



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

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

NOGA ID

Application stamp-in date and time

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

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

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

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

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

Amendment Number

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

1. Applicant Information

Name of organization
 Campus name CDN Vendor ID ESC DUNS
 Address City ZIP Phone
 Primary Contact Email Phone
 Secondary Contact Email Phone

2. Certification and Incorporation

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

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

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

Authorized Official Name Title Email

Phone Signature Date

Grant Writer Name Signature Date

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

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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
Only 29% of all students are at Meeting Grade Level or Above (state is at 50%), ELA/Reading is at 31% (state is at 48%), Math is at 30% (state is at 52%), and Writing is at 23% (state is at 38%). TAPR, 2019-20.	The district will implement comprehensive activities demonstrating four components: Academic Enrichment, Family/Parental Support, Academic Assistance, and College and Workforce Readiness. These components will increase current STAAR scores by 15% or more to meet state standards.
60% ELL are College, Career and Military Ready (72.9% state); College Ready Graduates are 33.2% (53% state); TSI Math is 26.6% (48.6% state); and AP/IB at 4.5% (23.1% state).	The district will offer additional academic enrichment opportunities. These opportunities will encompass activities such as homework assistance, as well as TSI support in Reading and Math during non-school hours for students attending these high poverty/low-performing schools.
Title I, Economically Disadvantage Need: As identified by TEA, Alice ISD is a Title I district with 84.6% of its students economically disadvantaged. These students' families lack the necessary resources at home to assist with their academics.	The district will restructure its current school day to align the student activities with core school day curriculum, state academic standards (TEKS or STAAR). Thereby, increasing the academic time these students receive, which helps with their academic needs.

5. SMART Goal

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

Alice ISD’s identified goal of the ACE program is to improve its student academic performance in subjects such as Reading and Math, as well as to increase its percentage of Attendance and College Readiness at the district. The district will increase each percentage by 15% or more to meet state standards and will achieve these through the academic enrichment activities and strategies being put in place through the program. Alice ISD’s goal is relevant as it is currently a Title 1 district that needs improvement. The district plans to meet all academic goals by July 31, 2022.

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) Statutory Priority (SP) 1 – Targeted Services (3 pts.): Promote program to at least 65% of at-risk students in need. This will decrease the risk of dropping out, delinquent activities, and improve academics. 2) SP 2 – Joint Partnerships (3 pts.): Choose students of Alice ISD’s campuses (especially in Title 1 Part A) to participate and provide them a “21st CCLC Orientation.” 3) Budget Set-up: Establish budget at the district level and approved by the school board for the 21st CCLC grant program. 4) Program Staff Hired/Volunteers Identified: Hire staff for program. Also, establish communication with district partners, local businesses, and local organizations to gather potential volunteers. 5) Completion of Marketing/Recruitment: Create 21st CCLC program marketing materials using approved ACE branding. Materials will be distributed at churches, PTA meetings, businesses, and on social media.

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8. Measurable Progress (Cont.)

Second-Quarter Benchmark

1. Site Coordinators Center-Level Activities: The site coordinators will meet with the teachers weekly to determine focuses and lesson plans.
2. Identify Academic and Family Activities: Assess the academic needs of each of the 6 participating campuses to offer academic activities tailored to student need. Also, administer surveys to identify activities that parents would like to participate in. Activities that could be offered include: GED classes, Financial Literacy, Workforce Skills, etc.
3. Center-Level Schedules Approved: Ensure that programming at the district will not begin until the center-level operation schedules are approved by the TEA Program Director.
4. Attendance: Meet 80% of the targeted enrollment numbers for centers.

Third-Quarter Benchmark

1. Summer Schedule Activities Approved: Offer academic and enrichment activities based on academic, family, and social/emotional skills, plus student and family interest.
2. Attendance: Meet 95% of the targeted enrollment numbers for centers.
3. Professional Development: Have all necessary staff attend trainings and other opportunities offered by the Texas ACE program. Also, have all center-level staff regularly attend scheduled program-specific in-person training.
4. Attended Field-Trip Investigation (s): Students will be offered laboratory and field investigations that support Texas Essential Knowledge and Skills (TEKS). Some of the places that could be attended include zoos, museums, horticulture centers, art museums, STEM-focused centers, etc.

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.

Alice ISD will provide a sustainable program that aligns with the identified 21st CCLC SMART goals. To ensure that the program is meeting its intended SMART goals, the district will be monitoring evaluation data consistently. This will allow the district to determine WHEN and how to MODIFY the program. Some of the evaluation data to be monitored will include: the SMART Goal, Quality Assurance Process (QAP), and proposed objectives listed in their first, second, or third quarter benchmarks.

If it is determined that the program is NOT SHOWING PROGRESS, the district and program staff will MODIFY the program BASED ON feedback and suggestions obtained from the Advisory Committee, student and parent choice, community members, the external evaluator, Technical Assistance Provider, and the assigned TEA Program Director.

This ensures the district can adequately modify the program with prolonged sustainability.

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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.

Needs Assessment: Prior to the grant, the district reviewed the following community assessments: Free/Reduced Lunch percentages (50%), Title I percentages (99.3% by TAPR 2019-2020), Unemployment Percentages (14.7% by YCharts Sept. 2020), and Poverty Percentages (25% by US Census Bureau).

Center/District-level Needs Assessment: Following this, Alice ISD reviewed Center/District-Level needs. For proper assessment, Alice ISD gathered district administration, staff, parents, stakeholders, counselors, School Board members, and businesses. This group reviewed multiple sources that included: the Texas Academic Performance Report (TAPR), TEA disciplinary reports, TEA E-Rate National School Lunch Eligibility Data, U.S. Census Bureau, and PEIMS 425. For Center-level needs, this group discussed the following data: attendance rate, graduation rates, STAAR results, student G.P.A, disciplinary instances, and student demographics. For District-level needs, the group assessed: human capital available, equipment and software available, support staff needed (i.e. cafeteria staff, bus drivers etc.), training and travel required, relationships established with community organizations/trainers/potential partner services. Therefore, all needs were reviewed using multiple sources and stakeholder feedback along the way.

Activities to Address Needs: Beyond resources, Alice ISD plans on offering the following activities: STEM activities, financial literacy, career competencies and career readiness, language skills, Accelerated learning and tutorial services, field investigations, etc. The district also plans on implementing Zoom calls to parents to ensure they are getting the assistance they need. Once on the call, the parents can explain which activities would align more specifically with their needs.

Results of Needs: Below are needs concluded in need by Alice ISD:

1)The District needs to improve to a minimum of 95.4% attendance percentage (state’s average). 2)The STAAR scores in grades 4-8 in subjects Reading/Language Arts/Math are all below the state’s average. Only 29% of all students are at the Meeting Grade Level or Above while the state is at 50%, ELA/Reading is at 31% compared to state at 48%, Math is at 30% and state is at 52%, and Writing is at 23% while the state is at 38% (TAPR, 2019-20). 3) From grades 7-12, the district has 563 students with lower than a 3.0 GPA. 4) The district had 2,680 in-school suspensions and it only has 4,864-student population (more than half its students). Also, out of the 2,680 in-school suspensions, 2,336 are economically disadvantaged. (TEA Disciplinary Reports, 2019-2020)

Most in Need in Campus/Estimated Number of Students and Percent Eligible at Campus: Based on the assessment, the campuses most in need include “At-Risk and two campuses are Comprehensive Support Improvement campuses” (Adams MS, Dubose ES): Alice HS – 151 targeted (100% are eligible). Adams MS – 101 targeted (100% are eligible). Schallert ES – 206 targeted, (100% are eligible). Noonan ES – 150 targeted (100% are eligible). Saenz ES – 100 targeted (100% are eligible). Dubose ES – 150 targeted (100% are eligible).

Plan to Assesses/Recruit Most in Need: To recruit “most in need”, the district plans to target at-risk students in need of academic intervention, positive role models, and disciplinary assistance. To target these students, the district will have counselors and teachers identify and recruit these students and provide them additional support services through the 21st CCLC Grant. Plan to Address Working Families: The district is aware of family financial constraints and schedule of the hard-working families within the area. Therefore, the district will provide travel to limit costs for family members, as well as offer them on-line or pre-recorded activities to assist with time constraints. Lastly, for the needs of parents to be addressed, surveys will be provided to gather feedback on the program and ideas on what could assist parents in attending functions.

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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.

In order to assist the district's students in meeting academic standards, Alice ISD will provide tutorials for academic growth that are not only aligned with local and state standards but are from research and evidence-based activities. Alice ISD understands to have a successful program, it must hire individuals that are highly qualified in the district's specific needs. Some of the positions to be hired for the 21st CCLC program include the: full-time Project Director, full-time Site Coordinators, and Family Engagement Specialist. Other staff that will be needed in the implementation of the program would include support staff (teachers/paraprofessionals), and volunteers. Additional academic resources will be from contracted trainers and vendors. Through these measures, the district will be able to ensure students are able to meet or exceed academic standards.

Alice ISD fully can ensure the proposed program design will positively impact this set of measures at the grant and center levels. This is because Alice ISD has developed a comprehensive design that encompasses the following measures: growth in state assessment, improved GPA, increased school day attendance, improved school day behavior, and increased student engagement in learning

For these measures to be attained, the district has developed activities that would need to take place. Some of these activities include the following: Setting aside money for each center to implement the activities for targeted needs; Attaining the agreements with each partner for additional center level activities; Implementing modified center level activities based on stakeholder feedback to measure the progress of the grant; Utilizing the Quality Assurance Process (QAP) to gather data on whether to adjust or modify the current activities; and Incorporating the use of the Texas ACE program-specific Evaluation Guiding Tool Kit to ensure student outcomes, program improvements, and needs of families and communities are met.

Alice ISD envisions the 21st CCLC grant program to be successful and impactful over time. Specifically, Alice ISD has a SMART goal to be achieved for the program that includes improving its student academic performance in subjects such as Reading and Math, as well as increasing its percentage of Attendance and College Readiness at the district. Some data measures have been created that will be impacted over time are the following: 1) Improved scores on state assessments to equal that of the state's average for Grades 4-8 in Reading/Language Arts/Math compared to baseline data (2019 TAPR); 2) Increased GPA average from students in all participating grades (7-12) who are in the 21st CCLC school year and summer program. The higher GPA will lead to an increase in college readiness; 3) Increased attendance rate to meet that of the state's average. State's attendance rate is 95.4% while the district's attendance rate is 92.9%; 4) A lowered percentage/number of in school suspensions (Alice ISD: 55%/2,680), in comparison to the previous school year for Grades 1-12; and 5) Increased teacher engagement learning for Grades 1-5 compared to baseline data.

In order to gather these measures, Alice ISD will utilize all TEA given reports (TAPR, PEIMS, etc.). This will also ensure that the district remains on track to meet these goals and provides a successful, engaging program that is sustained over time.

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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.

Alice ISD is proposing activities that reflect the following four components:

- 1) Academic Assistance – homework, accelerated learning, and tutoring that are aligned to TEKS, state required assessments, and/or End-of-Course exams;
- 2) Academic Enrichment – mentoring program, ESL classes to emphasize English skills for English Learners, arts and crafts provided by the district Art teacher, dance classes provided by the district nurses, basketball and tennis classes provided by the district coaches, tumbling and gymnastics by a community volunteer, field trips to a local park (Anderson Park) to conduct field activities such as, outdoor fun reading, math scavenger hunts, etc.; and Field Trips to local Boys and Girls Club for fun activities.
- 3) Family and Parental Support – Healthy Habits, Money Matter presentations provided by the Boys and Girls Club of Alice, Behavior Management presentations through Community Action Corporation of South Texas (CACOST)'s on staff Professional Licensed Counselor, Health and Nutrition presentations through Community Action Corporation of South Texas (CACOST)'s on staff Registered Nurse, and Community Awareness presentations through CACOST (to ensure parents understand how CACOST can help with utility bills, meal plans, etc.); and
- 4) College and Workforce Readiness – Provide financial and environmental literacy presentations and resources to students through the Boys and Girls Club of Alice.

Alice ISD's proposed activities will improve student achievement and success. In fact, they will assist with the following measures: Improving the district's attendance rate to a minimum of 95.4% (state's average). 2.) Increasing STAAR scores in grades 4-8 in subjects Reading/Language Arts/Math to meet the state's average. 3.) Assisting students in grades 7-12 with lower than a 3.0 GPA. 4.) Providing additional meaningful learning opportunities for students in Grades 1-5. and 5.) Decreasing the number of in school suspensions.

To ensure the center level program coordinates with the regular school day, Alice ISD will have all 21st CCLC Program staff meet with regular school day staff and participate in campus-level decision making committees, grade-level meetings, vertical alignment meetings, core-subject meetings, and Admission, Review, and Dismissal (ARD) meetings relevant to the targeted student population. The 21st CCLC site coordinators will also be on campus on a weekly basis to meet with school teachers. This way the program will run more smoothly and have effective integration in the lesson plans.

Lastly, Alice ISD will hire program staff such as the Program Director, Site Coordinator, Family Engagement Specialist, and work with support staff (paraprofessionals, volunteers, tutors, etc.) to have effective oversight and engaging activities. To gather feedback on the program, the district will pass out surveys approximately every six weeks to students and parents. Through these measures, the district expects the students will have choice and improved academic achievement and overall student success.

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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

Alice ISD is planning on partnering with organizations that increase the scope of services the district could offer through the 21st CCLC grant while achieving stated objectives and sustaining the program over time. Organizations to be added will include the Boys and Girls Club of Alice and Community Action Corporation of South Texas. The reasoning that Alice ISD chose to partner with the Boys and Girls Club of Alice was that it supplements the academic assistance and academic enrichment components of the TEA ACE BluePrint. In fact, the Boys and Girls Club of Alice organization will allow students of Alice ISD the opportunity to have hands-on projects in areas like science, health, agriculture and civic engagement, in a positive environment where students can receive guidance from adult mentors and are encouraged to take on proactive leadership roles.

Next, Alice ISD chose to partner with the Community Action Corporation of South Texas (CACOST) because of the extensive work it has been able to provide to children and families in Alice. CACOST has been able to provide work such as referring families, health strategies, paying for utilities bills, early childhood intervention, and nutritional services to youth and seniors. For this grant, CACOST will be tasked with providing some extremely beneficial presentations such as: Behavior Management presentations, Health and Nutrition presentations, and Community Awareness presentations. These presentations will be great to the students and families of the 21st CCLC grant program.

Beyond just these partnerships, Alice ISD plans on identifying additional services and activities not currently offered through these organizations as needs are identified at the campus level. Alice ISD does see the following activities being a part of the program: dance, basketball, tumbling and gymnastics, tennis, and arts and crafts. Besides tennis, these activities as of the date of the submission of the application, are not accessible to students who would be served with the 21st CCLC Program.

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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.

Alice ISD will be putting forth its highest efforts to ensure that its 21st CCLC grant program is effective. This means the district will only apply the best practices (those that are researched, and evidence based). These practices will play a major role in the implementation of our educational and related activities that complement and enhance academic performance, youth development, achievement, and postsecondary/workforce preparation.

A portion of the research and evidence-based practices will come from the Texas ACE Blueprint, which guides Texas ACE grantees through implementing high-quality programming at the center level. Further, Alice ISD will utilize the Texas ACE Blueprint, as well as trainings and support resources to learn about the components of program quality and set goals that move each center toward optimal operations and improved student outcomes.

Lastly, Alice ISD will apply the practice of utilizing program information gathered through the Texas ACE Quality Assurance Process (QAP) to measure implementation and improvement. This data feedback will allow the district to establish on-going action plans to assist with identified areas of improvement.

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.

Needs for Transportation: Alice ISD is aware of the need for transportation so its students can attend the afterschool 21st CCLC program activities. This is because the district has 84.6% of its students considered economically disadvantaged, as well as the district as a whole is classified as Title I. This is further coupled with the district being considered rural. Therefore, the district will provide transportation to assist its and Alice Christian School's participating students of single parents and poverty-stricken families to be able to travel safely to the academic filled activities after school or on weekends.

How Needs Will Be Addressed: To address this transportation need, Alice ISD will have buses available for students to travel to and from each center and home. This will ensure students can attend all activities offered. Since daily activities will only be held on campus, then no additional travel expenses will be required to any adjunct centers furthering the transportation cost. Only occasional activities will be planned outside of the campuses.

How Students Will Travel Safely to and From Each Center and Home Alice ISD places student safety as one of its major priorities. Therefore, when discussing travel, the district has developed procedures to ensure students can safely travel to and from each center and home. First, Alice ISD will have all students traveling on the bus have their authorizing parental/guardian sign a form giving consent for them to travel Second, all 21st CCLC students will be provided with a card that is to be swiped when the student comes and goes from the assigned center. Only authorized individuals on the parental/guardian transportation consent form will be allowed to pick up the student. Additionally, a Site Coordinator or assigned staff will be available to ensure proper dismissal of the student with the authorized individual or approval to ride on the bus. The Site Coordinator or assigned staff will use picture ID's until they are familiar with each of the participating students' and their parent/guardian. All the aforementioned strategies will be used to create safe transportation for the students of the program.

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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.

Alice ISD assures that all community learning center information will be understandable/accessible and will be disseminated across its community. Alice ISD believes that the following outlets will serve as effective ways in disseminating the 21st CCLC data: Campus Websites, Facebook, Instagram, Snapchat, Twitter, Newspaper, local churches, Post Office, and local community-based organizations. Descriptions of the data will be simple and available in all languages commonly spoken in the community.

Alice ISD has even already provided the public notice through the school boards' meeting, flyers posted on the campuses, and the district/campus websites. Notice of Intent was placed on websites.

To continue and expand on its current marketing, the district will market the 21st CCLC Program with marketing resources that comply with the Texas ACE branding guidelines and bear the Texas ACE logo. The district plans on continuously marketing the program as students may join activities every 6 weeks and activities are regularly changed based on academic and social needs, which allow for student/parent choice.

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.

Alice ISD understands the great need for the program. Therefore, the district will coordinate federal, state, and local programs and make the most effective use of public resources at each campus served. Some of the federal funds to be coordinated with the 21st CCLC grant program include the following:

ESSA funding, specifically, those that target Title I and Title III students by providing them with additional resources, such as materials, ELL software, and technology; IDEA funding, for various learning and adaptive equipment that is needed by the visually impaired, ADD, or other identified special education students; and Teacher Leadership Grant funds for teachers to become more proficient, which will help with grant goals and objectives.

Some of the state funds to be coordinated with the 21st CCLC grant program include the resources gathered from the School Safety and Security Grant to include equipment and supplies. This equipment and supplies will be another component of how the district will be able to ensure the safety of its students' afterschool, as well as, during activities part of the school day.

Some of the state funds to be coordinated with the 21st CCLC grant program include the following:

Funds that were utilized for support staff, furniture, and Personal Protective Equipment (PPE). This will be utilized after hours by students, parents, and community members when attending center-level activities.

Lastly, Alice ISD plans on meeting the Program Priority 1- Program Integration by integrating the program with another TEA initiative designed to increase specific academic student outcomes. This initiative from TEA is the Rural and Low-Income Grant that Alice ISD received. From these funds, the district plans on providing some additional tutoring to students most in need. This increased tutoring and activities will assist the district in meeting its short- and long-term goals for student academic achievement such as increased scores in Reading or Math, as well as increased percentage of Attendance and College Readiness at the district.

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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.

Alice ISD, in preparation for program funding to cease, will create a preliminary plan that details how its community learning centers will continue after funding has ended. This plan involves the district taking several assessments of resources that it currently has (i.e. state, federal, or local). Further, the district will have program staff establish a directory of all vendors, community-based organizations (Community Action Corporation of South Texas and Boys and Girls Club of Alice), churches, cities, counties, and colleges/universities (Coastal Bend College and Texas A&M University- Kingsville) along with the contact information from entities that are already engaged in services with the district.

Once the district has an established directory, the district will reach out to these existing and new partners. For existing partners, the district will discuss with them about continuing their services for years to come after funding has ended. For new partners, the district will discuss the great opportunities and motivation they can provide the district's students.

The 21st CCLC program staff will also be playing a major role in the solicitation of the program at the district, campus, and community level to encourage buy in and continued support. To increase encouragement, Alice ISD plans on showcasing its stakeholders at school events, as well as on social media outlets. It is the intent that there will be buy in not only from these organizations and individuals, but that it will solicit more buy-in for sustainability from other organizations and school board as a whole.

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)

Alice ISD does in fact plan on utilizing volunteers in activities carried out through the community learning centers. To ensure that these volunteers are effective in implementing the program, the district has made a policy to only recruit qualified volunteers that have some experience in the following fields of education or work experience: education, social worker, psychology, sociology, or related field work experience. To further screen for qualified persons, the district will give first choice to individuals who have any K-12 after schoolwork experience.

These volunteers will not only be qualified individuals, but Alice ISD will also create a policy that these individuals must partake in fingerprint and criminal background checks. Once these checks have been passed, the district will strongly ask that they participate in the district's First Aid and Cardiopulmonary Resuscitation (CPR) training.

Furthermore, to ensure that the volunteers are knowledgeable about the 21st CCLC Program, they will be required to attend a 21st CCLC Orientation. The above strategies will be effective in screening for volunteers.

For TEA Use Only:

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

9. Statutory/Program Requirements (Cont.)

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

Alice ISD feels that the best way to recruit students is to have them be informed of the program. Therefore, the district will be continuously marketing the program benefits and goals via the following outlets: Campus Websites, Facebook, Instagram, Snapchat, Twitter, Newspaper, local churches, Post Office, and local community-based organizations. Additionally, Alice ISD will be recruiting for the program on any occasions that parents come to the school (i.e. Open House, Reading Nights, First-day of school orientation, Meet the Teacher night, etc.). This way as many parents and students are aware of the program and its benefits. By using various modes of dissemination and promotion of the program, the district will be able to recruit the targeted number of students. Alice ISD does also in fact ensure that all marketing resources created by the district will comply with Texas ACE branding guidelines and bear the Texas ACE logo.

Alice ISD's main strategy for retaining students will be getting their feedback on the program. In fact, approximately every six weeks the district will administer a survey. Questions on this survey may include but are not limited to: Do you have any concerns about attending the 21st CCLC program? What is the most fun activity offered in the program? Are there any activities you would want implemented in the program? From these questions, Alice ISD will gather feedback needed to provide activities related to students' wants and interests. By tailoring the program often, the district will be able to ensure they retain students throughout the grant funding period and meet the attendance targets.

Lastly, for this program Alice ISD has established attendance targets for grades K-8 to attend 45+ days at 120 minutes per day during the year (fall, spring) and 12+ days for 240 minutes during the summer.

For Grades 9-12, Alice ISD has established attendance targets to be 45+ days or more for at least 90 minutes during the entirety of the school year (fall, spring, and summer).

12. Describe how the center-level needs assessments informed the proposed center operations schedule and corresponding staffing and budget plans. Describe how the plan will help meet the measures of effectiveness and student service targets while maintaining center-level quality.

Alice ISD will ensure its program is not only implemented well but is also implemented effectively. Therefore, the district utilized the center-level needs assessments when deciding the proposed center operation schedule, corresponding staff, and budget plans.

When discussing the center operation schedule, Alice ISD felt that utilizing the intended campuses release time was necessary to create an efficient schedule. Below is a representation of this:

Dubose, Saenz, Noonan, and Schallert Elementary: These campuses will begin their program at the time of 3:30 pm. This is due to the campus release time of 3:00 pm.

Adams Middle School and Alice High School: These campuses will begin their program at the time of 4:30 pm. This is due to the campus release time of 4:00 pm.

When discussing the corresponding staff, Alice ISD utilized TEA guidelines, as well as a district assessment of how many students at each campus were considered in need of the program. From this, the district determined the following: Budget costs and staff needed for grades K-8 and 9-12. The district took into account that grades K-8 attend 45+ days at 120 minutes per day during the year (fall, spring) and 12+ days for 240 minutes during the summer and for Grades 9-12, the attendance target will be 45+ days or more for at least 90 minutes during the entirety of the school year (fall, spring, and summer).

To further ensure effectiveness, Alice ISD examined what would be required in supplies and materials to meet the projected numbers of students and families. Therefore, Alice ISD understands that it will target 858 students and 214 families. From these projected numbers, Alice ISD will ensure enough staff is available to maintain a 1:15 adult-to-student ratio at each center for high center-level quality.

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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="Students, parents"/>	Barrier	<input type="text" value="Absenteeism/Truancy"/>
Group	<input type="text" value="Parents, teachers"/>	Barrier	<input type="text" value="Lack of Support from Parents"/>
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" value="850"/>
2. Enrollment in 21st CCLC of students attending participating private schools	<input type="text" value="8"/>
3. Total 21st CCLC program and participating private school students (line 1 plus line 2)	<input type="text" value="858"/>
4. Total year 1 proposed grant budget for serving students in all centers	<input type="text" value="1,658,000"/>
5. Applicant reservation for required staff payroll.	<input type="text" value="1,092,791"/>
6. Total grant amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text" value="565,209"/>
7. Per-pupil grantee amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text" value="659"/>
Grantee's total required ESSA PNP equitable services reservation (line 7 times line 2)	<input type="text" value="5,272"/>

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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 will be hired to oversee the program and Site Coordinators.	\$65,000
2.	Six Site Coordinators will be hired to implement program activities.	\$330,000
3.	FES will be hired to increase parental involvement at all targeted campuses.	\$45,000
4.	Teachers, paraprofessionals, and bus drivers will be provided with extra-duty pay.	\$533,880
5.	Fringe Benefits	\$118,911

Professional and Contracted Services

6.	External Evaluator: Will monitor required federal data collection and submit independent eval.	\$18,000
7.	Non-profit partner: Will supplement 21st CCLC program initiatives and provide financial and	\$60,000
8.	environmental literacy sessions.	
9.	Non-profit partner: Offer student and parental health, science, or agriculture sessions.	\$40,000
10.	Staff/Parent/Student Training, Technical Assistance, Resources/Activities not offered by TEA.	\$106,705

Supplies and Materials

11.	Director/Site Coordinator/FES supplies to run the program and increase parent involvement.	\$59,675
12.	Supplies/materials to support activities designed to increase students' educational outcomes.	\$38,610
13.	Tech. Company will provide items to increase students access to technology after-school.	\$35,324
14.	STEM kits will be purchased to implement robotics activities during the ACE program.	\$30,000

Other Operating Costs

15.	Travel for students to attend after-school program and take part in educational field trips.	\$55,000
16.	Travel for staff to attend trainings and travel between centers.	\$40,000
17.	Purchase nutritional snacks to be offered during parent meetings, workshops, and activities.	\$22,800

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

For TEA Use Only:

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

Appendix I: Negotiation and Amendments

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

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

You may duplicate this page.

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

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

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

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

Please review the entire document.

We listed hours for each center based on Alice ISD’s previous 21st CCLC submission. Please confirm these hours for each center. Also, confirm that the starting time and ending time would be the same as not all schools begin and release at the same time (i.e. elementary vs. high school).

Center Operations Schedule

County-district number or vendor ID: 031912

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	125901041	Dubose Elementary School 1000 North Cameron Alice, Texas 78332-3698	0	PK-5	150	38
2	125901105	Saenz Elementary School 800 South Johnson Street Alice, Texas 78332-5660	0	PK-5	100	25
3	125901104	Noonan Elementary 701 West Third Street Alice, Texas 78332-4403	0	PK-5	150	38
4	125901107	Schallert Elementary School 1001 Jim Wells Street Alice, Texas 78332-3870	0	PK-5	206	50
5	125901043	Adams Middle School 901 East Third Street Alice, Texas 78332-4201	0	06-08	101	25
6	125901001	Alice High School # 1 Coyote Trail Alice, Texas 78332-4144	0	09-12	151	38
7						
8						
9						

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	125901041	Dubose Elementary School 1000 North Cameron Alice, Texas 78332-3698	PK-5	150	38
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	08/30/21	12/17/21	13
Spring Term	01/10/22	05/20/22	15
Summer Term	06/06/22	07/14/22	6
Total number of weeks:			34

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			3:30	6:30			3:30	6:30	8:00			2:00
Tuesday			3:30	6:30			3:30	6:30	8:00			2:00
Wednesday			3:30	6:30			3:30	6:30	8:00			2:00
Thursday			3:30	6:30			3:30	6:30	8:00			2:00
Friday			3:30	6:30			3:30	6:30				
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			

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	Alice ISD will be offering monthly parental/guardian education activities based on survey responses obtained from adults and on the campus' needs. Some of these activities could include: career insights, computer literacy, financial literacy, etc.

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	125901105	Saenz Elementary School 800 South Johnson Street Alice, Texas 78332-5660					PK-5	100	25				
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		08/30/21			12/17/21			13					
Spring Term		01/10/22			05/20/22			15					
Summer Term		06/06/22			07/14/22			6					
Total number of weeks:								34					
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			3:30	6:30			3:30	6:30	8:00			2:00	
Tuesday			3:30	6:30			3:30	6:30	8:00			2:00	
Wednesday			3:30	6:30			3:30	6:30	8:00			2:00	
Thursday			3:30	6:30			3:30	6:30	8:00			2:00	
Friday			3:30	6:30			3:30	6:30					
Saturday													
Sunday													
Total Hours Per Week:	15				15				24				
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		Alice ISD will be offering monthly parental/guardian education activities based on survey responses obtained from adults and on the campus' needs. Some of these activities could include: career insights, computer literacy, financial literacy, etc.											

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	125901104	Noonan Elementary 701 W Third St Alice, Texas 78332-4403					PK-5	150	38				
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			08/30/21			12/17/21			13				
Spring Term			01/10/22			05/20/22			15				
Summer Term			06/06/22			07/14/22			6				
Total number of weeks:									34				
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			3:30	6:30			3:30	6:30	8:00			2:00	
Tuesday			3:30	6:30			3:30	6:30	8:00			2:00	
Wednesday			3:30	6:30			3:30	6:30	8:00			2:00	
Thursday			3:30	6:30			3:30	6:30	8:00			2:00	
Friday			3:30	6:30			3:30	6:30					
Saturday													
Sunday													
Total Hours Per Week:	15				15				24				
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		Alice ISD will be offering monthly parental/guardian education activities based on survey responses obtained from adults and on the campus' needs. Some of these activities could include: career insights, computer literacy, financial literacy, etc.											

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	125901107	Schallert Elementary School 1001 Jim Wells Street Alice, Texas 78332-3870					PK-5	206	50			
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		08/30/21			12/17/21			13				
Spring Term		01/10/22			05/20/22			15				
Summer Term		06/06/22			07/14/22			6				
Total number of weeks:								34				
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			3:30	6:30			3:30	6:30	8:00			2:00
Tuesday			3:30	6:30			3:30	6:30	8:00			2:00
Wednesday			3:30	6:30			3:30	6:30	8:00			2:00
Thursday			3:30	6:30			3:30	6:30	8:00			2:00
Friday			3:30	6:30			3:30	6:30				
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			
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		Alice ISD will be offering monthly parental/guardian education activities based on survey responses obtained from adults and on the campus' needs. Some of these activities could include: career insights, computer literacy, financial literacy, etc.										

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	125901043	Adams Middle School 901 East Third Street Alice, Texas 78332-4201					06-08	101	25				
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			08/30/21			12/17/21			13				
Spring Term			01/10/22			05/20/22			15				
Summer Term			06/06/22			07/14/22			6				
Total number of weeks:									34				
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			4:30	7:30			4:30	7:30	8:00			2:00	
Tuesday			4:30	7:30			4:30	7:30	8:00			2:00	
Wednesday			4:30	7:30			4:30	7:30	8:00			2:00	
Thursday			4:30	7:30			4:30	7:30	8:00			2:00	
Friday			4:30	7:30			4:30	7:30					
Saturday													
Sunday													
Total Hours Per Week:	15				15				24				
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		Alice ISD will be offering monthly parental/guardian education activities based on survey responses obtained from adults and on the campus' needs. Some of these activities could include: career insights, computer literacy, financial literacy, etc.											

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	125901001	Alice High School # 1 Coyote Trail Alice, Texas 78332-4144					09-12	151	38			
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			08/30/21			12/17/21			13			
Spring Term			01/10/22			05/20/22			15			
Summer Term			06/06/22			07/14/22			6			
Total number of weeks:									34			
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			4:30	7:30			4:30	7:30	8:00			2:00
Tuesday			4:30	7:30			4:30	7:30	8:00			2:00
Wednesday			4:30	7:30			4:30	7:30	8:00			2:00
Thursday			4:30	7:30			4:30	7:30	8:00			2:00
Friday			4:30	7:30			4:30	7:30				
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			
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		Alice ISD will be offering monthly parental/guardian education activities based on survey responses obtained from adults and on the campus' needs. Some of these activities could include: career insights, computer literacy, financial literacy, etc.										

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

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

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

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

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

Partnership Agreement

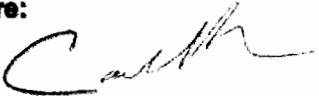

Alice Consolidated Independent School District will be working together with the Boys and Girls Club of Alice on the 21st CCLC grant. As 21st CCLC partners, each will participate in the planning and design of this program and agree to support and participate in the activities as outlined in the application and within this document.

Applicant School District: Alice ISD

Name of Partner Organization: Boys and Girls Club of Alice

Alice ISD Place of Business: 2 Coyote Trail Alice, Texas 78332-4140

Boys and Girls Club of Alice Place of Business: 793 South Texas Blvd, Alice, TX 78332

Roles and responsibilities of Partner organization	
<p>Prior to considering the partnership between Alice ISD and the Boys and Girls Club of Alice (B&GCA), the district gathered exactly what the Boys and Girls Club would be responsible for. After discussing the 21st CCLC with B&GCA, it was agreed upon that B&GCA will: Train staff members from each center (up to 8 hours per course and once per school year) on how to teach each of these three classes to the 21st CCLC student participants; Provide course materials and curriculum information to Alice ISD's 21st CCLC Program Director and Site Coordinators; and Provide a centralized, safe location for parental educational courses for 21st CCLC participants and family engagement activities.</p> <p>The Boys and Girls Club will provide specified training, materials, and curriculum assistance to Alice ISD 21st CCLC staff. Programs available from the B&GCA are called SMART Moves, SMART Girls and Passport to Manhood.</p>	
Costs for services to be provided by the Partner organization	
<p>To ensure the B&GCA can provide the necessary services during the grant period, Alice ISD will pay B&GCA for any fees related to the training and curriculum materials/supplies needed for the courses. Alice ISD will be able to allocate funds to this from the 21st CCLC program.</p>	
Long-term sustainability of partnership and after school programming	
<p>The proposed aforementioned activities are currently not available at each center. It is the intention of both parties to review funding streams and resources to sustain these activities over a long period of time in order be effective for the students Alice ISD. The district will benefit greatly as these services continue over time. Also, the continued development of this partnership being established will lead to the further joint efforts. All resources either secured through the school or club will be discussed for continued services beyond the funding grant period.</p>	
Fiscal Agent - Applicant	Partner Organization
Authorized official: Dr. Carl Scarbrough	Authorized official: Rick Del Bosque
Title of authorized official: Superintendent	Title of authorized official: Executive Director
Signature: 	Signature: 
Date Signed: 12/14/2020	Date Signed: 12/17/2020

PARTNERSHIP AGREEMENT

Alice Independent School District will establish a coalition/partnership with *Community Action Corporation of South Texas*. *Alice Independent School District* is located at #2 Coyote Trail Alice, Texas 78332-4140, and *Community Action Corporation of South Texas* is located at 204 East First Street, Alice, Texas 78333-4822. Below you will key information about each business and their responsibilities:

Description of Businesses

Alice Independent School District (AISD) is a public school whose mission is provide a quality educational experience and comprehensive support system that focuses on rigor, relevance and relationships to promote high levels of success for all students.

Community Action Corporation of South Texas (CACOST) is a non-profit agency whose mission is to continuously improve the lives of South Texans by providing high quality health care, education, housing and economic opportunities to reduce poverty through services and partnerships.

Terms of Partnership

Alice ISD and CACOST will begin their partnership for the 21st CCLC grant on August 1, 2021 and plan on remaining partners until July 31, 2026. Discussions will continue between these partners to ensure the on-going activities can be sustained after the grant funding period has ended.

Place of Business

Both parties have decided that the main place of business is at #2 Coyote Trail Alice, Texas 78332-4140. Activities will be conducted at each school site and serve as a center location. All locations are owned by Alice ISD.

Responsibilities of Partners

Alice Independent School District will:

Serve as the fiscal agency and be responsible for identifying students most in need of CACOST services and assisting them in submitting any information needed to be acquire CACOST services;

Provide CACOST presenters with a safe and secure location where they can meet to provide a presentation;

Provide time for students to attend online presentations from CACOST presenters;

Submit data to the funding agency in a timely manner;

Community Action Corporation of South Texas will:

Serve as a partner for Alice ISD's 21st CCLC;

Provide the district's Junior High Campus with Health Behavior Management Presentation through its on staff Professional Licensed Counselor;

Provide the district's Junior High Campus with Health and Nutrition Presentations through its on staff Registered Nurse;

Provide the district's Junior High Campus with Community Awareness Presentations through its on staff Registered Nurse;

Monitor and track all services/activities that are provided to students and submit data to district within 24 hours;

Submit invoices to the Project Director in a timely manner;

PARTNERSHIP AGREEMENT

Be available to meet with the Project Director to discuss any concerns or issues; and

Attend scheduled meetings.

Process payments in a timely manner;

Be available to meet with the Partner's point of contact to discuss any concerns or issues; and

Provide the Partner with sufficient notice of any meetings that need to be attended.

5. Grant Funding

Annual funds will be budgeted for this Partnership, which will be used to cover the cost for monitoring progress and purchasing needed supplies for the presenters.

By signing this agreement, the Partners agree to the conditions set within this Partnership Agreement. If either Partner chooses to terminate this contract, a written notification must be submitted with a thirty (30) day notice.

Alice Independent School District (AISD)

Community Action Corporation of South Texas (CACOST)



Dr. Carl Scarbrough, Superintendent

by
Guillermo Ruiz
Deputy Superintendent



Ann E. Awalt, Executive Director