



**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 <input type="text"/>	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.

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3. Shared Services Arrangements

Shared services arrangements (SSAs) are permitted for this grant. Check the box below if applying as fiscal agent.

- The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing the fiscal agent and SSA member responsibilities. All participants understand that the "Shared Services Arrangement Attachment" must be completed and signed by all SSA members, and submitted to TEA before the 80% reserve on the NOGA is lifted.

4. Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Student Achievement: Improve proficiency in core academic areas (particularly in the lower elementary grades and at the middle school level)	Improve skills in the core academic subjects by integrating hands-on activities, learning centers, cooperative learning and integrating STEAM (Science, Technology, Engineering, Arts, and Math) technology-based instruction.
Increase Student Engagement: (particularly in the lower elementary grades and at the middle school level)	Incorporate a strong academic-focused enrichment program grounded in STEAM (Science, Technology, Engineering, Arts, and Math) to target student interests and enhance student engagement
Improved College and Career Readiness: Address K-12 strategies	Enhance both college ready activities such as additional dual credit opportunities while also enhancing a career-readiness activities K-t2 through work experiences and certifications.

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.

1. Improve student performance on reading and math particularly elem/middle school across both districts so that student performance meets/exceeds state average for Approaching/Meets/Masters grade level.
2. Improve student performance on writing at grades 4 & 7 so that student performance meets/exceeds state average for Approaching/Meets/Masters grade level.
3. Improve grade point average (particularly grades 7-11) in core content areas.
4. Improve school day attendance rates to meet & exceed state average by providing participation incentives.
5. Reduce in-school-suspensions by 25% by engaging student participation in areas of interest.
6. Improve levels of teacher-reported student engagement as a result of after school engagement as ascertained via teacher surveys.

6. Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

1. Campus six weeks/semester benchmarks indicate growth the areas of reading, math and writing and (other content areas) equivalent to one quarter's anticipated progress.
2. STAAR Reading and Math assessments will demonstrate student growth aligned to school year calendar to ensure student is making adequate progress or exceeding anticipated minimum one year of growth per school year.
3. GPA's of students in grades 7-11 reflect that students are benefitting from afterschool services commensurate to one quarter's anticipated progress.
4. Student attendance on track to meet the best practices totals for the year those being 45+ days attendance in afterschool to meet research-based impact attendance goals (elementary 120 min/day and 12+days in summer 240 minutes/day; middle/ secondary 90 min per day across fall/spring/summer).

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6. Measurable Progress (Cont.)

Second-Quarter Benchmark

1. Campus six weeks/semester benchmarks indicate growth the areas of reading, math and writing and (other content areas) equivalent to two quarter's anticipated progress.
2. STAAR Reading and Math assessments will demonstrate student growth aligned to school year calendar to ensure student is making adequate progress or exceeding anticipated minimum one year of growth per school year.
3. GPA's of students in grades 7-11 reflect that students are benefitting from afterschool services commensurate to two quarter's anticipated progress.
4. Student attendance on track to meet the best practices totals for the year those being 45+ days attendance in afterschool to meet research-based impact attendance goals (elementary 120 min/day and 12+days in summer 240 minutes/day; middle/ secondary 90 min per day across fall/spring/summer).

Third-Quarter Benchmark

1. Campus six weeks/semester benchmarks indicate growth the areas of reading, math and writing and (other content areas) equivalent to three quarter's anticipated progress.
2. STAAR Reading and Math assessments will demonstrate student growth aligned to school year calendar to ensure student is making adequate progress or exceeding anticipated minimum one year of growth per school year.
3. GPA's of students in grades 7-11 reflect that students are benefitting from afterschool services commensurate to three quarter's anticipated progress.
4. Student attendance on track to meet the best practices totals for the year those being 45+ days attendance in afterschool to meet research-based impact attendance goals (elementary 120 min/day and 12+days in summer 240 minutes/day; middle/ secondary 90 min per day across fall/spring/summer).

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.

Throughout the project period, benchmark and SMART goal data will inform the program evaluation process via the CIPP model (Stufflebeam,2003). The CIPP model requires consideration of context, inputs, process & product. The four basic questions that inform the process are: What should we do? This involves collecting & analyzing needs assessment data such as benchmarks to determine goals, priorities, & objectives. The second question, How should we do it? It is informed by knowing the steps & resources needed to meet the new goals and objectives and might include identifying successful external programs and materials as well as gathering information. The third question and critical is, Are we doing it as planned? By continuously monitoring, decision-makers learn such things as how well it is following the plans & guidelines, conflicts arising, staff support and morale, strengths and weaknesses of materials, delivery and budgeting problems. The final question is, Did the program work? By measuring the actual outcomes and comparing them to the anticipated outcomes, decision-makers are better able to decide if the program should be continued, modified, or dropped altogether. This is the essence of product evaluation and how evaluation data can support sustainability of the project. At key milestones in the grant period including ongoing benchmarking in core coursework and communication between classroom teachers & afterschool staff, as facilitated by the budgeted afterschool curriculum specialist/liaison, decisions about additional student interventions needed to amplify success will be determined. Six weeks report card grades will be reviewed as well as student performance on STAR Reading & Math assessments (RENLEARN) as a measure of progress. Administration of STAAR released tests mid-year will inform necessary content interventions. Having a dedicated, budgeted curriculum specialist to support afterschool curriculum and intervention communication between the regular school day and after school is a critical component of this project. This continuous review of program performance in meeting SMART goals and other program objectives is essential to the fidelity of the project scope of work, as well as ensuring fiscal responsibility. Should the program fail to meet stated objectives at any time, the project team consisting of the Project Director, Site Coordinators, Superintendent, Campus Principals, and AfterSchool Curriculum Specialist as well as District Business Manager as necessary, will meet to review areas of concern and create action plans regarding curriculum, student progress, and/or fiscal adaptations needed.

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8. Statutory/Program Assurances

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

Check each of the following boxes to indicate your compliance.

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

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9. Statutory/Program Requirements

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

A. Comprehensive Needs Assessment (CNA): LCISD and MAISD conducted campus needs assessments which are reflected in their campus and district improvement plans. Community partners provide feedback for those ongoing site-based plans which inform district planning. Student achievement data trends were shared with those site-based committees and plans are shaped to support improvement of student achievement based on that data. Those plans reveal a need for strong student support including continuation of the afterschool program in Lyford CISD which has had a 21st CCLC program in collaboration with a different partner district for five years supporting the strong B rating of Lyford CISD. Working parents in the LCISD have expectations to continue to have that kind of afterschool support for their children. LCISD, as the fiscal agent district in partnership with MAISD, will serve as the mentoring district having experience in successful implementation of an ACE program to improve student achievement. However, lower elementary grade students particularly in grades 3 & 4 need more academic support in both LCISD & MAISD as do middle schools in both districts. MAISD as a district has a high percentage of ELL learners at 33% which is well above the state average of 19%. The geographic proximity of Monte Alto to the Texas-Mexico border coupled with the mobility and poverty rate beckons that attention and support be provided to these students in need. In particular, MAISD's low performing middle school (grades 6-8) which had a D campus rating in 2018-2019 was an Improvement Required campus in 2017 & continues to lag in student achievement in all content areas well below state average. The campus also serves 26% ELL learners. Both districts serve predominantly Hispanic students with percentage of 97% in LCISD and 99% in Monte Also ISD, respectively. Moreover, a high percentage of students attending both districts are identified as low socioeconomic including 82.9 in Lyford CISD and 94% in Monte Also ISD respectively. Each of the communities is rural with high rates of unemployment. Having afterschool & summer programming available to these low-socioeconomic students afford them access to and promise of a better quality of life. Existence of an afterschool program at no cost to parents provides academic, economic, and safety benefits for students. Students can arrive early and receive before school breakfast club homework and tutorial support and also remain in the afterschool program at both ISD's until 5:30 p.m. Breakfast, lunch, and dinner will be provided through the federal feeding program. Each school board provided public notification to submit a 21st Century Community Learning Center application & has invited additional public input.

B. Results of CNA: Due to the high percentage of low socio-economic students in each district, all students are invited to participate in afterschool services that include the afternoon/evening/summer feeding program. However, the most at-risk students as identified by failing grades, being at least one year behind in reading & math achievement, represent the targeted student group on each campus. The elementary campuses anticipate serving 150 students per center and 100 students at middle school and 100 at high school centers.

C. Assess/recruit students to support working families: The family engagement specialist will work to recruit students identified by ACE staff and the regular school day team of campus principals, teachers, and superintendent. The afterschool curriculum specialist will also work to identify and recruit targeted students most in need of services for a variety of factors including academic need & socio-emotional need. In small, rural school districts, teachers become very close to their students continuing to serve as strong recruits and advocates for their students. Partnership with TAMUCC Counseling will provide socio-emotional support through telehealth counseling.

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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.

A. ACE will provide opportunities for academic enrichment, including tutorial services to help students, to meet the challenging state academic standards. These measures will be addressed with data and SMART goals:

- Increased number and percentage of students functioning on grade level as evidenced by end of year standardized testing at grades K-2 in reading & math
 - Students in K who demonstrate progress on progress monitoring assessment
 - Increased # and % age of students in grades 3-11 passing STAAR tests particularly in rdng, math, & writing
 - Increased # and % age of students who pass all sections of STAAR on the 1st admin. esp. grade 3,5,8/EXIT
 - Increased # and % age of students in grades 3-11 who promote with their peers either incl intensive credit recovery efforts as needed
- District six weeks benchmarks in all core areas including Reading, Math & Writing monitored during the thirty-six week school session
- Increased number of minority and LEP students identified and served as Gifted and Talented TELPAS administration for LEP students
- Increase in # and %age passing of LEP students

Academic enrichment activities to include instructional approaches such as embedded/interdisciplinary real world/hands on literacy focused (examples): L- STEAM (Literacy - Science, Technology, Engineering, Arts/Music, Math) supported by content experts working with afterschool staff/teachers to create and implement literacy across content areas as well as technology integration activities (fairy tales w/ STEM basis, Storybook Science, etc.). Emphasis on creating Empowered Learners, Digital Citizens, Knowledge Constructors, Innovative Designers, Computational Thinkers, Creative Communicators, and Global Collaborators. High school students have opportunity to earn practicum hours toward CTE classes/programs. Educator CTE pathway affords student engagement opportunities.

B. This ACE program will offer students a broad array of additional services, programs, and activities, such as youth development activities, service learning, nutrition and health education, drug- and violence-prevention programs, counseling programs, arts, music, physical fitness and wellness programs; technology education programs, financial literacy programs, environmental literacy programs, mathematics, science, career and technical programs, internship or apprenticeship programs, relative to in-demand industry sectors or occupations for high school students that are designed to reinforce and complement the regular academic program of participating students. Addresses these measures, with data and SMART goals:

- Decreased # of discipline referrals as evidenced by number and percent of reduced referrals
- Goal of 100% graduation rate
- # of CTE practicum hours completed in ACE
- # of college readiness sessions attended by parents and students on pertinent info incl. FAFSA completion

Specific examples include funds will support additional dual credit tuition, virtual telehealth counseling services provided by university graduate students, integrated STEM technology education programs, arts, and music activities as well as compliment regular day Career Technology Initiatives in the two districts with ties to industry sectors including transportation, AV media, law enforcement, agriculture, etc.

C. Offer families of students served by community learning centers opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development. Addresses measures and SMART goals as in A/B above.

- Specific proposed activities to include family literacy nights to include reading, math, & technology literacy activities for students to share with their families, parent education opportunities including GED, ESL and computer classes, supporting parent supporting students at home with academic engagement strategies (reading with your child, simple math activities, how to encourage your first-generation college going son/daughter, etc.

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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 LCISD and MAISD ACE program proposes 2 elementary & 2 middle/high school community learning centers respectively that will provide academic enrichment opportunities for our students at all campuses within the two districts. A forty-week, twenty hour/week program across the school year including five weeks of summer is planned. The first 60-90 minutes of ACE will be academic enrichment in the afternoon program. The breakfast club will provide tutorial support as well. LCISD & MAISD support a high Hispanic low socio-economic population of students about an hour north of the Texas – Mexico border in rural remote areas. Our goal is to help our students meet state & local standards in core academic subjects through after-school and summer programming that will align with and complement the school day academic program goals. Our proposed learning centers will extend learning opportunities in a variety of ways for both our students & their families. The Site Coordinators will work closely with administrators who deal with student disciplinary issues to identify and recruit students in need of behavioral interventions. Our project seeks to address the major needs at each site by providing activities by offering these learning opportunities: Academic L-STEAM Focused Enrichment -the focus of this project will complement the strong STEM initiative already in LCISD by integrating not only STEM, but also Literacy, as well as, the Arts resulting in a L-STEAM (Literacy Science Technology Engineering Arts and Math) focused after-school program. As LCISD has been a partner with a Cycle 9 21st CCLC grant, now taking the lead as mentoring district with MAISD, L-STEAM efforts will be complimented through a contracted partnership with an ISTE (International Science Technology Engineering) and NISE (National Institute in STEM education) certified professional to design and support the STEM components of this focus. Additionally, a contracted literacy professional will coordinate interdisciplinary and across content curriculum strategies to support literacy including not only the printed word, but technology literacy. Facilitators will work with district/district afterschool personnel to set objectives for L-STEAM incorporation & enrichment, guide district personnel in the use of technology for learning, and work with students as well as district personnel in the implementation of L-STEAM activities. The main goals will be to facilitate students to become Empowered Learners, Digital Citizens, Knowledge Constructors, Innovative Designers, Computational Thinkers, Creative Communicators, and Global Collaborators (© 2020 International Society for Technology in Education - ISTE). Beginning coding for all centers through use of Robotics technology such as Bee-Bots, Ozo-Bots, Lego We-Do 2.0 and Hand-to-Mind kits. Lakeshore Literacy Learning materials and StoryBook Science among others will support activities such as cross curriculum content (fairy tales that teach story structure and offer reading engagement through & via STEM principles). Students will be exposed to higher-level vocabulary taught by tactile, auditory, & visual representation & practiced through context, in guided conversation. Paired reading, writing, & publishing across L-STEAM will be facilitated as students are matched in reading and writing pairs and teams. Artistic Enrichment: Students from low socio-economic families have limited opportunities to perform or participate in theatrical events. The development of teamwork, using creative approaches to problem solving, and being able to imagine are just a few of the competencies developed through the arts. Interpretative drama and dance skills, which include role-playing, improvisation, puppetry, and ballet, will be used to increase positive behavior and character education. High school students will be able to earn hours toward their Career Technology pathway practicums. Dual credit opportunities for high school students will support rigorous academic preparation as well through ACE. Reader's Theatre type activities will encourage artistic expression. Theatre props kits/plays will encourage reading and character education role-play. Purchase of musical instruments for afterschool will support additional opportunities for student engagement and learning support. Contracted services with the recognized award-winning Texas A&M University- Corpus Christi Master's graduate college counseling program students will provide one-on-one telehealth counseling/mentoring as supervised by a faculty member, and graduate assistant, to provide needed socio-emotional support including social skills workshops on self-awareness (career interest), regulating reactions to difficult situations, managing stress & managing conflict in sessions. Parent Engagement & Training: Collaborative agencies will provide parent support programs: family physical health and nutrition, parent enrichment seminars, family counseling services, parenting training, and family bonding activities. Volunteers: The family engagement specialist will solicit volunteer participation from winter Texans & grandparents & community members.

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9. Statutory/Program Requirements (Cont.)

4. Describe the planned partnership between the applicant and the proposed eligible partner organization. Include how the partnership will contribute to achieving stated objectives and sustaining the program over time. Check the box if applying for priority points for such a partnership. To receive priority points, the applicant must provide information that demonstrates the activities proposed in the application are, as of the date of the submission of the application, not accessible to students who would be served; or that it would expand access to high-quality services available in the community.

TEA will provide the same priority to an application submitted by a local education agency (LEA) if the LEA demonstrates that it is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements of this grant. Check the box if applying for priority points under this special rule. If this box is checked, provide clear relevant evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements.

This applicant is part of a planned partnership

The applicant is unable to partner

The LCISD and MAISD proposed ACE program includes a formalized Memorandum of Understanding with the Texas A&M University – Corpus Christi Department of Counseling to provide telehealth counseling services to ACE students. Participating ACE students will schedule individually and voluntarily to participate in telehealth opportunities. Additionally, TAMUCC Counseling interns may set up same gender, small group or individual counseling sessions, to discuss topics relating to kids and teenagers of today. Groups are expected to last four to five weeks with two sessions expected to be offered during fall and spring semesters. Individualized counseling services will also be available to students depending upon students' needs. These counseling sessions are conducted by counseling interns provided by Texas A&M University-Corpus Christi. The counseling sessions and the counseling interns will be directed by a faculty member and overseen by a graduate student as described. Group and individual topics will be determined through the first initial meeting with student/counselor. Topics will include: Anger management, conflict resolution, coping skills, date violence, building healthy relationships, social skills, grief, team building, self-esteem. Participants will fill out a pre- and post-questionnaire on their experiences with counseling. As TAMUCC is a Hispanic serving institution with a number of graduate counseling students being Hispanic and bilingual, this partnership has the benefit of amplified impact on students. Bilingual counselors to be more culturally responsive to the needs of these students & their families (Smith-Adcock, Daniels, Lee, Vallalba & Arce, 2006). The opportunity for these telehealth counseling activities will serve to broker the cultural relationships between students, families, and school staff (Amatea & West-Olatunji (2007). The capacity of both organizations is enhanced through this proposed and articulated partnership in that ACE students will receive counseling services that improve their quality of life while counseling interns have the opportunity to not only glean critical experience by providing these counseling services generally, but also, the rural location of LCISD and MAISD will afford counseling interns diverse professional experience in working with rural youth who have unique needs compared to their more urban counterparts which is the population of students TAMUCC counseling interns typically serve in the urban Corpus Christ Coastal Bend region.

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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.

More than 15 million school-age children (26 percent) are on their own afterschool. More than 27 million parents of school –age children are employed, including 23 million who work full time. (U.S. Dept of Labor, 2010). Among them are more than 1 million whom are in grades K-5 (Afterschool Alliance, 2009). Only 8.4 million K-12 children (15 percent) participate in afterschool programs. An additional 18.5 million would participate if a quality program were available in their community (Afterschool Alliance, 2009). The hours between 3 p.m. and 6 p.m. are the peak hours for juvenile crime and experimentation with drugs, alcohol, cigarettes and sex. (Fight Crime: Invest in Kids, 2002). A report published in August 2015 by the council of Chief State School Officers (CCSSO), which has been actively involved in investigating high-quality extended learning programs in the effort to curate best practices and share those findings to improve student achievement across the nation. A major emphasis of this group was to help programs build sustainability particularly investigating how infusing 21st Century community Learning center federal grant funds with other funding streams such as Title I, schools can build these sustainable programs by rethinking usage of these funding streams. This study finds that, "high-quality extended learning time provides school-age youth with opportunities to belong, participate in enriching activities, receive targeted academic support and forge meaningful connections with adults and peers outside the regular school day." This research builds on other research in the educational literature which concludes that school programs that offer extended-day and extended-time intervention focusing on academic and other activities (e.g. health, parent education, technology integration, social services and cultural programs) have shown positive benefits. Higher participation in after-school programs is more effective in producing higher student achievement. By offering the proposed LCISD and MAISD ACE program, this grant initiative expects to foster improved core academic performance, increased student attendance, improved student discipline, sustainable student engagement, and improved grade point averages. Best practices related to literacy and STEAM, as well as arts opportunities will support positive youth development. Grant supported opportunities for increased emphasis on college readiness including dual credit and further enhanced Career and Technical Education, particularly at the middle and secondary level.

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.

Students participating in the program who arrive early to school can participate in the breakfast club supervised by ACE staff. Students will be bussed home when the program ends in the afternoon as funded by the 21st Century Community Learning center grant. For both LCISD students and families, and particularly in Monte Also ISD, where 97% economically disadvantaged students with 39.5% of families below the poverty line with little access to transportation and childcare, this ACE support will be a huge benefit to working parents. Because both school districts are located in rural areas, funds in this grant will support WIFI-enabled buses to provide extended learning time. Transportation will occur once students have their evening meal funded by the federal feeding program. Consideration will be given to ensure that age-appropriate supervision is provided on buses based on center attendees and whether they opt into bus transportation. The center project director will review bus rider rosters to avoid mixed aged groups of children on buses without additional supervision to ensure the safety of all riders at all times. Young children who are on routes in dark, rural locations will require that an adult, parent, neighbor or sibling either travel with them or receive them upon dropping them to their residences.

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9. Statutory/Program Requirements (Cont.)

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

The Lyford CISD and Monte Alto ISD public information liaisons, as well as all school officials and ACE project personnel, will facilitate both internal (school district) and external (community). Information about each of the proposed Community Learning Centers in the two districts. Information on the location and learning center activities will be communicated to the community via a variety of media outlets including radio, newspaper, and community agencies where families and students frequent in their neighborhoods. Internal communication will occur through parent notices sent home with their children, the district and center school websites, and via the district Parent Teacher Association. Also, the 21 Century Afterschool Project Director and team will be responsible for garnering community support and developing community partnerships to support and sustain the program beyond state grant funding. All outreach, marketing, and communication materials will comply with Texas ACE branding guidelines. As within most rural school districts, word-of-mouth and familial communication will help support of the promotion of these afterschool services.

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.

All funding as proposed in this application will be used to provide a comprehensive program. LCISD and MAISD will provide approximately \$100,000+ in in-kind services such as custodial services, utilities, and space to house ACE program. District buses from LCISD and MAISD will be used to transport students on an in-kind basis with ACE funding to support gasoline costs. LCISD and MAISD will provide in-kind utility costs to support extended school day hours at no cost directly to the ACE project. An LCISD cafeteria staff member will be supported for additional duties through ACE funds who will make application to the federal government to support afterschool snacks and dinner to participating students at no cost to the project. Area Institutions of Higher Educations with which LCISD and MAISD already partner will collaborate to maximize opportunities for students.

Thus, numerous incidental costs will be picked up by each of the school districts as well as intentional efforts to maximize all funding streams in support of the afterschool program. Lyford CISD as the mentor district cannot put a price on the capacity that has been built in LCISD by its involvement in a Cycle 9 grant. This capacity has served Lyford students well and will continue to do so with this potential funding. This capacity will help LCISD mentor MAISD, an even greater needs district, to address the needs of those At-Risk students as well. Capacity building and sustainability through that capacity building is the heart of the success of 21st CCLC programs.

All activities proposed will be coordinated across multiple funding sources in order to ensure supplementing of services and not supplanting.

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

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.

Lyford CISD will make every fiscal effort to maintain the level of services provided in this grant once the term of the grant has ended. Once Lyford CISD and Monte Also ISD are funded for this project, the goal will be to build sustainability into the core of spending practices. It will be key to purchase larger items needed for the program early. Our vision includes technology to help students learn basic coding, and technology skills as well as critical thinking skills as innovators and problem solvers. Additionally, technology purchases will support student research projects for school and help with homework. We will need to ensure that these purchases include warranties and protection plans and are of sufficient quality to last a few years. In addition, costumes and musical instruments for exploring the arts are on the plan to purchase as are kits for robotics, reading materials, and software that will help enhance our proposed L-STEAM initiative and other components of our program. In addition, there are plans for staff training in the areas of safety, discipline, and academics. Inclusion of a funded curriculum afterschool specialist will help build continuity between the in-school activities and the after-school activities. Parents would be invited to these sessions as well so that they too can learn and be able to help their child(ren) at home. The idea being that once the grant funds are gone, we have adequate materials and equipment to sustain after-school programming, but more importantly, we have staff that understand the program, are trained and can implement activities that continue to provide programming in the spirit of the grant. Additionally, Lyford CISD will investigate daycare licensure training as an option to support afterschool beyond the grant period. Both districts could establish daycares onsite once the funding ended. Families who are eligible for CCDF funds could pay for that childcare at a reduced rate. However, aggressive effort to seek funding opportunities for 21st CCLC future cycles would allow both districts to continue to offer afterschool programs. After-school programs are critical in small districts like these because they are for the most part bedroom communities. For parents who work out of town, afterschool programs are a lifesaver b/c they provide optimal care in the child's own community and school.

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)

The Lyford and Monte Also ACE project director will screen volunteers by scheduling a meeting to discuss the intentions of the volunteer, ask about their qualifications and references. If the volunteer meets the qualifications, the director will ask for a resume and check their references. After, references have been completed the director invites the volunteer to fill out the appropriate district paperwork. Background checks will be conducted. After a volunteer has completed this process and everything is cleared, the volunteer is free to work out a schedule with the project director and appropriate site coordinator. Often, the director is contacted by university organizations, local high school organizations and businesses wishing to do community hours for a good cause. The director speaks with the sponsor in charge of such groups to ascertain if the volunteers are qualified for the tasks to be completed. High School students are required to receive written consent from their parents or guardians. These groups must go through the same procedures and policies of the university to be accepted as a volunteer at the center. Organizations and businesses who wish to volunteer their services to any campus ACE center must meet with the director to discuss what services they wish to provide. The director must decide if such services are needed and seeks advice from the advisory council before proceeding forward. Lyford CISD and Monte Also ISD will conduct any necessary background checks on winter Texas or senior citizens volunteering to participate in the program implementation. Lyford CISD and Monte Alto ISD will solicit senior volunteers and mentors from the community to assist with arts and crafts, reading with students, fitness activities, etc.

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9. Statutory/Program Requirements (Cont.)

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

Given that studies have found that attendance has the most impact at levels past 30 days, the project in both districts will strive to use intentionally engaging academic enrichment strategies and activities to draw students into participation at all levels. Additionally, attendance incentives will be provided such as field trip participation based on a set # of days attended to exceed the minimum impact level. Adults in the program will strive to make strong connections to students encouraging participation. The districts will distribute marketing materials for all students encouraging participation of all subpopulations such as at-risk students, students with limited English proficiency, etc. Brochures, etc. will be provide in English and Spanish. Targeted media outlets will include local newspaper, school newspaper, Facebook, daily announcements, district and campus websites, and district marques. Finally, provision of a consistent federal feeding program for afterschool dinner and wifi enabled bus transportation will support student participation.

For Grades K-8, students will be encouraged, engaged, and incentivized to meet these attendance goals:

- Eligible students attending 45+ days at 120 minutes per day during the year (fall, spring)
- Eligible students who attend who attend 12+ days at 240 minutes per day during the summer program

For Grades 9-12

- Eligible students who attend 45+ days or more during the entirety of the school year (fall, spring, and summer). Days attended for 90 minutes or more are counted toward the total.

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.

Center-level needs assessments revealed that access to before school care as well as after-school care was needed at the four sites. Rurally located schools means long bus rides and at times strains resources on bus drivers; thus, many drivers in rural districts double up routes. This causes a number of students to arrive on campuses which serve as afterschool centers early. Supervised homework time and access to wifi for these early arriving students will support "breakfast club" activities. Conversely, rurally located school districts experience similar challenges in afternoon/evening transportation; thus, students often arrive home well after dark after long bus rides. Center hours will be 7 a.m. - 8 a.m. before school and 3:30 p.m. - 5:30 p.m. afterschool meeting the three-hour programming ACE requirement and extended learning time opportunity. WIFI enabled buses funded through this grant initiative will support academic learning on bus rides to and from ACE centers. Staffing patterns will reflect the 1:15 ratio for all grade levels served in the grant including K-12. Efforts will be made to have both para-professional level adults as well as certified teachers to provide services to students with appropriate grade level and content expertise during both before school and afterschool ACE times. Proposed contracted services with TAMUCC Counseling Department to provide telehealth socio emotional support for students will be accessible during ACE hours. Budgeted STEM and Literacy experts will support curriculum implementation not typically available to rural and remote schools. Funds are budgeted to support a full-time project director and full-time site coordinators as well as a full-time curriculum specialist/liaison to support coordination between ACE and regular school day teachers. An administrative assistant dedicated to the afterschool program is also budgeted. A half-time family engagement specialist will support the four ACE centers.

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

10. Equitable Access and Participation

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

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

Group	<input type="text" value="Underrepresented students"/>	Barrier	<input type="text" value="Need for culturally relevant counseling"/>
Group	<input type="text" value="Rural remote students"/>	Barrier	<input type="text" value="Access to high quality afterschool enrichment w/out ACE"/>
Group	<input type="text" value="Elementary students"/>	Barrier	<input type="text" value="Need access to high quality afterschool care"/>
Group	<input type="text" value="Secondary students"/>	Barrier	<input type="text" value="Need access to expanded practicum experiences/opportunities"/>

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"/>

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12. Request for Grant Funds

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

Payroll Costs

1.	Project Director (full-time)	58,650
2.	Site Coordinators (one full-time per each of four centers)	148,000
3.	Afterschool staff (teachers, paraprofessionals, busdrivers, etc.)	471,800
4.	Family Engagement Specialist/Curriculum Specialist/Administrative Assistant	100,000
5.	Benefits Total (*an internal budget with daysxhoursx#of staff is available for positions listed)	82,380

Professional and Contracted Services

6.	Evaluator - (external all four centers)	24,000
7.	Dual Credit Tuition (supplemental to existing)	30,000
8.	STEM Literacy Contracted Services (2 external consultants; both PhDs)	40,000
9.	Virtual Telehealth Counseling TAMUCC (PhD faculty and grad assistant)	32,000
10.	MISC Contracted Services (Zumba, Tak Kwon Do, Art, etc.)	100,000

Supplies and Materials

11.	General Supplies (to support STEM implementation activities, and other student activities)	150,000
12.	Tecnology Supplies (IPADS, Bee Bots, Ozo Bots, etc.)	60,000
13.		
14.		

Other Operating Costs

15.	Travel for project work (required for ACE programs)	22,500
16.	Gasoline (afterschool, educational field trips)	60,000
17.	Bus Wifi devices and subscription 12 mo (to support extended learning time rural routes)	3552

Capital Outlay

18.	Capitalized Technology (lab computers for afterschool for academic enrichment support)	130,000
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**

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

Center Operations Schedule

County-district number or vendor ID: 031905

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	245902106	Lyford Elementary	1	K-5	150	75
2	108915101	Monte Alto Elementary	1	K-5	150	75
3	245902041	Lyford Middle School	2	6-12	150	75
4	108915041	Jose Borrego Middle School	2	6-12	150	75

Texas ACE Center Operations Schedule (one per center)						Program Year 2021-2022						
<i>(Part 3) Applicant will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 1	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP				Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target				
Center	245902106	Lyford Elementary				K-5	150	75				
Feeder	245902106	Lyford Elementary				K-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>		NA		NA		NA						
Fall Term		08/23/2021		12/17/2021		17						
Spring Term		1/10/2022		05/20/2022		18						
Summer Term		06/06/2022		07/08/2022		5						
Total number of weeks:						40						
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	7:00	7:45	3:45	6:00	7:00	7:45	3:45	6:00	8:30	Na	na	1:30
Tuesday	7:00	7:45	3:45	6:00	7:00	7:45	3:45	6:00	8:30	Na	na	1:30
Wednesday	7:00	7:45	3:45	6:00	7:00	7:45	3:45	6:00	8:30	Na	na	1:30
Thursday	7:00	7:45	3:45	6:00	7:00	7:45	3:45	6:00	8:30	Na	na	1:30
Friday	7:00	7:45	3:45	6:00	7:00	7:45	3:45	6:00	8:30	Na	na	1:30
Saturday												
Sunday												
Total Hours Per Week:	15				15				20			
Adjunct Sites, if applicable (site name and full address)	NA											
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	NA											
Parent/Legal Guardian Activities	Specific proposed activities to include family literacy nights to include reading, math, and technology literacy activities for students to share with their families, parent education opportunities including GED, ESL and computer classes, supporting parent supporting students at home with academic engagement strategies.											

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	108915101	Monte Alto Elementary				K-5	150	75				
Feeder	108915101	Monte Alto Elementary				K-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>		NA		NA		NA						
Fall Term		08/23/2021		12/17/2021		17						
Spring Term		1/10/2022		05/20/2022		18						
Summer Term		06/06/2022		07/08/2022		5						
Total number of weeks:						40						
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	7:00	7:45	3:45	6:00	7:00	7:45	3:45	6:00	8:30	Na	na	1:30
Tuesday	7:00	7:45	3:45	6:00	7:00	7:45	3:45	6:00	8:30	Na	na	1:30
Wednesday	7:00	7:45	3:45	6:00	7:00	7:45	3:45	6:00	8:30	Na	na	1:30
Thursday	7:00	7:45	3:45	6:00	7:00	7:45	3:45	6:00	8:30	Na	na	1:30
Friday	7:00	7:45	3:45	6:00	7:00	7:45	3:45	6:00	8:30	Na	na	1:30
Saturday												
Sunday												
Total Hours Per Week:	15				15				20			
Adjunct Sites, if applicable (site name and full address)	NA											
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	NA											
Parent/Legal Guardian Activities	Specific proposed activities to include family literacy nights to include reading, math, and technology literacy activities for students to share with their families, parent education opportunities including GED, ESL and computer classes, supporting parent supporting students at home with academic engagement strategies.											

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	245902041	Lyford Middle School				6-12	150	75				
Feeder	245902041	Lyford Middle School				6-12						
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>		NA		NA		NA						
Fall Term		08/23/2021		12/17/2021		17						
Spring Term		1/10/2022		05/20/2022		18						
Summer Term		06/06/2022		07/08/2022		5						
Total number of weeks:						40						
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	7:00	7:45	3:45	6:00	7:00	7:45	3:45	6:00	8:30	Na	na	1:30
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Wednesday	7:00	7:45	3:45	6:00	7:00	7:45	3:45	6:00	8:30	Na	na	1:30
Thursday	7:00	7:45	3:45	6:00	7:00	7:45	3:45	6:00	8:30	Na	na	1:30
Friday	7:00	7:45	3:45	6:00	7:00	7:45	3:45	6:00	8:30	Na	na	1:30
Saturday												
Sunday												
Total Hours Per Week:	15				15				20			
Adjunct Sites, If applicable (site name and full address)	NA											
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	NA											
Parent/Legal Guardian Activities	Specific proposed activities to include family literacy nights to include reading, math, and technology literacy activities for students to share with their families, parent education opportunities including GED, ESL and computer classes, supporting parent supporting students at home with academic engagement strategies											

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 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	108915041	Jose Borrego Middle School				6-12	150	75				
Feeder	108915041	Jose Borrego Middle School				6-12						
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>		NA		NA		NA						
Fall Term		08/23/2021		12/17/2021		17						
Spring Term		1/10/2022		05/20/2022		18						
Summer Term		06/06/2022		07/08/2022		5						
Total number of weeks:						40						
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	7:00	7:45	3:45	6:00	7:00	7:45	3:45	6:00	8:30	Na	na	1:30
Tuesday	7:00	7:45	3:45	6:00	7:00	7:45	3:45	6:00	8:30	Na	na	1:30
Wednesday	7:00	7:45	3:45	6:00	7:00	7:45	3:45	6:00	8:30	Na	na	1:30
Thursday	7:00	7:45	3:45	6:00	7:00	7:45	3:45	6:00	8:30	Na	na	1:30
Friday	7:00	7:45	3:45	6:00	7:00	7:45	3:45	6:00	8:30	Na	na	1:30
Saturday												
Sunday												
Total Hours Per Week:	15				15				20			
Adjunct Sites, If applicable (site name and full address)	NA											
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	NA											
Parent/Legal Guardian Activities	Specific proposed activities to include family literacy nights to include reading, math, and technology literacy activities for students to share with their families, parent education opportunities including GED, ESL and computer classes, supporting parent supporting students at home with academic engagement strategies											

**Memorandum of Understanding Texas between Texas A & M University-Corpus Christi
and
Lyford Consolidated Independent School District**

July 1st, 2021- July 31st, 2022

This is a Memorandum of Understanding (MOU) between Texas A & M University- Corpus Christi (“TAMUCC”), a member of the Texas A&M University System, an agency of the State of Texas and Lyford Consolidated Independent School District (hereafter referred to as “LCISD”). LCISD and Monte Alto ISD are partnering for this 21st CCLC grant; however, LCISD represents that partnership in this MOU. Collectively hereinafter the “Parties” or individually “Party.” The proposed LCISD 21st CCLC grant will be referred to as the ACE program.

Statement of Services

This MOU outlines the proposed telehealth services to students at LCISD who are participating in the proposed 21st Century Community Learning Center (ACE- Afterschool Centers on Education) at LCISD and Texas A&M University-Corpus Christi; Department of Counseling Education & Psychology; Counseling and Training Clinic. Telehealth counseling sessions are proposed to be conducted by counseling interns provided by Texas A&M University-Corpus Christi. The counseling sessions and the counseling interns will be directed and supervised by a faculty member, providing one course release in either fall or spring (with the faculty member providing services across both fall/spring and summer sessions of the 21st CCLC grant in LCISD). Additionally, an assigned graduate student is proposed to be funded through the 21st CCLC grant as part of this contract. The proposed services are contingent upon funding of the proposed Cycle 11 Texas Education Agency 21st CCLC (ACE) grant being awarded to LCISD. The grant period for year one is a 13-month grant period beginning July 1st, 2021 running through July 31st, 2022. Potentially, the grant and the services as described on this MOU could be renewed for five years through the Texas Education Agency and LCISD who in turn could renew with TAMUCC.

The TAMUCC=LCISD ACE Telehealth project has 4 main objectives consistent with a school-based intervention for at-risk youth:

1. To create an opportunity for positive therapeutic counselor/student working relationship.
2. To change the perception of counseling, helping students understand that counseling interventions can help them increase their array of coping skills and overall adjustment.
3. To evaluate the impact of counseling process on student development of psychosocial skills and coping strategies and thus reduce recidivism rates.
4. To create an opportunity for mental health counselors in training to work with at-risk youth within a school counseling system.

Participating ACE students will schedule individually and voluntarily to participate in telehealth opportunities. Additionally, TAMUCC Counseling interns may set up same gender, small group or individual counseling sessions, to discuss topics relating to kids and teenagers of today. Groups are expected to last four to five weeks with two sessions expected to be offered during fall and spring semesters. Individualized counseling services will also be available to students depending upon students' needs. These counseling sessions are conducted by counseling interns provided by Texas A&M University-Corpus Christi. The counseling sessions

and the counseling interns will be directed by a faculty member and overseen by a graduate student as described. Group and individual topics will be determined through the first initial meeting with student/counselor. Topics will include: Anger management, conflict resolution, coping skills, date violence, building healthy relationships, social skills, grief, team building, self-esteem. Participants will fill out a pre and post questionnaire on their experiences with counseling. Interns will keep a journal and focus group will be conducted at the end of each counseling group cycle.

ACE student progress will also be evaluated based on teacher ratings, behavior level sheets, student self-evaluations, and, counselor's evaluations. The experiences of counseling interns may also be collected by a variety of narrative and objective measures.

The purpose of this MOU is to provide terms for the proposed partnership contingent upon funding of the proposed Texas Education Agency 21st CCLC grant to LCISD. In turn, LCISD agrees to subcontract with the TAMUCC Counseling Department.

TAMUCC and LCISD agree to the following three main goals/aims during the project:

1. Work collaboratively to develop and implement the telehealth program in order to (a) foster access to mental health services and (b) include all LCISD ACE students who wish to participate and who work in good faith to do so.
2. See the counseling interns as an enthusiastic, sympathetic, and well-trained resource for students.

TAMUCC agrees to the following terms during the project:

1. Provide necessary and ongoing training, support, and professional development that will allow the counseling intern to fulfill his or her responsibilities to students in the telehealth program.
2. Provide assurance that all counseling interns with TAMUCC who have contact with students have passed a criminal history background check current within the last year.
3. Provide a coordinator from clinical training in the department of counseling and educational psychology at TAMUCC who will (a) supervise counseling interns, meeting with him or her regularly to discuss job performance and develop strategies for improvement; (b) work closely with the ACE on-site supervisor assigned by the LCISD to ensure that the relationship between the appointed counseling intern and LCISD ACE students remains strong.
4. Remain open to address any issues or concerns that may arise.
5. Share relevant data and research with the LCISD ACE Project Director.
6. Provide all services as noted in the updated subcontract pending awarding of a Cycle 11 21st CCLC grant to LCISD in mid-spring 2021 with potential start date as noted in this MOU. Proposed funding for these services is \$32,000 annually but may be renegotiated based on the amount of the potential TEA awarding of the grant to LCISD. If the amount is reduced, the level or services would be adjusted commensurately based on agreement of both parties.
7. Keep any and all student-level data provided by the TAMUCC and LCISD ACE strictly confidential, in accordance with applicable local, state, and federal law, except as may be required by law or regulation or under subpoena.

The proposed LCISD ACE program agrees to the following terms during the project:

1. Welcome the assigned counseling intern and work actively to facilitate their entry into the school community by treating them as a professional member of the school.

2. Establish and maintain clear lines of communication with the counseling intern and TAMUCC program Coordinator in regards to staff policies, procedures, and expectations with which the adviser is expected to comply.
3. Provide a 21st CCLC ACE site supervisor who will be the point of contact for TAMUCC faculty, graduate assistant and assigned interns providing services particularly related to establishing mutually agreeable work schedules for interns to provide telehealth services to LCISD ACE students.
4. Allow the adviser to use LCISD ACE counseling program data collection to be used in research development.
5. Supply reasonable access to student-level data (name, date of birth, violation of code of conduct) for the purposes of counseling intake. The data collected falls within FERPA regulations and will be treated as completely confidential, except as may be required by law or regulation or under subpoena.
6. Provide access to student schedules, either electronically or in hard copy, for the purposes of effectively grouping students.
7. Work to integrate the telehealth counseling program at the proposed LCISD ACE.
8. Ensure counseling intern is not arbitrarily assigned duties unrelated to their counseling intern plan such as clerical or manual labor or expected to fill temporary voids in an agency's workload or assume ad hoc assignments (such as hall or cafeteria monitoring, supervising classrooms, monitoring testing, etc).
9. Provide LCISD ACE students virtual working/meeting space to work with TAMUCC interns.
10. Provide a comprehensive LCISD 21st CCLC ACE virtual orientation, with introductions to key staff, teachers, and administrators. The orientation will also discuss ACE procedures and guidelines.
11. Provide assistance with administering Youth Outcome questionnaire and The Social Interaction Questionnaire with students participating in the proposed 21st CCLC ACE telehealth program.

Term of MOU

This MOU will start contingent upon Texas Education Agency awarding of a Cycle 11 21st CCLC grant to LCISD for a year one grant period beginning July 1st, 2021 and terminating on July 31st, 2022. If the grant is renewed, subsequent years will be reviewed for potential renewal of this MOU between the LCISD ACE program and TAMUCC Counseling Department.

Requirements

TAMUCC shall comply with all requirements and obligations relating to such services under local, state, or federal law. TAMUCC shall also be responsible for all licensing requirements of any local, state, or federal jurisdiction to which the performance of its services may be subject.

Sovereign Immunity

Nothing in this MOU shall be deemed to waive the sovereign immunity of the State of Texas, of the staff or employees of TAMUCC or LCISD or its staff or employees.

Applicable Law

This MOU shall be governed by the laws of the State of Texas.

Dispute Resolution

TAMUCC Clinical Training Program Coordinator or his/her designee and the authorized agent of the LCISD and/or the ACE shall work together in good faith and in a timely manner to resolve disputes that might develop pursuant to the program under this MOU.

Amendments

Any change to this MOU shall be preceded by a written amendment signed by both parties of this MOU. An amendment is required:

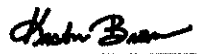
1. Whenever the term of this MOU is extended or reduced without terminating the MOU.
2. Or, for any change in terms and conditions of the MOU.

Termination or option to individually opt out of program participation

Any Party may terminate this MOU without cause or penalty by giving the other Party a written notice of such a termination at least thirty (30) calendar days prior to termination. If not terminated by the above method, this MOU shall be terminated upon the expiration date currently specified.

By signing, I certify that I have read and agree with the terms of the Memorandum of Understanding and officially authorized to sign and execute on behalf of my institution.

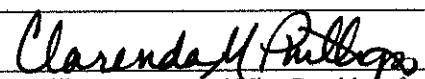
Lyford Consolidated Independent School District


1.19.2021

 Signature Dr. Kristin Brown Date

 Print Name and Title
Superintendent of Schools

Texas A & M University -Corpus Christi

 Signature  1.19.2021 Date

 Dr. Clarendia Phillips, Provost and Vice President for Academic Affairs

 Signature Mahdy, Ahmed Date
Digitally signed by Mahdy, Ahmed
Date: 2021.01.15 16:58:00 -06'00'

 Dr. Ahmed Mahdy, Vice President for Research and Innovation