



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

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

NOGA ID

Application stamp-in date and time

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

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

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

Grant period: **From 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 **Corpus Christi Independent School District**

Campus name CDN **178904** Vendor ID **17460000581** ESC DUNS **055123988**

Address **801 Leopard Street** City **Corpus Christi** ZIP **78403** Phone **361-695-7200**

Primary Contact **Amanda Cameron** Email **amanda.cameron@ccisd.us** Phone **361-695-7563**

Secondary Contact **Baldemar Gonzales** Email **baldemar.gonzales@ccisd.us** Phone **361-695-7488**

2. Certification and Incorporation

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

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

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

Authorized Official Name **Roland Hernandez**, Title **Superintendent** Email **roland.hernandez@ccisd.us**

Phone **361-695-7405** Signature  Date **1-6-21**

Grant Writer Name **Baldemar Gonzales** Signature  Date **1-19-21**

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
Increase reading skills and math scores to grade-level standards for ES & MS. 62% of ES and 76% of MS currently reading below grade level, twice the pre-COVID percentages.	• Train staff on intentional activity development • Provide regular professional development related to reading initiatives (ie cooperative learning) • Offer intensive tutorials • Increase student access to books in the home and community • Offer enrichment activities that embed reading.
Improve middle school student behavior to reduce the disciplinary placement rate of 9.5%, 7x the state average. Decrease suspensions so students are in class for learning.	• Hire staff with proven track record with this population • Train staff on SEL and behavior strategies • Incorporate service-learning & character development • Ensure high levels of voice and choice for engagement and attendance • Strong emphasis of hands-on and SEL • Small classes
Increase CTE career-ready high school graduation rates. STAAR/EOC pass rate for English I/II (52%) and Biology (73%). 26% graduated not meeting college/career/military readiness standards.	• Offer transportation after school for students • Provide access to instructors who can provide CTE contact hours • Tutorials before and after school • STAAR boot camp test prep • Provide skills to prepare for post-graduation employment (applications, interviews).

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.

CCISD developed these SMART goals for the 5-year Cycle 11 grant cycle.

- 80% of regular attendees will pass the ELA, Math, and Science portions of the STAAR/EOC tests.
- 80% of ES and MS regular attendees reading below grade level will show improvement in reading of at least 1 grade level.
- 85% of ACE MS regular attendees with a below C semester average the previous semester will show an increase of 5%.
- The number of disciplinary removals from the classroom (suspensions and disciplinary placements) for MS school ACE regular attendees will decrease by 25%.
- ACE regular attendees will have a 98.5% attendance rate.
- 85% of ES, 60% of MS parents, and 25% of HS parents will participate in a family engagement activity annually.
- 90% of ACE Cycle 11 centers will score "Progressing" or higher on 80% of the Quality Assurance indicators.

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

• Implement the community notification plan including social media and press releases • Post positions and recruit quality applicants • Update needs assessment and create logic models • Formalize partner agreements, and begin development of partnered activities • Hire all contract positions and vendors • Identify and recruit targeted students • Create ACE website and promotional materials and distribute to the community • Create program design, update policies and procedures, and train staff on job duties at all program sites • Review the program plan and budget to ensure alignment with updated needs assessment and goals • Meet with campus administrators to review their commitments to support the program and ensure SCs are invited to campus meetings • Select curriculum, purchase, and train staff on implementation • Start ACE activities by 9/7/21 • Continuously check attendance, including targeted students, to ensure recruitment efforts are working • Participate in the TEA Fall Quality Assessment Process (QAP) and ensure compliance with all quality indicators • Create Community Advisory Council

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

• Continuously review and revise the program per results of quarterly data evaluation • Review QAP Fall scores, complete Winter QAP uploads, and provide development with any identified growth areas • By October, begin internal and external evaluation data collection • Submit fall semester TX21st data to TEA • Evaluate instructors for quality of lesson plans and effective instructional practices • Provide targeted professional development opportunities for all program staff • Continue to promote ACE with teachers utilizing the first rounds of student outcome data • Host second quarter Community Advisory Council meeting for stakeholder feedback and incorporate recommended modifications into the program • Provide STAAR test prep activities • Review family engagement strategies and modify as needed • Start planning for summer identifying staff, targeted students, and proposed activities • Meet with campus administrators to plan summer program • Begin plans for 2022-23 school year • Review student data from spring semester and revise program as needed • Recruit community partners for service-learning and entrepreneurial mindset activities • Meet with partners to review the year and make plans for the following year • Evaluate services provided by vendors and partners and modify as needed.

Third-Quarter Benchmark

• Report spring data to TEA in TX21st • Finalize summer plans to address current needs assessment data and ensure engaging activities that will support student learning • Recruit students performing below grade level standards for summer program • Review budget to ensure funds are fully utilized to support the program • Hire quality staff for the summer program • Provide professional development for staff • Review STAAR test results and identify students in need of support for retesting • Meet with district and campus leaders to plan for 2022-23 year • Review spring student data • Meet with Community Advisory Council for updates and feedback • Review evaluation findings from the year and start professional development plan for the following year • Review TEA Winter QAP scores and submit spring uploads • Submit external evaluation summary to stakeholders • Provide parent information sessions on how to reduce summer learning loss • Revise program strategies as needed based on the results of the internal and external evaluation data • Evaluate services provided by vendors and partners, modify as needed and determine if changes to agreements or vendors will be warranted for the subsequent year.

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.

Evaluation data will be collected throughout the year both internally and through external evaluation sources, including TEA's Quality Assurance Process (QAP) score results and utilizing a contracted external evaluator to collect and review additional levels of data and provide an objective, independent evaluation that includes formative and summative assessments and recommendations. The collected data will include quantitative elements collected from ACE and PEIMS data, such as student participation numbers and student progress measures (academic performance, behavior referrals, etc.), and qualitative data from observations, interviews, surveys, and focus groups with students, families, school personnel, and partners. Project evaluation data will be reviewed monthly for each center by the project director, site coordinator, campus administrator, and a lead ACE teacher. If the collected data does not show sufficient progress towards benchmarks and SMART goals at least quarterly, additional data will be collected to determine the root causes of the lack of progress and the team will develop an action plan to revise strategies.

If student participation (including students most in need) does not match the goals, participation data will determine if the issue is recruitment (low numbers overall), retention (students come a few days but do not continue to attend), or both. To address low recruitment, we will collect data to determine if it is due to low program awareness, lack of interest in the activities, or staff in the program. We will modify accordingly and increase/modify outreach to students, school staff, and parents. Low retention numbers will be addressed by collecting feedback from students who attended 1-20 days to determine what modifications would encourage their regular attendance.

If student outcome data is not aligning with program goals, intentional activity development, differentiation strategies, implementation fidelity, and student engagement strategies will be reviewed. Depending on the data, additional training and oversight will be provided to improve the academic alignment and rigor of activities, improve the delivery of the lessons, incorporate new innovative activities, and/or add additional opportunities for student voice and choice to increase engagement. Targeted professional development and continued efforts to recruit high-quality staff will be utilized to increase staff capacity and program delivery. Action plans for strategies under revision due to insufficient progress will be reviewed and revised bi-monthly until the progress measures are in alignment with benchmarks and goals.

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8. Statutory/Program Assurances

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

Check each of the following boxes to indicate your compliance.

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

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9. Statutory/Program Requirements

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

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

a. Center-level needs assessments included student data reviews (ie TAPR, PEIMS, etc.), interviews with district administrators, and surveys of campus administrators, teachers, and parents for stakeholder feedback. Community needs data was collected from local, state, and national reports, and current community resources include homelessness support, low-cost medical services, free ESL classes, and a YMCA and Boys & Girls Club, though families report an inability to afford the fees.

b. 9 centers are TEA-targeted for support & improvement and 1 for comprehensive support & improvement. Students at these centers are high needs compared to state averages: 65% at-risk (TX=50%), 93% economically disadvantaged (TX=60%), with 24% student mobility (TX=15%). Community data indicates crime rates higher than 96% of other Texas cities, including one of the highest violent crime rates in the nation per FBI crime reports. At current ACE centers, up to 20% of ACE students live with grandparents due to parental incarceration. All 10 centers were below the TX average for STAAR scores in at least 3 areas and 8/10 were below the state average in all tested subjects. The centers' average STAAR failure rate for 2018-19 (TX average in parentheses) - Reading 34% (25%), Math 27% (18%), Writing 46% (32%), Science 38% (19%).

Student attendance decreased significantly from 95% pre-COVID to 88% for in-person and just 82% for the 35% of students doing virtual classes. Administrators report 62% of ES students and 76% of MS students currently reading below grade level, a significant drop since last STAAR testing. The selected MS centers have disciplinary school placement rates of 9.5%, 7x the state average. PEIMS data from 2018-19 indicates 18%-31% of MS students in the Campus Discipline Population. All MS centers had high behavior referral counts, including a 30% increase after consolidating 2 campuses. Students with discipline issues are currently sent home for virtual learning instead of disciplinary placements. Full-time reintegration back onto the campuses after COVID will present significant challenges for these already-struggling and disconnected students. At the HS level, students on CTE career pathways have been unable to complete certification programs due to missing contact hours to participate in STAAR remediation. No CTE classes are offered after school for makeup hours. HS STAAR/EOC failure rates are above state average for English I & II (48% vs 32%) and Biology (27% vs. 12%). At all grade levels, the district has struggled with family engagement, particularly since COVID closures. Families are overwhelmed with work, family, virtual learning, etc., leading to challenges to communication between teachers and families.

Students Population MOST in Need at Each Campus

ES – Students reading below grade level in Response to Intervention (RtI) Tier 2 & 3 (in need of targeted/intensive interventions), 50-90 students/center. Regular Student number Targets (RST) about 15% of student enrollment.

MS – Students identified by administrators as most in need of interventions due to significant discipline issues (high referrals, suspensions, etc.) failing 3+ classes in RtI Tier 2 & 3. About 80-120 students/center. RST is 8% of student enrollment.

HS – Students in CTE classes with 1+ failed STAAR/EOC exam not on track to graduate with their career-ready certification, about 75 students. RST 5% of student enrollment.

c. To assess/recruit students most in need, the SC will attend RtI meetings, review student data bi-monthly, and attend campus meetings to solicit teacher and administrator referrals. Regular meetings with campus administrators will also assist in assuring recruitment efforts target the students most in need. Parent survey respondents' top needs were childcare while they worked, assistance with their students' schoolwork and self-confidence, and improving interactions with other students. ACE will support working families by providing safe, academic and socially-enriching childcare, along with requested family engagement activities including help with understanding their child's schoolwork, technology classes, job support services such as application and interview skills, and activities for and with their children offered at times/locations that fit the busy schedules of working families.

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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.

School mental health professionals are embedded in district-level planning with emphasis placed on the fact that "a traumatized brain can't learn", and COVID greatly increased the trauma for many of our students. ACE will regularly incorporate social/emotional learning (SEL) activities to support our students and prepare them for effective learning. We will incorporate all evidence-based strategies and curriculum for activities and include best-practice strategies for after school programs, such as providing diverse and engaging academic and enrichment activities to attract students and increase student achievement and standards.

The MS/HS program design gives students the choice to access academic support and resources (library/computers) before and/or after school. The afternoon program includes academic assistance and diverse, TEKS-aligned enrichment activities. Voice and choice, a critical element to increase student engagement in learning and positive behavior will be incorporated by giving students a voice in their own activity schedules and ensuring daily lesson plans include voice/choice opportunities. The schedule will be designed to maximize effectiveness of the academic support options, such as providing opportunities for enrichment with physical activity before academic support classes, particularly for ES students. Physically active children tend to outperform inactive peers in the classroom and on achievement tests (Society for Research in Child Development, 2014), with math and reading being the academic topics most influenced by the brain-boosting effects of physical activity before classes (Kohl & Cook ed., 2013). Consistent with the research, ACE centers who had ES students do physical activity before academic assistance classes noted increased focus, comprehension, behavior, and engagement in learning during subsequent academic activities, increasing the interventions' effectiveness. MS/HS students will have voice and choice options of whether to do enrichment or academic assistance first as a 2012 MIT study of the brain shows breaks lead to higher cognitive abilities such as reading comprehension and the ability to make sense of novel ideas. Studies show inclusion of SEL increases academic success, so staff will include age-appropriate processing of how different activities impact things such as focus, memory, and behavior, increasing self-awareness of their individual best-practices for effective learning.

Our program will include multiple best-practice activities for increasing academic performance and behavior, such as offering homework assistance and intensive individualized attention with one on one and small-group tutoring (1:6 ratio) to improve grades and STAAR scores. We will also provide frequent opportunities for cooperative learning as numerous studies show collaboration among students increases student engagement, comprehension, and retention (Huang et. al., 2010). Other best-practices we will use to increase student engagement include a strong emphasis on hands-on activities that turn learning into an interactive experience, linking activities to students' lives, and providing diverse activities that integrate academics, enrichment, and recreation (Afterschool Alliance, 2014 & 2105a, Texas Education Agency, 2013). Low student ratios of 1:10 or fewer for all classes allows instructors to build more meaningful and formative relationships with students and their families to increase academic outcomes, reduce behavior issues, and have more time to regularly communicate positive reports to parents, particularly important to engage families of at-risk students who disconnect from school communication after an abundance of calls about problem behaviors (Green, 2014). Professional development will improve strategies for academic interventions and student engagement.

In addition to extensive academic support activities, we will include evidence-based core academic-enrichment initiatives at each campus to improve academic outcomes, attendance, and behavior and increase student and family engagement. These academically-aligned initiatives incorporate engaging, hands-on activities, progressive curriculums, interdisciplinary applied academics, frequent opportunities for student voice and choice, SEL inclusion, and extensive opportunities for struggling students to experience success to build their confidence and resilience when facing academic challenges. The Entrepreneurial Mindset (Garcia, 2014) and Service-Learning (RMC Research Corp, 2007) initiatives also increase family engagement by including opportunities for parents to participate in academic-aligned activities with their students.

► SMART Goals for Year 1 (reference the 5-year SMART goals to show estimated impact over time)

1. 85% of regular attendees will show improvement in STAAR/EOC scores from the 2019-20 year in ELA, Math, and Science.
2. 80% of ES and MS regular attendees reading below grade level will show improvement in reading per local benchmark data.
3. 75% of ACE MS regular attendees with a below C semester average the previous semester will show an increase of 5%.
4. The number of behavior referrals for MS ACE regular attendees will decrease by 20% from the previous year.
5. ACE regular attendees will have a 95% attendance rate.

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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.

Activities will incorporate intensive academic support, SEL, and TEKS-aligned, hands-on enrichment activities to attract students with a broad array of interests and talents and build their engagement, confidence, and learning. Examples include:
ACADEMIC ASSISTANCE

- Tutorials (small group & one-on-one) • Cooperative learning reading classes • Homework help • Study skills using Strategic Tutoring method • STAAR boot camps • Book club w/ librarian • Organization/Time management strategies • Library hours

Students will be assigned to the academic assistance based on their identified needs and will receive evidence-based academic support and personalized interventions to increase student success, particularly building literacy and STEM skills. This will be accomplished by utilizing TEA's recent partnership with Amplify Texas Home Learning Solutions for Language Arts and Reading (grades K-8), a resource that can be utilized in any setting that learning occurs.

ENRICHMENT (Will vary based on student interests/needs at each center)

- STEM club • Sports • Technology (coding/robotics) • Ping pong • Fine Arts • Youth Odyssey (character development adventure program) • Culinary • Construction trades building projects • Yoga • Dance • Graphic design

TEKS-aligned enrichment enhances student learning with hands-on, engaging activities that include opportunities for students voice and choice in projects. The high demand sports and rec. activities increase attendance and behavior with participation contingent on good behavior in school. They also draw in MS students with behavior issues, allowing staff to build relationships to then encourage participation in other academic-enhancing classes.

COLLEGE/CAREER READINESS

- CTE certification classes (welding, automotive technician, cosmetology, law enforcement safety officer) • Job skills (how to apply for jobs, interview, etc.) • Police Explorers • College/career exploration classes • SEL for teamwork/collaboration.

FAMILY ENGAGEMENT

- Understanding students' schoolwork • Technology classes (how to navigate schools' tech platforms) • Parent support groups • Literacy nights • Intro to free/low resources (library • Construction trades, crafts, and other positive activities for families to do with students • Job skills (applications/interviews) • Service-learning

Family activities will build relationships with the families through engaging hands-on activities, such as building a bird house in construction trades that has them use reading/math with their students and service-learning projects. Classes will include training and practical ways families can support their students' learning. Our entrepreneurship education unit will culminate in a live pitch contest so that families can celebrate their student's accomplishments.

- **ACADEMIC-EMBEDDED SEL** – As an example, will utilize the 4Rs curriculum (Reading, Writing, Respect, and Resolution), one of CASEL's (Collaborative for Academic, Social, and Emotional Learning) top-rated, evidence-based SEL curriculums. Additional skills will include building a growth mindset, managing emotions to persevere with challenges, and planning/setting goals.

- **ENTREPRENEURIAL MINDSET** - STEM focus, cross-curricular connections, and explicit incorporation of 21st century skills such as creativity, communication, collaboration, and problem-solving in TEKS-aligned lessons. We will utilize the Venture Lab Grade 1-12 curriculum featured by the Afterschool Alliance. Project Director Baldemar Gonzales has extensive educator education and a 20-year history of building successful businesses. He routinely saw great success with the most at-risk students using entrepreneurial mindset activities that create opportunities for them to experience small wins to build confidence and resilience in the face of academic challenges.

- **SERVICE-LEARNING (SL)** – TEKS-aligned SL will be offered at all grade levels, engaging students in meaningful, progressive, projects selected by voice and choice to encourage regular attendance, build connection to the school and community, and improve student behavior. SL projects will include projects for families and students to use language arts, math, and science to produce meaningful, tangible outcomes for the school and community.

School day alignment is supported by use of certified teachers and SCs regularly attending campus meetings (PLC, curriculum, grade level, etc.) and meeting with teachers and administrators. Our ACE lesson plan template will require instructors to describe how the lesson uses highly engaging activities (hands-on, interactive, cooperative, etc.), includes alignment to TEKS and the school day, provides regular opportunities for student voice and choice, and gives students practice of SEL skills.

Activity oversight will include regular reviews of lessons plans to ensure the focus areas are adequately addressed. To ensure student engagement, the SC and PD will conduct routine class observations and collect student satisfaction surveys. Feedback and professional development given based on the results.

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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

- Workforce Solutions of the Coastal Bend, a non-profit providing employment assistance, training, child care, and youth programs specifically geared towards careers and economic growth in the Coastal Bend region. This partnership is particularly important due to economic changes in the region that shifted jobs from oil/gas to education and health. Many families and high school students need training to adapt to the changing labor market. We will partner with WSCB to provide employment-readiness services to families in-person and virtually with the goal of improving the socioeconomic status and reducing mobility of our students. They will also offer career-readiness services to students at the high school. There is no current partnership between CCISD and WSCB, so this partnership will provide independently-funded, sustainable access to the non-profit's career-readiness services and it will allow WSCB to expand their youth program for 16–24-year-olds and reach more families in need of services.
- Texas A&M University of Corpus Christi (TAMUCC). Dr. John Gamble, Dean of College of Business, is consulting on activities and providing engaging speakers for our entrepreneurial mindset activities. This will further connect students to college and career-readiness as they will be exposed to staff from the TAMUCC's College of Business, including their degree program with a certificate in Entrepreneurship and Innovation and their marketing program, which will assist in development of ACE marketing materials. This will give their students real-world experience that benefits the community while providing quality materials to promote ACE with minimal cost to the program. We also plan to involve ACE students in the creation of ACE marketing materials and collaboration on projects with the college students will further connect the students to college aspirations. TAMUCC will also provide college mentors to work with our ACE students as instructors.
- The Nueces County Texas A&M AgriLife Extension Office will also be a partner. AgriLife Extension programs have an extensive history of providing quality, research-based activities and education for the community including financial management, parenting education, Fathers Reading Every Day literacy program, and a strengthening families program. They also offer programming related to nutrition, physical activity, diabetes management, and weight control, which is exceptionally important as Corpus Christi has one of the highest obesity rates in the state. Their 4-H programming for students, which includes activities such as STEM, leadership, and much more, has a long history of successfully working with after school programs around the state. Partnering with AgriLife will expand their ability to reach more residents within the city of Corpus Christi to accomplish their mission of providing research-based education to the public while also helping the ACE program with access to quality, free and low cost, research-based programming that will contribute to sustainability of the program.
- Youth Odyssey, a current and highly successful partner, will continue to provide positive youth development through adventure programming. They are a current partner with CCISD and are able to serve additional students during out of school time by partnering with ACE.
- Corpus Christi public libraries will expand student and family access to both virtual and in-person resources and programs. We will work with the library to increase engagement with their resources by hosting joint events, taking students on a field trip to orient them to the library, and help students and families get library cards and learn how to access the library's resources. This will support ACE by increasing access to free books, activities, and resources to increase literacy.

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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 framework for overall program design come from the best practices set forth in the Texas Standards for High Quality Afterschool, Summer and Expanded Learning Programs developed in 2014 by TXPOST, the Texas ACE Blueprint, and quality indicators in the Texas ACE Quality Assurance Process.

- Our initiatives to boost reading levels will utilize 3 of the top evidence-based practices from a Johns Hopkins Best-Evidence Synthesis for elementary school (ES) reading. It showed struggling ES readers experienced the most positive effects with one-on-one and small group tutorials with a teacher, in addition to cooperative learning approaches that have been shown to be among the most effective strategies for improving literacy with struggling readers for both elementary and secondary students (Dietrichson et al. 2017).
- Vast arrays of research show SEL increases overall student well-being, behavior, and academic performance. Compared to students who only participated in regular school programming, students who also participated in SEL programming experienced significant gains, including 27% more students improving their academic performance, 57% gaining in skill levels, and 22% showing fewer conduct problems (Durlak, et al. 2011). A meta-analysis of 82 studies showed incorporation of SEL showed the gains lasted up to 18 years later, including gains of 13% on attitudes on social behaviors and 33% on academics (CASEL, 2017). The SEL curriculums we select will be academic-aligned and evidence-based, such as the 4Rs Curriculum.
- Research by the D.C. Children & Youth Investment Corporation (Bronte-Tinkew, 2001) concluded entrepreneurship education improved academic performance, attendance, and educational attainment (Garcia, 2014).
- Service-learning has a substantial research base. Incorporation of service activities one hour per week among low SES students showed significant reduction in the achievement gap (Search Institute, 2001). Students participating in high-quality service-learning made academic gains, including on standardized tests (RMC Research Corp, 2007), showed increased attachment to school and the community, engagement, attendance, and motivation (Billig & Sandel, 2003). They also showed lower levels of problem and delinquent behavior and better cooperation in the classroom (Deakin, et. al, 2005). The National Youth Leadership Council produced the evidence-based K-12 Service-Learning Standards for Quality Practice (NYLC, 2008). Service-learning utilizing these standards increased student engagement in school and learning, increased academic achievement, increased attendance, and built communication skills and relationships with others.

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.

The elementary and middle school campus needs assessment did not indicate bus transportation as a need as most students walk or are picked up by parents. The high school indicated a need for bus service for ACE participants so busses will be available for high school students participating in ACE after school. When they register, parents will be required to indicate whether students will be walking, picked up, or riding the bus, and they must provide a list of adults authorized to pick up their students. Any changes to that must be made in writing by a guardian via a note, text, email, etc. and verified by the site coordinator. Students who are to be picked up or ride the bus will not be released to walk or ride home with someone else without written authorization from a parent.

At dismissal, students will be assembled together by dismissal type. Walking students will initial the dismissal roster, be encouraged to pair with "walking buddies" going to similar locations, and will all be released to start walking at the same time. The dismissal roster will include the date/time students were dismissed by the supervising staff and submitted to the site coordinator. Car pickup students will be grouped together with at least two staff members for dismissal maintaining the required ratio of no more than 1 to 15. If they are picking up before the program ends, parents will be required to come inside and show identification and sign the dismissal roster with the date and time of pickup. If they are picking up at the end of program, an ACE staff member will walk the student to the car, verify the ID and authorization of the person picking up, and collect a signature and pickup time on the dismissal roster. Two emergency backup phone numbers will be collected at registration and will be called if a child is not picked up within 20 minutes of ACE dismissal and a parent is unreachable. For any students who have court orders blocking parental contact, pickup by any adult besides the recorded custodial guardian will require secondary verification by the site coordinator. These students will be designated on the dismissal roster.

High school student parents may indicate at registration if they wish to require a specified mode of transportation for their student, or they may sign an additional liability waiver that allows their student to select their own mode of transportation home. If parents select this option, students will be required to sign out with the date, time, and the transportation method they took home. Students who ride the bus will only be dropped off at their designated stop unless authorized by a parent.

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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.)

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.

To ensure information is accessible and understandable, bilingual multimedia marketing materials will be used to generate interest while also overcoming communication barriers. A CCISD ACE-branded bilingual website will be created Aug. 2021 that includes information about center locations, current and upcoming activities, and how to register. We will include a promotional video for each center that includes previous program highlights and a welcome from the site coordinator to add a personal connection and face to the program. ACE promotional videos will also be posted on the district and campus websites and social media pages regularly starting July 2021 and will be shared on the marquee at sporting and district events. We will have a booth at school events such as registration and open houses, and at the parent pickup locations monthly during the first semester of each year. We will leverage existing school channels to share the program opportunities with families, such as the school callout system, campus digital communication system (ie Remind App), and including ACE in campus mail and emails to parents. Printed flyers will address literacy barriers with emphasis on use of pictures and/or icons representing activities with any text printed in English and Spanish. Flyers and signs geared towards parents will be posted in high-traffic areas in the school and will include multiple options for families to access information to participate, including a phone number, website, and a QR code that can be read by any smartphone and will quickly take them to the English or Spanish version of the ACE website. We will also utilize the school's media channels to do a press release to the community for inclusion in local newspapers, radio stations, etc. Flyers will be posted around the community, including faith-based locations, health centers, youth organizations, laundromats, grocery stores, social service agencies, probation offices, neighborhoods and apartment buildings, etc., and we will share information with community agencies most likely to be involved with our most at-risk students and ask to present at their staff meetings. All communications will emphasize that the program is provided at no cost to families. Within the school community, we will disseminate information to teachers and staff about the purpose and scope of ACE, ensuring understanding that ACE is not just a child care program, but a learning-focused program to support and enhance school day learning and increase students' success and connection to the campus. We will ensure school staff at each center understands ACE's purpose and knows how to professionally and effectively speak to families about the program as well as assist them with registration. All of these community awareness strategies will be repeated each year of the grant.

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.

ACE is housed under the Title I division, which allows for greater collaboration with federal programs. ACE and Title I coordinate to provide improved services to students. Title I will provide tutors for an hour paid for by Title I funds and then students go to ACE for academic-infused enrichment activities afterwards.

Communities in Schools is paid for with state funds and partners with ACE to coordinate for events throughout the year to reduce costs to host events while serving more students and families through the coordinated effort. They also coordinate for parent outreach programs. ACE also partners with each campus's parent liaison to coordinate events to reduce staff and operations costs for hosting these events.

The district provides breakfast, lunches, and dinners to ACE students through their federally-funded meal program while ACE pays for snacks.

ACE coordinates with the migrant and pre-K programs for summer programming. By coordinating programming to utilize the same campuses it reduces the district's overall operations costs for summer programming.

CCISD sponsors Youth Odyssey, a local youth development adventure program. By coordinating with the district, they are able to utilize Youth Odyssey's programming for ACE students at no cost to the grant.

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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.

This grant will provide the staff and other start-up resources necessary to build partnerships with independently-funded community entities who can supplement services at the centers. The grant will fund the staff and program hours necessary to build relationships with partner entities, develop programming with the partners that aligns with CCISD's practices and initiatives, and build awareness and integration of the services and relationships into the centers. Throughout the grant, we will focus on developing a sustainability plan with each partner entity to ensure the relationships and services continue after the grant ends. We will work with campus administration, facilitate relationships between the partners and key teachers at each campus, and work with the partners on a plan to sustain programming with their existing funding or jointly seek additional funding to continue programming utilizing data collected during the ACE grant.

Building our youth entrepreneurship classes will also assist in sustainability. An integral part of the curriculum is the culminating "pitch contest" where students pitch a product or business idea to a panel of invited leaders from businesses or the community serving as judges. A pitch contest is a newsworthy event and education and business reporters will be invited to cover the contest. Bringing business and community leaders together for these events will create new advocates for our program and access to additional resources for our students and their families.

With the emphasis being placed on hiring certified teachers at each center, the grant will also focus on providing professional development and curriculums that will provide sustained increases in staff capacity after the grant ends. High-quality professional development opportunities will include key elements of successful ACE programming that will also benefit students during school day learning, including providing engaging activities that enhance student learning, how to incorporate student voice and choice in the classroom, incorporating SEL, improving differentiation strategies and test-taking skills, and providing opportunities for academic enrichment. In addition, at the ES and MS levels, initiatives will also focus on efforts to utilize new strategies to build sustainable reading cultures on the campus and increase the books available to students and families to build reading skills.

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)

CCISD ACE will not use volunteers both per district policy, and because research indicates utilizing paid staff, particularly teachers and paraprofessionals, results in improved academic outcomes for students.

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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.

Targeted efforts to recruit students most in need will be supported by general recruitment initiatives that include regular video/print/social media promotion of ACE. Student marketing will emphasize fun activities and positive social interactions, and teacher/parent marketing will also include student improvement data. This will improve efforts to recruit students most in need as ACE will be seen by students as a fun program, not something they are forced to attend because they are struggling in school. This is particularly important with our targeted MS students with discipline issues. They "vote with their feet" and will not attend if the program does not look appealing. The SC will attend Rtl meetings, seek referrals from administrators/teachers, and pull student data to identify targeted students. SCs will meet with targeted students and reach out to parents via calls, texts, or home visits to discuss how ACE can best serve their student and family needs.

Retaining students over time will involve a focus on relationships, activities, and incorporating student voice and choice at every level. We will work to ensure students feel a sense of belonging in ACE with staff who build relationships with students and between students. Activities include a rotation of some new classes every 6-9 weeks to keep students interested while also including other classes that run the full semester or year for an opportunity to complete larger projects and build mastery in areas of interest. In all activities, unit plans with lesson progression will encourage students to attend regularly for the next steps. We will emphasize student voice and choice in class offerings and lesson plans to increase student interest. Parents will receive positive updates to foster continued support for their child attending ACE. To further encourage regular student attendance, parents and students will be told priority placement in the program and priority selection of enrichment activities will be given to students who attend at least 3 days a week with students with the highest attendance selecting their preferred activities first.

Attendance/Dosage Goals for Year

Fall/Spring – 80% of targeted students will be recruited by 9/1/21, 80% of targeted students will meet the regular student criteria of 45 days, and 75% of the regular attendee target will attend 60+ days for ES, 50% for MS, and 20% for HS.

Summer – 80% of targeted students will attend 12+ days in summer, with overall summer recruitment targets of 8% of student enrollment for ES, 6% for MS, and 35 HS students.

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 indicated high needs across multiple domains at all centers, and far more than the resources of this grant can address. Input from stakeholders helped identify the highest priority needs where ACE can have the most impact. The center-level needs assessment indicated families needed support for their students after school but wanted programming to be completed by 6pm at all grade levels. Middle schools and the high school release at 4pm, so 2 hours of programming are scheduled after school and 1 hour before school. Elementary schools release at 3:00pm, and working families indicated their biggest need was for quality after school programming while they are at work, including help with their students' work. Because of this, all 3 hours of ES programming will occur after school.

The biggest academic need to improve reading informed budgeting for low student/staff ratios of no more than 1:6 to facilitate one-on-one and small group tutoring. This lower staff ratio also allows staff to communicate with families more about their student(s), an identified need as families reported not receiving enough positive communication about their students.

Administrators and teachers also indicated a need for programming to expand students' experiences, therefore, the budget includes staffing with vendors who will provide students with increased experiences not currently available on campus.

Middle and high schools indicated a need for tutoring/homework help before school in addition to after school programming ending by 6:00pm. At the middle school level, the need for focus on students with discipline issues informed the need for a low student/staff ratio of no more than 1:6 for tutoring and 1:10 for other activities. This allows teachers the ability to build closer and stronger relationships with each student and their families to increase engagement in the school community and learning. It also provides opportunities for students to have increased voice/choice in activities as there are fewer students giving input. The budget also reflects a need for programming to expand student experiences and positive connection to the community, including field trips to complete service-learning projects.

The high school needs assessment indicated a significant need for transportation to expand CTE programming to ensure students graduate with their certifications. Because of this, bus transportation was budgeted for after school programming each day. The staffing focus is on CTE instructors in 4 certification programs to provide required contact hours, teachers to work with students before school to support efforts to pass EOC exams and classes, and additional staffing for some enrichment and career-readiness classes to encourage continued attendance at ACE throughout the year.

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10. Equitable Access and Participation

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

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

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

11. PNP Equitable Services

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

- Yes No

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

Are any private nonprofit schools participating in the grant?

- Yes No

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

Assurances

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

Equitable Services Calculation

1. Total 21st CCLC program enrollment for all centers	<input type="text"/>
2. Enrollment in 21st CCLC of students attending participating private schools	<input type="text"/>
3. Total 21st CCLC program and participating private school students (line 1 plus line 2)	<input type="text"/>
4. Total year 1 proposed grant budget for serving students in all centers	<input type="text"/>
5. Applicant reservation for required staff payroll.	<input type="text"/>
6. Total grant amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text"/>
7. Per-pupil grantee amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text"/>
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.	Employee Cost	483,000
2.	Extra-Duty Pay (Professional & Support Staff), Benefits Costs	698,975
3.		
4.		
5.		

Professional and Contracted Services

6.	Educational Speaker	35,000
7.	External Evaluator	30,000
8.	Grant Evaluator	30,000
9.		
10.		

Supplies and Materials

11.	Supplies & Educational Materials	300,000
12.		
13.		
14.		

Other Operating Costs

15.	Educational Field Trips	20,000
16.	In-State travel for employees	15,000
17.		

Capital Outlay

18.	Equipment	3,025
19.		
20.		

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

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

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Center Operations Schedule

County-district number or vendor ID: 17460000581

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	178904108	Crockett ES, 2625 Belton, Corpus Christ, TX, 78416, 361-878-2220	0	PK-5	65	40
2	178904111	Fannin ES, 2730 Gollihar, Corpus Christi, TX, 78415, 361-878-2260	0	PK-5	60	40
3	178904116	Gibson ES, 5723 Hampshire, Corpus Christi, TX, 78408, 361-878-2500	0	PK-5	65	35
4	178904127	Oak Park ES, 3801 Leopard, Corpus Christi, TX, 78408, 361-878-2120	0	PK-5	95	65
5	178904136	Travis ES, 3210 Churchill, Corpus Christi, TX, 78415, 361-878-2700	0	PK-5	70	45
6	178904142	Zavala ES, 3125 Ruth, Corpus Christi, TX, 78405, 361-878-2720	0	PK-5	90	55
7	178904046	Cunningham MS @ South Park, 2901 McArdle, Corpus Christi, TX, 78415, 361-878-4720	0	6-8	75	35
8	178904047	Driscoll MS, 3501 Kenwood, Corpus Christi, TX, 78408, 361-878-4660	0	6-8	40	20
9	178904050	Martin MS, 3502 Greenwood, Corpus Christi, TX 78415, 361-878-4609	0	6-8	40	20
10	178904003	Roy Miller HS, 1 Battlin Buc Blvd, Corpus Christi, TX 78408, 361-878-5100	0	9-12	50	20

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

Texas ACE	Program Year
Center Operations Schedule (one per center)	2021-2022

(Part 3) Applicant will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.

Center 1	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP	Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target
Center	178904108	Crockett ES, 2625 Belton, Corpus Christi, TX, 78416, 361-878-2220	PK-5	65	40
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	09/01/2021	12/17/2021	15
Spring Term	01/03/2022	04/22/2022	15
Summer Term	06/06/2022	07/07/2022	5
Total number of weeks:			35

Center Schedule

Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday			3:00	6:00			3:00	6:00	8:30			2:30
Tuesday			3:00	6:00			3:00	6:00	8:30			2:30
Wednesday			3:00	6:00			3:00	6:00	8:30			2:30
Thursday			3:00	6:00			3:00	6:00	8:30			2:30
Friday			3:00	6:00			3:00	6:00	8:30			2:30
Saturday												
Sunday												
Total Hours Per Week:	15				15				30			

Adjunct Sites, If applicable (site name and full address)	
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	
Parent/Legal Guardian Activities	

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

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022					
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 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	178904111	Fannin ES, 2730 Gollihar, Corpus Christi, TX, 78415, 361-878-2260					PK-5	60	40			
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			09/01/2021		12/17/2021		15					
Spring Term			01/03/2022		04/22/2022		15					
Summer Term			06/06/2022		07/07/2022		5					
Total number of weeks:							35					
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday			3:00	6:00			3:00	6:00	8:30			2:30
Tuesday			3:00	6:00			3:00	6:00	8:30			2:30
Wednesday			3:00	6:00			3:00	6:00	8:30			2:30
Thursday			3:00	6:00			3:00	6:00	8:30			2:30
Friday			3:00	6:00			3:00	6:00	8:30			2:30
Saturday												
Sunday												
Total Hours Per Week:	15				15				30			
Adjunct Sites, if applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
Parent/Legal Guardian Activities												

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

Texas ACE						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 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	178904116	Gibson ES, 5723 Hampshire, Corpus Christi, TX, 78408, 361-878-2500				PK-5	65	35				
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		09/01/2021		12/17/2021		15						
Spring Term		01/03/2022		04/22/2022		15						
Summer Term		06/06/2022		07/07/2022		5						
Total number of weeks:						35						
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday			3:00	6:00			3:00	6:00	8:30			2:30
Tuesday			3:00	6:00			3:00	6:00	8:30			2:30
Wednesday			3:00	6:00			3:00	6:00	8:30			2:30
Thursday			3:00	6:00			3:00	6:00	8:30			2:30
Friday			3:00	6:00			3:00	6:00	8:30			2:30
Saturday												
Sunday												
Total Hours Per Week:	15				15				30			
Adjunct Sites, if applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
Parent/Legal Guardian Activities												

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

Texas ACE							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	178904127	Oak Park ES, 3801 Leopard, Corpus Christi, TX, 78408, 361-878-2120					PK-5	95	65			
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			09/01/2021			12/17/2021			15			
Spring Term			01/03/2022			04/22/2022			15			
Summer Term			06/06/2022			07/07/2022			5			
Total number of weeks:									35			
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday			3:00	6:00			3:00	6:00	8:30			2:30
Tuesday			3:00	6:00			3:00	6:00	8:30			2:30
Wednesday			3:00	6:00			3:00	6:00	8:30			2:30
Thursday			3:00	6:00			3:00	6:00	8:30			2:30
Friday			3:00	6:00			3:00	6:00	8:30			2:30
Saturday												
Sunday												
Total Hours Per Week:	15				15				30			
Adjunct Sites, if applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
Parent/Legal Guardian Activities												

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

Texas ACE Center Operations Schedule (one per center)						Program Year 2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 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	1789041	Travis ES, 3210 Churchill, Corpus Christi, TX, 78415, 361-878-2700				PK-5	70	45				
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		09/01/2021		12/17/2021		15						
Spring Term		01/03/2022		04/22/2022		15						
Summer Term		06/06/2022		07/07/2022		5						
Total number of weeks:						35						
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday			3:00	6:00			3:00	6:00	8:30			2:30
Tuesday			3:00	6:00			3:00	6:00	8:30			2:30
Wednesday			3:00	6:00			3:00	6:00	8:30			2:30
Thursday			3:00	6:00			3:00	6:00	8:30			2:30
Friday			3:00	6:00			3:00	6:00	8:30			2:30
Saturday												
Sunday												
Total Hours Per Week:	15				15				30			
Adjunct Sites, if applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
Parent/Legal Guardian Activities												

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

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022					
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 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	178904142	Zavala ES, 3125 Ruth, Corpus Christi, TX, 78405, 361-878-2720					PK-5	90	55			
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			09/01/2021		12/17/2021		15					
Spring Term			01/03/2022		04/22/2022		15					
Summer Term			06/06/2022		07/07/2022		5					
Total number of weeks:							35					
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday			3:00	6:00			3:00	6:00	8:30			2:30
Tuesday			3:00	6:00			3:00	6:00	8:30			2:30
Wednesday			3:00	6:00			3:00	6:00	8:30			2:30
Thursday			3:00	6:00			3:00	6:00	8:30			2:30
Friday			3:00	6:00			3:00	6:00	8:30			2:30
Saturday												
Sunday												
Total Hours Per Week:	15				15				30			
Adjunct Sites, if applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
Parent/Legal Guardian Activities												

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

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022					
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 7	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target			
Center	178904046	Cunningham MS @ South Park, 2901 McArdle, Corpus Christi, TX, 78415, 361-878-4720					6-8	75	35			
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			09/01/2021		12/17/2021		15					
Spring Term			01/03/2022		04/22/2022		15					
Summer Term			06/06/2022		07/07/2022		5					
Total number of weeks:							35					
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	7:30	8:30	4:00	6:00	7:30	8:30	4:00	6:00	8:30			2:30
Tuesday	7:30	8:30	4:00	6:00	7:30	8:30	4:00	6:00	8:30			2:30
Wednesday	7:30	8:30	4:00	6:00	7:30	8:30	4:00	6:00	8:30			2:30
Thursday	7:30	8:30	4:00	6:00	7:30	8:30	4:00	6:00	8:30			2:30
Friday	7:30	8:30	4:00	6:00	7:30	8:30	4:00	6:00	8:30			2:30
Saturday												
Sunday												
Total Hours Per Week:	15				15				30			
Adjunct Sites, if applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
Parent/Legal Guardian Activities												

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

Texas ACE Center Operations Schedule (one per center)						Program Year 2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center #	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	178904047	Driscoll MS, 3501 Kenwood, Corpus Christi, TX, 78408, 361-878-4660				6-8	40	20				
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		09/01/2021		12/17/2021		15						
Spring Term		01/03/2022		04/22/2022		15						
Summer Term		06/06/2022		07/07/2022		5						
Total number of weeks:						35						
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	7:30	8:30	4:00	6:00	7:30	8:30	4:00	6:00	8:30			2:30
Tuesday	7:30	8:30	4:00	6:00	7:30	8:30	4:00	6:00	8:30			2:30
Wednesday	7:30	8:30	4:00	6:00	7:30	8:30	4:00	6:00	8:30			2:30
Thursday	7:30	8:30	4:00	6:00	7:30	8:30	4:00	6:00	8:30			2:30
Friday	7:30	8:30	4:00	6:00	7:30	8:30	4:00	6:00	8:30			2:30
Saturday												
Sunday												
Total Hours Per Week:	15				15				30			
Adjunct Sites, if applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
Parent/Legal Guardian Activities												

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

Texas ACE Center Operations Schedule (one per center)					Program Year 2021-2022							
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 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	178904050	Martin MS, 3502 Greenwood, Corpus Christi, TX 78415, 361-878-4609			6-8	40	20					
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		09/01/2021		12/17/2021		15						
Spring Term		01/03/2022		04/22/2022		15						
Summer Term		06/06/2022		07/07/2022		5						
Total number of weeks:						35						
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	7:30	8:30	4:00	6:00	7:30	8:30	4:00	6:00	8:30			2:30
Tuesday	7:30	8:30	4:00	6:00	7:30	8:30	4:00	6:00	8:30			2:30
Wednesday	7:30	8:30	4:00	6:00	7:30	8:30	4:00	6:00	8:30			2:30
Thursday	7:30	8:30	4:00	6:00	7:30	8:30	4:00	6:00	8:30			2:30
Friday	7:30	8:30	4:00	6:00	7:30	8:30	4:00	6:00	8:30			2:30
Saturday												
Sunday												
Total Hours Per Week:	15				15				30			
Adjunct Sites, if applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
Parent/Legal Guardian Activities												

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

Texas ACE Center Operations Schedule (one per center)						Program Year 2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 10	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP				Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target				
Center	178904003	Roy Miller HS, 1 Battlin Buc Blvd, Corpus Christi, TX 78408, 361-878-5100				9-12	50	20				
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		09/01/2021		12/17/2021		15						
Spring Term		01/03/2022		04/22/2022		15						
Summer Term		06/06/2022		07/07/2022		5						
Total number of weeks:						35						
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	7:30	8:30	4:00	6:00	7:30	8:30	4:00	6:00	8:30			2:30
Tuesday	7:30	8:30	4:00	6:00	7:30	8:30	4:00	6:00	8:30			2:30
Wednesday	7:30	8:30	4:00	6:00	7:30	8:30	4:00	6:00	8:30			2:30
Thursday	7:30	8:30	4:00	6:00	7:30	8:30	4:00	6:00	8:30			2:30
Friday	7:30	8:30	4:00	6:00	7:30	8:30	4:00	6:00	8:30			2:30
Saturday												
Sunday												
Total Hours Per Week:	15				15				30			
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												