:00	
Wednesday			3:45	6:45			3:45	6:45	9:00			3:00	
Thursday			3:45	6:45			3:45	6:45	9:00			3:00	
Friday			3:45	6:45			3:45	6:45	9:00				
Saturday													
Sunday													
Total Hours Per Week:	15								24				
Adjunct Sites, If applicable (site name and full address)													
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Field trips and special events will be scheduled in coordination with school leadership, partners, and parents based on school schedules and partner availability.											
Parent/Legal Guardian Activities		Parent events will be scheduled at minimum monthly and will be scheduled based on days/times parents say they are best able to attend.											

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	007904101	Lytle Elementary School, 11550 Laredo St., Lytle TX 78052					2-5	150	150			
Feeder	007904103	Lytle Primary, 19126 N. Prairie St., Lytle TX 78052					K-1					
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 23, 2021			January 14, 2022			18				
Spring Term		January 18, 2022			May 26, 2022			18				
Summer Term		May 30, 2022			July 1, 2022			5				
Total number of weeks:								41				
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday			3:35	6:35			3:35	6:35	9:00			3:00
Tuesday			3:35	6:35			3:35	6:35	9:00			3:00
Wednesday			3:35	6:35			3:35	6:35	9:00			3:00
Thursday			3:35	6:35			3:35	6:35	9:00			3:00
Friday			3:35	6:35			3:35	6:35				
Saturday												
Sunday												
Total Hours Per Week:	15								24			
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Field trips and special events will be scheduled in coordination with school leadership, partners, and parents based on school schedules and partner availability.										
Parent/Legal Guardian Activities		Parent events will be scheduled at minimum monthly and will be scheduled based on days/times parents say they are best able to attend.										

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	163903101	Natalia Elementary, 901 Pearson, Natalia TX 78059					2-5	120	120			
Feeder	163903102	Natalia Early Childhood Center 408 8 th St. Natalia TX 78059					k-1					
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 23, 2021			January 14, 2022			18			
Spring Term			January 18, 2022			May 26, 2022			18			
Summer Term			May 30, 2022			July 1, 2022			5			
Total number of weeks:									41			
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday			3:35	6:35			3:35	6:35	9:00			3:00
Tuesday			3:35	6:35			3:35	6:35	9:00			3:00
Wednesday			3:35	6:35			3:35	6:35	9:00			3:00
Thursday			3:35	6:35			3:35	6:35	9:00			3:00
Friday			3:35	6:35			3:35	6:35				
Saturday												
Sunday												
Total Hours Per Week:	15								24			
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Field trips and special events will be scheduled in coordination with school leadership, partners, and parents based on school schedules and partner availability.										
Parent/Legal Guardian Activities		Parent events will be scheduled at minimum monthly and will be scheduled based on days/times parents say they are best able to attend.										

Texas ACE							Program Year						
Center Operations Schedule (one per center)							2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>													
Center 4	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP						Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target			
Center	007906101	Poteet Elementary School, 1100 School Drive, Poteet TX 78065						K-3	250	250			
Feeder	007906102	Poteet Intermediate, 838 School Drive, Poteet TX 78065						4-5					
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 23, 2021				January 14, 2022				18	
Spring Term				January 18, 2022				May 26, 2022				18	
Summer Term				May 30, 2022				July 1, 2022				5	
Total number of weeks:												41	
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	3:50	5:50	7:00	8:00	3:50	5:50	8:00			2:00	
Tuesday	7:00	8:00	3:50	5:50	7:00	8:00	3:50	5:50	8:00			2:00	
Wednesday	7:00	8:00	3:50	5:50	7:00	8:00	3:50	5:50	8:00			2:00	
Thursday	7:00	8:00	3:50	5:50	7:00	8:00	3:50	5:50	8:00			2:00	
Friday	7:00	8:00	3:50	5:50	7:00	8:00	3:50	5:50					
Saturday													
Sunday													
Total Hours Per Week:	15								24				
Adjunct Sites, If applicable (site name and full address)													
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Field trips and special events will be scheduled in coordination with school leadership, partners, and parents based on school schedules and partner availability.											
Parent/Legal Guardian Activities		Parent events will be scheduled at minimum monthly and will be scheduled based on days/times parents say they are best able to attend.											

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												
Feeder												
Feeder												
Program Operations		Start Date (MM/DD/YY):		End Date (MM/DD/YY):		Total Weeks						
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term												
Spring Term												
Summer Term												
Total number of weeks:												
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												
Total Hours Per Week:												
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
Parent/Legal Guardian Activities												

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022					
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 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												
Feeder												
Feeder												
Program Operations		Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks				
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term												
Spring Term												
Summer Term												
Total number of weeks:												
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												
Total Hours Per Week:												
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
Parent/Legal Guardian Activities												

Texas ACE Center Operations Schedule (one per center)						Program Year 2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center #	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP				Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target				
Center												
Feeder												
Feeder												
Program Operations		Start Date (MM/DD/YY):		End Date (MM/DD/YY):		Total Weeks						
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term												
Spring Term												
Summer Term												
Total number of weeks:												
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												
Total Hours Per Week:												
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
Parent/Legal Guardian Activities												

Texas ACE Center Operations Schedule (one per center)						Program Year 2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center #	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP				Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target				
Center												
Feeder												
Feeder												
Program Operations		Start Date (MM/DD/YY):		End Date (MM/DD/YY):		Total Weeks						
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term												
Spring Term												
Summer Term												
Total number of weeks:												
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												
Total Hours Per Week:												
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
Parent/Legal Guardian Activities												

Texas ACE Center Operations Schedule (one per center)						Program Year 2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 9	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP				Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target				
Center												
Feeder												
Feeder												
Program Operations		Start Date (MM/DD/YY):		End Date (MM/DD/YY):		Total Weeks						
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term												
Spring Term												
Summer Term												
Total number of weeks:												
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												
Total Hours Per Week:												
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
Parent/Legal Guardian Activities												

Texas ACE Center Operations Schedule (one per center)						Program Year 2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 10	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP				Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target				
Center												
Feeder												
Feeder												
Program Operations		Start Date (MM/DD/YY):		End Date (MM/DD/YY):		Total Weeks						
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term												
Spring Term												
Summer Term												
Total number of weeks:												
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												
Total Hours Per Week:												
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
Parent/Legal Guardian Activities												



Charlotte Independent School District

P.O. Box 489, 102 E. Hindes Ave., Charlotte, TX 78011 ph. (830) 277-1431 fax: (830) 277-1551

Mario Sotelo – Superintendent

Nora J. Gaitan – Director of Finance

January 19, 2021

Dr. Jeff Goldhorn
Executive Director
Education Service Center Region 20
San Antonio, Texas 78208-1899

Dear Dr. Goldhorn,

The Charlotte Independent School District enthusiastically supports our partnership in a Shared Service Arrangement with Education Service Center, Region 20 to create a 21st Century Community Learning Center to serve Charlotte Elementary School. Our high population of economically disadvantaged and at-risk students face challenges that often create gaps between their performance and that of the peers across the state without intensive support and intervention. These gaps have widened due to remote instruction and services during the Covid-19 Pandemic. The 21st Century Community Learning Center will enhance the academic, social emotional, and health supports we are able to provide for these students and families so that they can succeed in school. The goals of the Nita M. Lowery Texas Education Agency 21st Century Community Learning Centers Program are consistent with our District and school goals and the needs of the families in our community.

The Charlotte Independent School District community is committed to identify local efforts to sustain this program over time. Challenges in funding a comprehensive program like this include start-up costs and salaries. The working families in our community do not have the financial resources to pay tuition for a program of this quality, but meeting that need is a high priority for the school district. Therefore, we will seek to leverage resources to continue the program once the grant funds are no longer available.

Thank you for offering this opportunity to the students and families of Charlotte Elementary School in the Charlotte Independent School District.

Sincerely,

Mario Sotelo, Superintendent
Charlotte ISD



Natalia Independent School District

P.O. Box 548, 8th & Pearson St.

www.nataliaisd.net

Phone: 830 663-4416 Fax: 830 663-4186



January 14, 2021

Dr. Jeff Goldhorn
Executive Director
Education Service Center Region 20
San Antonio, Texas 78208-1899

Dear Dr. Goldhorn,

The Natalia Independent School District enthusiastically supports our partnership in a Shared Service Arrangement with Education Service Center, Region 20, to create a 21st Century Community Learning Center to serve Natalia Elementary and Natalia Early Childhood Center. Our high population of economically disadvantaged and at-risk students faces challenges that often create gaps between their performance and peers across the state without intensive support and intervention. These gaps have widened due to remote instruction and services during the Covid-19 Pandemic. The 21st Century Community Learning Center will enhance the academic, social-emotional, and health supports the district provides for these students and families to facilitate school success. The Nita M. Lowery Texas Education Agency 21st Century Community Learning Centers Program goals are consistent with our District and school goals and the needs of the families in our community.

The Natalia Independent School District community is committed to identifying local efforts to sustain this program over time. Challenges in funding a comprehensive program like this include start-up costs and salaries. The working families in our community lack the financial resources to pay tuition for such a quality program, but meeting that need is a high priority for the school district. Therefore, we will seek to leverage resources to continue the program once the grant funds are no longer available.

Thank you for offering this opportunity to the students and families of Natalia Elementary and Natalia Early Childhood Center in the Natalia Independent School District.

Sincerely,

Lana Collavo, Ed. D., Interim Superintendent
Natalia ISD



Board Of Trustees

LeeAnna Mask
President

Nan Boyd
Vice-President

Anthony Reyna
Secretary

Reagan Wagner

Mae Flores

Oscar Jimenez

District Administration

Michelle Carroll Smith
Superintendent

Harry Piles
Assistant Superintendent

Laura Uribe-Center
Federal Programs Director

Jose Garza
High School Principal

Elizabeth Stewart
Junior High Principal

Wendy Carroll-Conover
Elementary Principal

Jammie Fewell
Primary Principal

January 15, 2021

Dr. Jeff Goldhorn
Executive Director
Education Service Center Region 20
San Antonio, Texas 78208-1899

Dear Dr. Goldhorn,

Lytle Independent School District enthusiastically supports our partnership in a Shared Service Arrangement with Education Service Center, Region 20, to create a 21st Century Community Learning Center to serve Lytle Primary and Elementary Schools. Our high population of economically disadvantaged and at-risk students faces challenges that often cause gaps between their performance and that of the peers across the state without intensive support and intervention. These gaps have widened due to remote instruction and services during the Covid-19 Pandemic. The 21st Century Community Learning Center will enhance the academic, social-emotional, and health supports we can provide for these students and families so that they can succeed in school. The Nita M. Lowery Texas Education Agency 21st Century Community Learning Centers Program goals are consistent with our District and school goals and the needs of the families in our community.

The Lytle Independent School District community is committed to identifying local efforts to sustain this program over time. Challenges in funding a comprehensive program like this include start-up costs and salaries. The working families in our community do not have the financial resources to pay tuition for a program of this quality, but meeting those needs is a high priority for the school district. Therefore, we will seek to leverage resources to continue the program once the grant funds are no longer available.

Thank you for offering this opportunity to Lytle Primary and Elementary Schools' students and families in the Lytle Independent School District.

Sincerely,

Michelle Carroll Smith
Superintendent
Lytle ISD

POTEET INDEPENDENT SCHOOL DISTRICT

Charles W. Camarillo
1100 School Drive
P. O. Box 138
Poteet, TX 78065



Superintendent of Schools
Ph. 830-742-3567
Fax 830-742-3332

January 15, 2021

Dr. Jeff Goldhorn
Executive Director
Education Service Center Region 20
San Antonio, Texas 78208-1899

Dear Dr. Goldhorn,

The Poteet Independent School District enthusiastically supports our partnership in a Shared Service Arrangement with Education Service Center, Region 20 to create a 21st Century Community Learning Center to serve Poteet Elementary and Poteet Intermediate Schools. Our high population of economically disadvantaged and at-risk students face challenges that often create gaps between their performance and that of the peers across the state without intensive support and intervention. These gaps have widened due to remote instruction and services during the Covid-19 Pandemic. The 21st Century Community Learning Center will enhance the academic, social emotional, and health supports we are able to provide for these students and families so that they can succeed in school. The goals of the Nita M. Lowery Texas Education Agency 21st Century Community Learning Centers Program are consistent with our District and school goals and the needs of the families in our community.

The Poteet Independent School District community is committed to identify local efforts to sustain this program over time. Challenges in funding a comprehensive program like this include start-up costs and salaries. The working families in our community do not have the financial resources to pay tuition for a program of this quality, but meeting that need is a high priority for the school district. Therefore, we will seek to leverage resources to continue the program once the grant funds are no longer available.

Thank you for offering this opportunity to the students and families of Poteet Elementary and Poteet Intermediate Schools in the Poteet Independent School District.

Sincerely,

A handwritten signature in black ink, appearing to be 'Charles Camarillo', written over a white background.

Charles Camarillo, Superintendent
Poteet Independent School District



Dr. Jeff Goldhorn
Executive Director
Education Service Center Region 20
San Antonio, Texas 78208-1899

Dear Dr. Goldhorn,

The South Central Area Health Education Center (AHEC) fully supports your partnership with area school districts in a Shared Service Arrangement with Education Service Center, Region 20. Specifically, to create a 21st Century Community Learning Center to serve the underserved communities and their school districts in our Center's 12 county service area. Established in 1996 as a 501(c)(3) through an affiliation with the University of Texas Health Science Center San Antonio (UTHSCSA), our Center mission is to improve the health status and quality of life for residents of South Central Texas through educational and training activities established through partnerships with local stakeholders and organizations focused on the goals of increasing health care workforce diversity, health care workforce distribution, and health care practice transformation. We have a long history of working with area school districts, health providers, community based organizations, local libraries and the Region 20 Education Service Center.

The pandemic has had a devastating effect on our high population of economically disadvantaged and at-risk students. They historically have faced challenges that create wide gaps between their performance and that of their peers across the state. We know that without intensive support and intervention student capacity to succeed academically is already challenged. These gaps have widened due to remote instruction and services during the Covid-19 Pandemic. As a health workforce development agency, the South Central AHEC and our partners must support all opportunities to lessen the burden and focus on strengthening the opportunity for academic achievement. The 21st Century Community Learning Center will expand the academic, social, emotional, and health supports for these students and families so that they can succeed in school and ultimately their chosen careers. The goals of the Nita M. Lowery Texas Education Agency 21st Century Community Learning Centers Program are consistent with our Center's mission and goals and the needs of the families in these communities.

Within our local affiliations and partnerships, we are committed to identify resources to help sustain this program over time. Therefore, we will seek to leverage resources to continue the program once the grant funds are no longer available.

We look forward to hearing of the successful award of this grant opportunity and appreciate the opportunity to work together.

Sincerely,

A handwritten signature in cursive script that reads "Paula Winkler". The signature is written in black ink and is positioned below the word "Sincerely,".

Paula Winkler, M.Ed.
Director, South Central AHEC
7411 John Smith Dr. Suite 1050
San Antonio, Texas 78229

Memorandum of Understanding

This Agreement is entered into on January 15, 2021, between Education Service Center Region 20 (hereinafter "ESC 20") and The College of Education and Human Development (COEHD) at Texas A&M University-San Antonio (hereinafter "COEHD ") for the joint exercise of their powers.

1. Purpose

The purpose of this Agreement is to allow the COEHD and ESC 20 to develop a "consumer-driven partnership"

1.1 Texas A&M University-San Antonio, through its College of Education and Human Development (COEHD), offers educational opportunities toward the completion of baccalaureate and graduate degree programs. The COEHD is committed to serving the needs of the region by preparing qualified professionals to assume positions of responsibility and leadership in a global society. A critical component of COEHD success is the development of consumer-driven, reciprocal partnerships. The COEHD and ESC 20 share an interest in developing a partnership that provides clear benefits to both entities.

1.2 ESC 20, We provide trusted solutions that lead to student success.

2. Collaborative Goals

2.1 Design and implement a collaborative partnership that encompasses the following goals:

- 2.1.1** Together, establish four community-based elementary sites where 90 minutes of extended school day programming and a summer camp enhance educational attainment for district and university students.
- 2.1.2** A&M SA will link curriculum development and practicum opportunities to the programs. Specifically, EDEC 4301, 4304, 4329, 4361, 5320, or 5312 Experiential Learning or Practicum hours support curriculum development and instruction during the extended school day.
- 2.1.3** A&M SA will allow practicum students the opportunity to complete field placements during the traditional school day and act as paid employees during the extended school day.
- 2.1.4** ESC-20 will as the fiscal agent for the grant.
- 2.1.5** ESC-20 will serve as the administrator for the SSA.
- 2.1.6** ESC-20 will submit all required data and reports to the TEA and serve as TEA's primary contact.
- 2.1.7** ESC-20 will hire, supervise, and provide support for program staff.
- 2.1.8** ESC-20 will schedule and lead program-level meetings and events, including designated representatives from A&M-SA.
- 2.1.9** ESC-20 will design and implement communication systems with A&M-SA to ensure consistent two-way communication.

2.2 Establish a framework for transferring de-identified ESC 20 data between the ESC 20 and the COEHD for the purposes of monitoring and evaluating the effectiveness of the partnership.

3. Definitions

- 3.1** Clinical Teaching Program is defined as collaboration between PK-12 schools and colleges or departments of education.
- 3.2** Clinical Teacher –N/A contracting with the COEHD to implement a Clinical Teaching Program.
- 3.3** Mentor Teacher - a certified teacher that models proficient/exemplary teaching and provides COEHD students with professional instructional coaching and advisement; primarily responsible for supervising the work and activities of COEHD students and engaging in co-teaching models throughout the clinical teaching placement period.
- 3.4** Teacher Candidate - a COEHD student in his/her final year of the Educator Preparation Program.
- 3.5** Course Instructor - either a COEHD faculty member or a faculty associate hired by the COEHD to provide instruction in the Clinical Teaching Program.
- 3.6** Field Supervisor - a COEHD faculty member working with ESC 20 to coach and evaluate clinical teachers, co-select, support and train mentor teachers and ensure for clear, timely and consistent communications between the ESC 20 and the COEHD.
- 3.7** Educator Preparation Program (EPP) - a professional preparation program for certification as determined and identified by the standards of the State Board of Education.
- 3.8** Professional Development - learning opportunities designed to support and improve Mentor Teachers' instructional coaching effectiveness and thereby also increasing clinical teacher's capacity and PK-12 students' learning and achievement.
- 3.9** Professional Improvement Plan (PIP) - a detailed improvement and accountability plan of action developed to assist a clinical teacher falling far below the college's academic and/or professional standards.
- 3.10** Governance Meetings – a committee that governs the aspects of the program while continually assessing the effectiveness of the program by: reviewing clinical teacher data, mentor teacher feedback, and providing support. During governance meetings calendars for implementing professional development should be coordinated.

4. Financial Obligations

- 4.1** Each organization of this MOU is responsible for its own expenses related to this MOU. There will/will not be an exchange of funds between the parties for tasks associated with the development of this MOU

5. ESC 20 Obligations

Pursuant to the terms of this agreement, in regard to the partnership, the ESC 20 shall:

- 5.1 Collaboratively identify, using established criteria, and select high quality Mentor Teachers sufficient in numbers for a cohort of up to 20 Clinical Teachers or Interns.
- 5.2 Share and co-analyze relevant data with the COEHD for the purpose of specifically preparing students to positively impact school and/or community outcomes and for COEHD program improvements (course content, program evaluation, and other related functions). Data sharing will not violate the Personal Identifiable Information requirement of the ESC 20.
- 5.3 Actively supervise, mentor and evaluate any students placed with the ESC 20 using COEHD processes and performance assessment tools.
- 5.4 Actively participate in program evaluation to support program effectiveness.
 - 5.4.1 Support the COEHD in distribution of program/graduate effectiveness surveys.
 - 5.4.2 Support the distribution of student perception surveys for the purposes of professional learning. Information identifying individual students will be shared with the those students, assigned mentors/supervisors and site coordinators ONLY.
- 5.5 Provide opportunities for students to attend ESC 20 professional development opportunities.
- 5.6 Expect the COEHD and its students to comply with the network standards and policies. The COEHD will follow the ESC 20 technology standards for antivirus, Internet filtering system, operating system setup, and software installation protocols and rules.
- 5.7 Supply Facilities Resources such as a room, at a organizational site, to be used for mentor/supervisor trainings, governance meetings and by assigned students for course work and conferencing. Room to be equipped with furnishings and technology (such as: projector, document camera, Wi-Fi, etc.) to support programmatic, partnership usage.
- 5.8 Attend and contribute to quarterly Governance Meetings at which the effectiveness of the program is continually reviewed. All aspects of the program are reviewed through examining student data, mentor/supervisor feedback, and all other data sources, as applicable. Calendars for subsequent meetings, ESC 20/COEHD events and professional development opportunities will be coordinated.
- 5.9 Permit COEHD students to video record themselves as they deliver instruction for the purpose of self-reflection and personal professional development. Signed permission from PK-12 students' parents/guardians will be secured as outlined and required by ESC 20 policy.
- 5.10 Ensure COEHD students are in the presence/partnership of a certified teacher of record, at all times.

6. University/COEHD Obligations

Pursuant to this Agreement, the COEHD shall:

- 6.1 As is consistent with University hiring processes, collaborate with ESC 20 to select COEHD Site Coordinators for field experience placement (as applicable).

- 6.2 Provide programming that ensures graduates meet state and federal guidelines for their related areas of educational preparation.
- 6.3 To the extent not in conflict with University policies and procedures, comply with ESC 20 policies and procedures that are made known to the COEHD and ensure that all Course Instructors, Site Coordinators, and COEHD students are aware of these policies.
- 6.4 Provide a Site Coordinator - a COEHD faculty member, working within the ESC 20, to coach and evaluate field experience students, co-select, support and professionally develop mentors/supervisors and ensure for clear, timely and consistent governance meeting facilitation and communications between ESC 20 and the COEHD.
- 6.5 Assist any field experience student falling far below the college's academic and/or professional standards with a Professional Improvement Plan (PIP) - a detailed improvement and accountability plan of action developed to ensure improved performance.
- 6.6 Facilitate quarterly Governance Meetings at which the effectiveness of the program is continually reviewed. All aspects of the program are reviewed through examining field experience data, mentor/supervisor feedback, and all other data sources, as applicable. Calendars for subsequent meetings, ESC 20/ university events and professional development opportunities will be coordinated.
- 6.7 Collaboratively identify, using established criteria, and select high quality students sufficient in numbers for field experiences that meet the needs of ESC 20.

7. Mutual Obligations

Pursuant to this Agreement, the parties shall each, in good faith:

- 7.1. Collaboratively recruit prospective students to the COEHD.
- 7.2. Collaborate to find ways to provide COEHD students with wireless internet access in a manner that is mutually acceptable to the COEHD and the ESC 20.
- 7.3. Encourage ESC 20 and the COEHD staff to jointly conduct and disseminate research.
- 7.4. Actively participate in shared governance for the partnership by attending and contributing within Governance Meetings, 2 per semester.
- 7.5. Direct employees, under the party's control, to perform the obligations under this Agreement.

8. Hold Harmless

- 8.1. Texas A&M University-San Antonio, shall indemnify, defend and hold harmless from claims, demands, and expenses of kind, including attorney's fees, which result from or arise out of act or

omission of its students or faculty members relating to the terms and conditions of this Agreement.

9. Term

9.1. This Agreement will be effective from the last date of signing through 5 years from effective date.

10. Term

10.1. Except as otherwise provided, this Agreement may only be terminated by written notification of either party at least six months prior to the termination date. The parties agree to use their best efforts to allow sufficient opportunity for students enrolled in the teacher education program to graduate prior to the effective date of termination. Upon termination, unless otherwise expressly provided, property purchased in furtherance of this Agreement shall remain the property of the party that purchased such property.

The parties have executed this Agreement on the dates indicated below.

Texas A&M University-San Antonio	Education Service Center 20
By: <i>Carl Sheperis</i>	By: <i>Jeff Goldhorn</i> <small>Jeffrey Goldhorn (Jan 19, 2021 12:55 CST)</small>
Name: Carl J. Sheperis	Name: Jeff Goldhorn, Ph.D.
Title: Dean, COEHD	Title: Executive Director
Date: 1/20/21	Date: 01/19/2021