



Brownsville Independent School District

Agenda Category: General Function Board of Education Meeting: 11/02/2026

Item Title: Nita M. Lowey 21st Century Community
Learning Centers, Cycle 13 - Texas ACE

X Action
 Information
 Discussion

BACKGROUND:

The Brownsville Independent School District Grants Department successfully submitted and was awarded the Nita M. Lowey 21st Century Community Learning Centers Cycle 13- Texas ACE (Afterschool Centers on Education) Grant in the amount of \$10,000,000 for the grant period September 1, 2026, through August 31, 2031.

The Texas ACE Program is a federally funded initiative administered by the Texas Education Agency (TEA) that provides high-quality afterschool and summer learning opportunities for students. Through this grant, Brownsville ISD will provide comprehensive academic support, enrichment activities, and family engagement services to students attending Breeden, Burns, Cromack-Castaneda, Gonzalez, Perez, Ortiz, Russell, Peña, Paredes, and Vermillion Elementary Schools.

Program services will be offered during non-school hours and are designed to improve student academic achievement, increase school attendance, promote positive behavior, and support the overall well-being and success of participating students. In addition, the program will provide meaningful opportunities for family engagement to strengthen partnerships between schools and families. Acceptance of this grant award will enable Brownsville ISD to offer these expanded learning opportunities at no cost to participating students and their families. Grant funds will support program personnel, instructional materials, enrichment activities, transportation, family engagement initiatives, and other allowable expenditures in accordance with Texas Education Agency grant requirements.

FISCAL IMPLICATIONS:

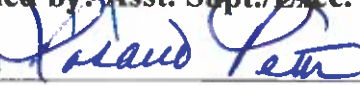
Fund 265- No Cost to District

RECOMMENDATION:

Recommend approval to accept the Nita M. Lowey 21st Century Community Learning Centers Cycle 13 - Texas ACE (Afterschool Centers on Education) grant in the amount of \$10,000,000 for the grant period September 01, 2026 to August 31, 2031, to provide academic support, enrichment activities, and family engagement opportunities for students attending Breeden, Burns, Cromack-Castaneda, Gonzalez, Perez, Ortiz, Russell, Pena, Paredes and Vermillion Elementary campuses.


J.J. Deleon / Diana E. Barron 
Submitted by: Principal/Program Director

J.J. Deleon
Recommended by: Asst. Supt./Exec. Dir.

Rosario Peña 
Approved by: Assistant Superintendent
Administration and Finance

Approved for Submission to Board of Education:


Dr. Timothy E. Cuff, Superintendent

When Necessary, Additional Background May Follow This.

Notice of Grant Award

Application Submit Date: 2/12/2026										Amendment Number: 00	
NOGA ID/ Reimbursement ID	Name of Grant Program	FAR Fund Code	FAR Rev Code	Fed Awd # CFDA #	Federal Aid Agency	TEA USE Only	Begin Date	End Date	Approval Date	Increase (Decrease)	Amount
276950137110018	2026-2027 NITA M. LOWEY 21ST CCLC, CYCLE 13, YEAR 1	265	5929	5287C260044 84.397C	USDE	69502713	9/1/2026	8/31/2027	10/16/2026	\$0.00	\$2,000,000.00

Application and any amendment thereto identified above, Received Date/Document Control Number/Application ID 003963026841, as revised or negotiated by the Texas Education Agency (TEA) hereby incorporated by reference and, therefore, made a part of this grant award. Also incorporated by reference into this grant award are the Provisions and Assurances contained in the incorporated application, the Request for Application (if applicable), the instructions to completing the Standard Application System (SAS), any guidelines which accompany the applications, including program and fiscal guidelines, and any and all attachments or appendices submitted by the applicant or included by TEA. This grant is made contingent upon the availability of funds from the funding entity to the Texas Education Agency for distribution to the subgrantee named above. If funding is not received, TEA assumes no liability for costs incurred by the grant recipient.

Offer Accepted by Grantee The digital signature of the applicant's authorized officer contained on the applicant's application referred to above, is hereby incorporated by reference and made a part of this grant/award contract	Approval ID of the Commissioner of Education or Designee Texas Education Agency
	

**Texas Education Agency
Supplement to Notice of Grant Award (NOGA)**

1	Subrecipient Name BROWNSVILLE ISD 1900 PRICE RD BROWNSVILLE, TX 78521	2	Subrecipient Unique Entity Identifier UEI (SAM): LNYUV6TAM7J9 CDN: 031901														
3	Subrecipient Information <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Grant name:</td> <td>2026-2027 NITA M. LOWEY 21ST CCLC, CYCLE 13, YEAR 1</td> </tr> <tr> <td>Subaward period of performance start and end date:</td> <td>See NOGA certificate</td> </tr> <tr> <td>Amount of federal funds obligated by this action:</td> <td>See NOGA certificate</td> </tr> <tr> <td>Total amount of federal funds awarded:</td> <td>See NOGA certificate</td> </tr> <tr> <td>Indirect cost rate:</td> <td>4.18%</td> </tr> <tr> <td>De minimis indirect cost rate:</td> <td>Not applicable</td> </tr> <tr> <td>Research and development grant:</td> <td>Not applicable</td> </tr> </table>			Grant name:	2026-2027 NITA M. LOWEY 21ST CCLC, CYCLE 13, YEAR 1	Subaward period of performance start and end date:	See NOGA certificate	Amount of federal funds obligated by this action:	See NOGA certificate	Total amount of federal funds awarded:	See NOGA certificate	Indirect cost rate:	4.18%	De minimis indirect cost rate:	Not applicable	Research and development grant:	Not applicable
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4	Subrecipient Terms and Conditions (1) New EDGAR including 2 C.F.R. Part 200 applies (2) Grant program requirements (a) Incorporated by reference in General and Fiscal Guidelines (b) Incorporated by reference in Program Guidelines (c) Incorporated by reference in General Provisions and Assurances (d) Incorporated by reference in Program-Specific Provisions and Assurances (if applicable) (3) Additional requirements Incorporated by reference in the To The Administrator Addressed correspondence sent to grantee as applicable (4) Access to subrecipient records Per 2 CFR §200.331, the subrecipient must permit TEA as the pass-through entity and auditors to have access to the subrecipient's records and financial statements as necessary for TEA to meet the requirements of this section. (5) Closeout of subaward (a) Incorporated by reference in General and Fiscal Guidelines (a) Incorporated by reference in NOGA transmittal letter																
5	Name of Pass-Through Entity Texas Education Agency	6	Contact Information for TEA Awarding Official See NOGA certificate														
7	Federal Award Information <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Federal awarding agency:</td> <td>USDE</td> </tr> <tr> <td>Federal award identification number:</td> <td>See NOGA certificate</td> </tr> <tr> <td>CFDA number:</td> <td>See NOGA certificate</td> </tr> <tr> <td>CFDA name:</td> <td>Twenty-First Century Community Learning Centers</td> </tr> <tr> <td>Federal award date:</td> <td>July 1, 2026</td> </tr> <tr> <td>Total amount of federal award:</td> <td>\$126,692,717</td> </tr> </table>			Federal awarding agency:	USDE	Federal award identification number:	See NOGA certificate	CFDA number:	See NOGA certificate	CFDA name:	Twenty-First Century Community Learning Centers	Federal award date:	July 1, 2026	Total amount of federal award:	\$126,692,717		
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Total amount of federal award:	\$126,692,717																
8	Federal Award Project Description Incorporated by reference in program guidelines																



SAS#: CCLCAA27

Organization: BROWNSVILLE ISD
 Campus/Site: N/A
 Vendor ID: 1746000418

County District: 031901
 ESC Region: 01
 School Year: 2026-2027

2026-2027 Nita M. Lowey 21st Century Community Learning Centers, Cycle 13, Year 1

General Information GS2000 - Certify and Submit

Due: 02/17/2026 11:59 PM

Application Status: Program Fiscal Negotiate

Amendment #: 00

Version #: 06

Description	Required	Status	Last Update
General Information			
GS2100 - Applicant Information	*	Complete	08/07/2026 11:02 AM
GS2300 - Negotiation Comments and Confirmation	*	Complete	09/24/2026 03:45 PM
Program Description			
PS3013 - Program Plan	*	Complete	01/07/2026 07:56 AM
PS3014 - Program Narrative	*	Complete	09/17/2026 11:57 AM
PS3400 - Equitable Access and Participation	*	Complete	01/12/2026 11:17 AM
Program Budget			
BS6001 - Program Budget Summary and Support	*	Complete	08/26/2026 07:51 AM
BS6101 - Payroll Costs	*	Complete	09/24/2026 03:40 PM
BS6201 - Professional and Contracted Services	*	Complete	08/25/2026 04:46 PM
BS6401 - Other Operating Costs	*	Complete	09/17/2026 07:53 AM
BS6501 - Debt Services	*	Complete	08/07/2026 02:34 PM
BS6601 - Capital Outlay	*	Complete	08/07/2026 02:35 PM
Provisions Assurances and Certifications			
CS7000 - Provisions, Assurances and Certifications	*	Complete	01/07/2026 07:54 AM

Certification and Incorporation Statement

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 further certify that any ensuing program and activity will be conducted in accordance with all applicable Federal and State laws and regulations; application guidelines and instructions; the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules submitted. It is understood by the applicant that this application constitutes an offer and, if accepted by the Texas Education Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official

 Select Contact: or

First Name: Dr. Timothy Initial: E Last Name: Cuff Title: Superintendent
 Phone: 956-698-0014 Ext: E-Mail: tecuff@bisd.us

Submitter Information

First Name: Timothy Last Name: Cuff
 Approval ID: timothy.cuff Submit Date and Time: 09/24/2026 04:10:12 PM

Schedule Status: Complete

Discretionary Competitive

Application ID: 0039630268410006



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General Information GS2100 - Applicant Information

Part 1: Organization Information

A. Applicant		
Organization Name: BROWNSVILLE ISD		
Mailing Address Line 1: 1900 PRICE RD		
Mailing Address Line 2:		
City: BROWNSVILLE	State: TX	Zip Code: 78521
B. Unique Entity Identifier (SAM)		
UEI (SAM): LNYUV6TAM7J9		

Part 2: Applicant Contacts

A. Primary Contact		Select Contact: Select One	or	Add New Contact
First Name: Dr. Timothy	Initial: E	Last Name: Cuff		
Title: Superintendent				
Telephone: 956-698-0014	Ext.:	E-Mail: tecuff@bisd.us		
B. Secondary Contact		Select Contact: Select One	or	Add New Contact
First Name: Juan	Initial: J	Last Name: De Leon		
Title: Director of Support Programs				
Telephone: 956-548-8242	Ext.:	E-Mail: jjdeleon@bisd.us		



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General Information GS2300 - Negotiation Comments and Confirmation

Part 1: General Comments

General Comments (TEA Use Only)

Congratulations on your award for the 2026-2027 Nita M. Lowey 21st Century Community Learning Centers, Cycle 13, Year 1 grant. I have been assigned your application for negotiations by following up on what was discussed with a coach(s) from Westat in July and via their emails that included their negotiation notes. Also, below you will find the Budget Schedule Completion Instructions.

Please send any questions to carmen.patrick@tea.texas.gov. We appreciate your patience and ask that you allow time for a response, as questions are addressed in the order they are received. Our team is working diligently to process all applications and amendments as efficiently and timely as possible.

Additionally, we request that all negotiations be completed no later than Wednesday, August 26, 2026, to help ensure timely processing and award administration.

Important Notice

There may be a system delay in populating the award allocation in BS6001 Part 1. If the award amount does not appear:

- ~ Allow at least 30 minutes for the system to complete the allocation setup.
- ~ If the award amount is still not populated after that time, please send me an email so I can investigate the issue

Part 2: Negotiation Items

This schedule is for TEA to document any required changes and communications to the applicant in the event this application requires negotiation. It will also require applicants to acknowledge that they have made the changes requested.

Applicants: For all negotiation notes below, please make the requested changes in the grant application itself.

- Please do check the "Change Completed" box.

- Please do not enter information in the "Grantee Comments" section, unless you are specifically instructed to do so.

Negotiation Items	
1.	Date: 08/07/2026 Schedule: Select One TEA Negotiation Note: Reminder: Attach the approved Center Operation Schedule and the Westat coach's approval email in eGrants when completing negotiations. Grantee Comments: ☒ LEA Completed Change
2.	Date: 08/07/2026 Schedule: PS3014 TEA Negotiation Note: Please address the email dated 7/21/2026 from Lauri Celli regarding the following action requested in schedule PS314 - Section A: Shared Service Agreement and Partnerships - please include your list of partners as outlined in G;Q3. Grantee Comments: ☒ LEA Completed Change
3.	Date: 08/07/2026 Schedule: PS3014



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2026-2027 Nita M. Lowey 21st Century Community Learning Centers, Cycle 13, Year 1

General Information

GS2300 - Negotiation Comments and Confirmation

TEA Negotiation Note:

Section C: SMART Goals - Applicant needs to revise all SMART goals to address Year one only. Applicant needs to reduce the verbiage to one sentence to include all components of SMART. Applicant cannot change the percentages already listed for Year one. Please correct in the eGrants system.

Grantee Comments:

☒ LEA Completed Change

4. Date: 08/07/2026

Schedule: PS3014 ▼

TEA Negotiation Note:

Section D: Measurable Progress - Please follow the SMART goal format, for all 3 quarters.

Grantee Comments:

☒ LEA Completed Change

5. Date: 08/07/2026

Schedule: PS3014 ▼

TEA Negotiation Note:

Section F: Request for Grant Funds - Award amount in application narrative adds to \$1,904,480, however the Per Pupil table coincides with the amount requested of \$2,000,000. Applicant needs to correct the narrative to equal requested amount in eGrants system. #2 Professional and Contracted Services - you may want to consider putting a small amount in this section in case you decide to utilize during the year. #4 Other Operating Cost - is the amount here sufficient to cover all transportation cost associated?

Grantee Comments:

☒ LEA Completed Change

6. Date: 08/07/2026

Schedule: PS3014 ▼

TEA Negotiation Note:

Section G: One Texas ACE Community - Question 1: The applicant addresses the marketing plan and recruitment of students but does not address the request: "Describe how the proposed program will recruit, screen, train, and retain required FTE positions, teachers, and other qualified staff.". Please adjust your response in eGrants.

Grantee Comments:

☒ LEA Completed Change

7. Date: 08/07/2026

Schedule: BS6001 ▼



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General Information

GS2300 - Negotiation Comments and Confirmation

TEA Negotiation Note:

1. Open BS6001. Save.
2. Verify that the Award Amount automatically populates in Part 1 of the schedule.
3. Once the award amount appears, set up the budget in Part 2 and any other applicable sections.
4. Save the schedule.
5. Review and make any necessary adjustments to all relevant budget schedules.
6. Save each adjusted schedule after making changes.
7. Ensure that all costs are consistent with the budget details provided in the LEA's Budget Narrative (PS3014).
8. After all updates have been completed and saved, Certify and Submit the application.

Grantee Comments:

☒ LEA Completed Change

8. Date: 08/25/2022

Schedule: Select One ▼

TEA Negotiation Note:

BS6101 show 14 admin support or clerical staff budgeted which does not seem to match section F. in the narrative. Please confirm that it is intended to budget 14 admin/clerical positions. If so, for the 14 admin positions budgeted, then why no Direct Administrative Costs claimed in the Direct Admin Breakout schedule? Please remember that there is a 5% cap in direct admin costs. Please correct, revise, and/or edit the appropriate schedules so that both budget narratives and budget schedules are all in agreement.

Grantee Comments:

☒ LEA Completed Change

BISD reviewed and revised the applicable budget schedules. The administrative support/clerical positions reported on BS6101 was an entry error and has been corrected to 13 positions, consistent with the staffing identified in Section F. The BS6001 Direct Administrative Cost Breakout has also been revised to appropriately distinguish program costs from direct administrative costs. Indirect costs were adjusted to ensure the 5% administrative cost limitation. The budget narrative and applicable budget schedules have been revised to ensure all amounts and staffing information are consistent.

9. Date: 09/15/2026

Schedule: PS3014 ▼

TEA Negotiation Note:

Budgeted amount in the BS6401 Other Operating Costs is \$219,520, but the amount being budgeted for Other Operating Costs in section F. of the narrative is \$428,311. The description of the costs in this section also seems to indicate that some funds should be budgeted in Remaining 6400 Costs That Do Not Require Specific Approval such as professional development, program monitoring and mileage. If any of those costs are for in state travel then they should be budgeted in Remaining 6400 Costs. Right now all funds in the BS6401 are budgeted for Out of State Travel and Educational Fieldtrips.

Grantee Comments:

☒ LEA Completed Change

The budget has been revised to add \$10,000 to the "Remaining 6400 Costs That Do Not Require Specific Approval" category. These funds are budgeted for allowable in-state costs associated with professional development, program monitoring, and mileage. The BS6401 and Section F narrative have been updated accordingly to ensure the budget schedules and narrative are aligned.

10. Date: 09/15/2026

Schedule: BS6401 ▼

TEA Negotiation Note:

Adjust costs as appropriate in regards to aligning activities with PS3014 as appropriate.

Grantee Comments:

☒ LEA Completed Change

Costs have been adjusted as appropriate to ensure alignment with the activities identified in PS3014. The applicable budget schedules and narrative have been revised accordingly.



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2026-2027 Nita M. Lowey 21st Century Community Learning Centers, Cycle 13, Year 1

General Information

GS2300 - Negotiation Comments and Confirmation

11.	Date: 09/17/2026	Schedule: PS3014
TEA Negotiation Note: F.1 - Payroll - the amounts listed for the the positions do not add up to \$1,543,480. I'm coming up with \$1M. Also, confirm or clarify "... 1 Secretary @ \$38,000 (13 Positions) ..." does this mean that the Grantee is using the grant funds to support 13 positions? Now when multiply the 13 positions by \$38,000, the total is \$1,456,000 - still short. All math in the narrative must add up correctly and be in agreement with what is in the Budget Schedules. Review the application to ensure that all elements are in alignment.		
Grantee Comments: ☒ LEA Completed Change The F.1 Payroll narrative has been revised to ensure that all position amounts add up correctly to the total budgeted amount and align with the Budget Schedules. The narrative has also been clarified to reflect that grant funds will support a total of 13 positions. All applicable amounts and descriptions have been reviewed and corrected for alignment.		
12.	Date: 09/17/2026	Schedule: BS6101
TEA Negotiation Note: Update the number for Administrative /Clerical staff number to reflect what is listed in the Program Budget Narrative.		
Grantee Comments: ☒ LEA Completed Change The correction has been made to reflect what is listed on the Program Budget Narrative.		
13.	Date: 09/24/2026	Schedule: BS6101
TEA Negotiation Note: The narrative has 1 secretary listed, align BS6101 Part 2 by entering 1 so that both narrative and BS6101 are in agreement.		
Grantee Comments: ☒ LEA Completed Change BS6101 Part 2 has been revised to ensure that the narrative and part 2 are in agreement.		

Add Row

Delete Row



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2026-2027 Nita M. Lowey 21st Century Community Learning Centers, Cycle 13, Year 1

Program Description PS3013 - Program Plan

Statutory, Standard and Program-Specific Assurances

A. Legal and Regulatory Compliance

1. The following assurances apply to this program. In order to meet the requirements of the program, the applicant must comply with these assurances. Selecting all assurances is required.
 - ☒ a. The applicant assures 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.
 - ☒ b. The applicant acknowledges that Per Section 22.0834 of the Texas Education Code (TEC), any person offered employment by any entity that contracts with TEA or receives grant funds administered by TEA (i.e., a grantee or subgrantee) is subject to the fingerprinting requirement. TEA is prohibited from awarding grant funds to any entity, including nonprofit organizations, that fails to comply with this requirement. For details, refer to the General and Fiscal Guidelines, Fingerprinting Requirement.
 - ☒ c. The applicant assures that the proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend. This includes sharing relevant data among the schools and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging State academic standards and local academic standards.
 - ☒ d. The applicant accepts and will comply with Every Student Succeeds Act Provisions and Assurances requirements.
 - ☒ e. The applicant assures that the community has been given notice of intent to apply, and the application and any waiver request will be available for public review after submission of the application.
 - ☒ f. The applicant assures that during the application process; meaningful consultation has taken place with Private Nonprofit School (PNP) Officials in the attendance zone. If the applicant is awarded and if private schools choose to participate, the signed Affirmation of Consultation with Private Nonprofit School (PNP) Officials, Title IV, Part B: 21st CCLC form will be submitted as required to the Federal Program Compliance Division – PNP Affirmations Smartsheet WorkApp by September 30, 2026.
 - ☒ g. The applicant assures that Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 TAC 206, 1 TAC Chapter 213, Federal Section 508 standards, and the WCAG 2.0 AA Accessibility Guidelines.
 - ☒ h. The applicant assures that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this competitive 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.
 - ☒ i. The applicant will adhere to all the Statutory and TEA Program requirements as noted in the 21st CCLC, Cycle 13, Year 1 Program Guidelines.
 - ☒ j. The applicants will target students who primarily attend schools eligible for Title I schoolwide programs under section 1114 and the families of such students.
 - ☒ k. The applicants acknowledge that grant funds remaining unexpended at the end of the annual expenditure reporting period will remain with TEA.
 - ☒ l. The applicant acknowledges that non-public education grantees must have a valid data sharing agreement with the school system(s) attended by participants that provides required information for TX21st data collection and addressing Family Education Rights and Privacy Act (FERPA) requirements.

B. Safety and Facility Use

1. The following assurances apply to this program. In order to meet the requirements of the program, the applicant must comply with these assurances. Selecting all assurances is required.
 - ☒ a. The program will take place in a safe facility that is properly equipped and easily accessible. This includes providing access to classrooms, gyms, cafeterias, computer labs, laptops and other technology, equipment and/or spaces necessary to provide high-quality activities.
 - ☒ b. Site Coordinators will have a dedicated space to conduct administrative requirements, store supplies and confidential information, and meet with staff, students, and parents.
 - ☒ c. The program will always supervise activities with qualified staff at adult-to-student ratios of 1:15 or better.
 - ☒ d. The program will comply with TEA orders to cease all or partial grant operations at any center when unsafe conditions are reasonably documented or observed.
 - ☒ e. The program will offer all activities at an approved center or, on a limited and pre-approved basis, at an adjunct site or during an approved field trip. Feeder schools are not considered centers and must be approved as adjunct sites for limited program activities.



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2026-2027 Nita M. Lowey 21st Century Community Learning Centers, Cycle 13, Year 1

Program Description PS3013 - Program Plan

C. Program Design and Implementation

1. The following assurances apply to this program. In order to meet the requirements of the program, the applicant must comply with these assurances. Selecting all assurances is required.

- ☒ a. The program will begin services for students and families no later than October 5, 2026, unless specifically approved by TEA.
- ☒ b. The program will begin services for students and families no later than the first Tuesday after Labor Day in all continuation years, unless specifically approved by TEA.
- ☒ c. The program will provide all services at no cost to participants or their families.
- ☒ d. The program will comply with the prohibition on generating program income described herein.
- ☒ e. The program will comply with limits on contracted services described herein.
- ☒ f. The program will adhere to the targeted student and adult family member participation requirements and meet the targeted participation numbers established in the Year 1 award. Applicants acknowledge that proposed amendments that reduce the level of services to below the Year 1 targeted participation numbers will be approved only in extreme or unusual circumstances and that failure to adhere to service targets may result in funding reductions or being disqualified for grant continuation.
- ☒ g. The program will adhere to the minimum operation requirements. Applicants acknowledge that failure to adhere to minimum requirements may result in funding reductions or being disqualified for grant continuation.
- ☒ h. The program will implement schedules that promote consistent participation by students most in need. The program will not use scheduling practices designed to temporarily enroll students just to meet participation targets and then remove them from the program.

D. State Support Activities and Reporting Requirements

1. The following assurances apply to this program. In order to meet the requirements of the program, the applicant must comply with these assurances. Selecting all assurances is required.

- ☒ a. The program will participate in all state support activities as outlined in the Program Guidelines and Texas ACE Roadmap to High-Quality Out-of-School Time. This includes engaging with TEA and its contractors in conducting state-required activities, including but not limited to strategic planning, action planning or corrective actions, site visits, program quality and compliance monitoring, statewide evaluation, impact reporting, technical assistance, and training.
- ☒ b. The program will adhere to all Texas 21st Century Student Tracking (TX21st) system data reporting requirements, including entering program attendance at least weekly.

E. Stakeholder Engagement and Communication

1. The following assurances apply to this program. In order to meet the requirements of the program, the applicant must comply with these assurances. Selecting all assurances is required.

- ☒ a. The program will regularly engage a group of stakeholders to serve as the Texas ACE steering committee charged with providing feedback to increase program quality, build community awareness, evaluate program effectiveness, and inform operations and sustainability plans. Membership will be voluntary, diverse, and qualified to support efforts to increase quality and visibility of the program in the community.
- ☒ b. The program will use the Texas ACE logo in all outreach and communication materials, and the grantee will comply with Texas ACE branding guidelines.
- ☒ c. The program will make annual Texas ACE Impact Reports available to the public.



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2026-2027 Nita M. Lowey 21st Century Community Learning Centers, Cycle 13, Year 1

Program Description
PS3014 - Program Narrative

Please include complete narrative responses for each question below.

A. Shared Service Arrangements and Partnerships

1. Shared Service Arrangements (SSAs), and Partnerships are permitted for this application. Only school systems and ESCs may apply as an SSA. If applying as the fiscal agent for an SSA, please use this space to list the fiscal agent and all member school systems. If applying in Partnership, use this space to list all partnering eligible entities. If applying as a single entity, state that in the space below.

Brownsville ISD is applying as a single entity. BISSD ACE will develop a collaborative partnership with higher education institutions, including Texas Southmost College, and community-based organizations such as Good Samaritan, Communities in Schools, and the City of Brownsville to expand access to high-quality academic, enrichment, and family support services for underserved students and families.



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Campus/Site: N/A
Vendor ID: 1746000418

County District: 031901
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2026-2027 Nita M. Lowey 21st Century Community Learning Centers, Cycle 13, Year 1

Program Description PS3014 - Program Narrative

B. Standard Review Criteria: Identify and Address Needs

Applicants must conduct a needs assessment to evaluate the community and campus needs that will be addressed at the proposed center(s) and to evaluate current available resources.

1. List at least three quantifiable needs, as identified in your needs assessment, that these program funds will address. Include compelling demographic and academic performance data.

1. Concentrated Economic Disadvantage: Across BISD program sites, the average rate of economic disadvantage is 91.7%, with 6 of 10 campuses at or above 90% (Vermillion 98.6%, Cromack–Castaneda 97.5%, Russell 97.7%, Perez 95.6%, Burns 93.3%, Ortiz 92.5%). Students in high poverty environments often lack access to academic resources and enrichment opportunities. Program funds will reduce participation barriers and expand equitable access to afterschool and summer learning. Because these campuses serve overwhelmingly economically disadvantaged populations, the program targets at risk students experiencing low academic performance, limited enrichment exposure, language barriers, or unstable home conditions. Academic support, enrichment activities, and safe learning environments strengthen engagement.

2. High Percentages of English Learners with Low Reading Proficiency: Several campuses serve high percentages of English Learners—Perez (60%), Cromack–Castaneda (59%), and Russell (51%). These campuses also report low reading proficiency—Russell (44%) and Perez (48%)—showing a need for targeted language and literacy support.

3. Chronic Absenteeism: Chronic absenteeism averages 24.1% across program sites, with 7 of 10 campuses at or above 25% (Perez 30.7%, Russell 27.1%, Burns 26.7%, Vermillion 26.3%, Gonzalez 26.0%, Ortiz 26.0%, Cromack–Castaneda 25.1%). Program funds will support mentoring, family outreach, and engagement strategies to improve attendance and learning outcomes.

2. Describe the multiple data sources used, and stakeholder feedback provided when conducting the need assessment.

The needs assessment was conducted using multiple quantitative data sources and stakeholder input to ensure a comprehensive understanding of student and family needs. District student information systems ESchoolsPlus, were used to analyze demographic and enrollment data, including total campus enrollment, percentages of economically disadvantaged students, English Learners, and other special populations. Academic performance data were reviewed from state and local assessments, including the 2024–2025 Texas Academic Performance Report and the 2024 TEA Accountability Report, to examine campus accountability ratings and student proficiency in Reading and Math, as well as students requiring accelerated instruction under HB 4545. Attendance records and chronic absenteeism rates were analyzed to identify engagement barriers impacting academic success. In addition, stakeholder feedback was gathered through BISD leadership meetings, campus staff input, and community surveys. Campus and District Improvement Plans were also reviewed to ensure alignment with identified priorities. This multi-source, data-driven approach ensured that identified needs were measurable, clearly defined, and responsive to the academic, social, and family needs of the BISD community.

3. Describe why the needs assessment indicates the need for afterschool and summer programs.

The assessment demonstrates a clear need for afterschool and summer programs to support academic growth, enrichment, and student engagement. Data show 51% of students at participating campuses perform below grade level in core subjects, highlighting learning gaps that require additional instructional time and targeted support beyond the school day. Challenges are intensified as 89.3% of students are economically disadvantaged or identified as special populations, who often lack access to tutoring, enrichment, and structured learning outside school. Qualitative feedback from family surveys, stakeholder meetings, teachers, and community partners reinforces this need. Stakeholders consistently expressed demand for safe, structured programs providing academic support, enrichment, and adult supervision during non-school hours. Families emphasized programs that maintain learning engagement while addressing the childcare needs of working parents. Afterschool and summer programming address these gaps by extending learning time, reinforcing core skills, and offering enrichment that promotes motivation, attendance, and social-emotional growth. These programs also support working families with reliable, high-quality supervision, ultimately improving academic outcomes and student success.

4. Describe of how the proposed program will address those needs, including the needs of working families.

The proposed program is designed to directly address academic, attendance, and engagement needs while supporting working families. It integrates high-quality academic interventions through small-group instruction at a 15:1 student-to-teacher ratio and High-Impact Tutoring (HIT) at a 3:1 ratio, combined with enrichment activities including STEM clubs, arts and crafts, theater arts, cooking classes, and sports to reinforce learning and increase engagement. Enrichment promotes growth through applied learning, such as strengthening math skills through cooking and improving reading fluency, comprehension, and language development through theater arts, particularly for students requiring accelerated instruction under HB 4545. High-interest enrichment reduces chronic absenteeism by fostering positive school connections and motivating attendance. English Learners benefit from collaborative, language-rich environments, while economically disadvantaged students gain access to enrichment opportunities that may otherwise be unavailable. The program aligns with the regular school day through shared staff, use of campus facilities, and coordination with campus improvement goals. For families, it provides a safe, structured, and academically enriching environment beyond school at little to no cost, offering peace of mind, reduced evening stress, and meaningful support for student success.



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C. Standard Review Criteria: SMART Goal

Establish and list summative program-level SMART (Specific Measurable Achievable Relevant Timely) goals for each of the Texas State Indicators that will be accomplished by August 31, 2027.

1. Improvement in school-day math academic performance

By the end of Year 1, at least 65% of regularly participating BISD Texas ACE students in grades 1–5 will meet or exceed grade-level math expectations by earning a 75 or above in school-day math.

2. Improvement in school-day reading academic performance

By the end of Year 1, at least 65% of regularly participating BISD Texas ACE students in grades 1–5 will meet or exceed grade-level reading expectations by earning a 75 or above in school-day reading.

3. Improvement in school-day attendance

By the end of Year 1, at least 65% of regularly participating BISD Texas ACE students in grades 1–5 will meet or exceed grade-level reading expectations by earning a 75 or above in school-day reading.

4. Improvement in student engagement

By the end of Year 1, at least 82% of regularly participating BISD Texas ACE students in grades 1–5 will earn an Excellent or Satisfactory behavior rating on their school-day report card by the end of the sixth six weeks.

5. Improvement in family engagement

By the end of Year 1, at least 52% of parents or guardians of regularly participating BISD Texas ACE students in grades 1–5 will participate in at least two Texas ACE activities or events during the school year.



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D. Standard Review Criteria: Measurable Progress

Identify the quantifiable benchmarks that you will use at the end of the first three Year 1 grant quarters (November, February, May) to measure progress toward meeting the SMART goals defined for the grant.

1. November (2026)

By November 2026, at least 70% of ACE program participants will demonstrate academic progress by improving or maintaining passing grades in core academic subjects from the end of the first six weeks to the end of the second six weeks grading period. Additionally, 70% of students will show growth on district benchmark assessments and progress monitoring measures. Program staff will review report cards, progress reports, benchmark exam data, attendance records, and available state assessment indicators to monitor student achievement and identify students requiring additional support.

2. February (2027)

By February 2027, at least 75% of ACE program participants will improve or maintain passing grades in core academic subjects from the end of the first six weeks to the end of the fourth six weeks grading period. At least 75% of participants will demonstrate measurable growth on benchmark assessments and academic progress monitoring tools compared to baseline data collected at the beginning of the school year. Progress will be measured through report cards, progress reports, benchmark assessment results, attendance data, and available state assessment indicators.

3. May (2027)

By May 2027, at least 80% of ACE program participants will improve or maintain passing grades in core academic subjects from the end of the first six weeks to the end of the sixth six weeks grading period. Additionally, 80% of students will demonstrate academic growth on district benchmark assessments and state assessment measures when compared to baseline performance data. Program success will be evaluated through report cards, progress reports, benchmark exam results, state assessment data, and attendance records to ensure students are meeting grant performance objectives.

E. Standard Review Criteria: Project Evaluation and Modification

1. If the quantifiable benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program. Include example(s) of how your organization successfully managed high quality grant implementation in the past.

The evaluation plan is a collaborative effort, involving stakeholders to review data, assess program effectiveness, and guide continuous improvement throughout the grant. The plan includes collaborative efforts with ACE staff, campus administration, and TEA/Westat, to submit evidence, create logic models, document program activities, align performance measures with SMART goals, and document program effectiveness. The coordinator will review center level data for program improvement. The Director will conduct regular site visits to assess program progress and provide oral and written feedback. Director will be responsible for reviewing quarterly benchmarks, assessing the effectiveness of programming, identifying programs not making adequate progress toward program goals, and developing action plans. Action plans will be created for centers needing to make sufficient progress toward program goals, which will identify steps necessary for the centers to ensure they meet their yearly goals. The Director will follow up with the coordinators biweekly to monitor the progress of the action plan and make any adjustments as needed aligned with the Texas ACE – Local Evaluation Guide, Blueprint, Coaching to Quality Method (CTQ) to Quality Assurance Process (QAP), Project Plan's Capacity Development Process (CDP), Project Plan's Accelerated Learning Guide (including HIT-High Impact Tutoring Toolkit, HQIM-TEA Available Materials, and High-quality Enrichment and Family Engagement.



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F. Standard Review Criteria: Request for Grant Funds

List all 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. If awarded, grantees will be required to budget planned expenditures in the BS6001 and associated budget schedules during negotiations.

1. Payroll Costs-Include a description of the cost(s) and a dollar amount. If you will not be budgeting in this class/object code, please enter "N/A" or "\$0."

Payroll \$1,543,480.

1 Program Director @ \$82,000, 1 Program Specialist @ \$75,000, (10) Site Coordinators @ \$520,000 and 1 Secretary @ \$38,000 (13 Positions in total for the grant) Benefits totaling \$48,000 and Supplemental duty pay for teachers, HIT tutors and classified staff in the amount of \$780,480 all are responsible for coordinating and implementing grant-funded activities, including academic support and enrichment services.

2. Professional and Contracted Services-Include a description of the cost(s) and a dollar amount. If you will not be budgeting in this class/object code, please enter "N/A" or "\$0."

Professional and Contracted Services-\$10,000

Funds will be used to support contracted professional services necessary for the implementation of the Texas ACE program, including services that provide program support, training, or technical assistance.

3. Supplies and Materials-Include a description of the cost(s) and a dollar amount. If you will not be budgeting in this class/object code, please enter "N/A" or "\$0."

Supplies and Materials – \$209,000

This category includes instructional materials, classroom supplies, curriculum resources, technology-related consumables, and enrichment materials required to implement academic and enrichment activities. All supplies will directly support student learning outcomes and align with program goals and grant objectives.

4. Other Operating Costs-Include a description of the cost(s) and a dollar amount. If you will not be budgeting in this class/object code, please enter "N/A" or "\$0."

Other Operating Costs – \$219,520.

Funds will support allowable program operating costs necessary for implementation of the Texas ACE program, including student transportation and busing for afterschool and summer programming, educational field trips, and allowable grant-related travel. Category includes allowable travel expenses such as mileage, lodging, and registration fees for grant-related trainings, professional development, program monitoring, and coordination meetings. All travel will be essential to program implementation and conducted in compliance with district and grant guidelines.

In Direct Cost: \$18,000

5. Capital Outlay-Include a description of the cost(s) and a dollar amount. If you will not be budgeting in this class/object code, please enter "N/A" or "\$0."

Costs are not included in this budget category. \$0.

6. Total Grant Award Requested- Be sure to include the sum of the amounts in all class/object codes and any administrative costs in this total. If selected for award, the amount entered here will determine the amount awarded. Only a dollar amount will be accepted for this answer.

\$2,000,000.00



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G. Statutory and Program Requirements: One Texas ACE Community

Texas ACE grantees regularly engage a variety of stakeholders to support continuous improvement and plan for sustainability beyond the grant cycle.

1. Describe how the proposed program will recruit, screen, train, and retain required FTE positions, teachers, and other qualified staff. If the program plans to use volunteers in activities, describe how the program will encourage and use volunteers appropriately. If the program plans to employ high school students, explain how they will be supported and supervised.

BISD will recruit, screen, train, and retain qualified staff for Texas ACE Cycle 13 through established district procedures. The majority of Cycle 11 staff are expected to transition to Cycle 13, subject to eligibility and BISD hiring requirements, providing continuity for students, families, campuses, and community partners. BISD will recruit qualified candidates for required FTE positions, teachers, tutors, and other program staff through internal and external recruitment, with the Project Director position prioritized. Applicants will be screened according to BISD Human Resources policies, including verification of qualifications, certifications, experience, and required background checks.

New and returning staff will receive orientation and ongoing professional development in Texas ACE requirements, student safety, classroom management, positive youth development, academic enrichment, HIT, HQIM, data documentation, and family engagement. BISD will support retention through coaching, professional development, collaboration, and ongoing staff support.

BISD ACE will encourage appropriate volunteer participation in enrichment activities, family events, and other program activities. Volunteers must complete required applications, criminal history checks, and district screening procedures and will be supervised by the Site Coordinator and campus principal. Volunteers will not replace required staff. BISD does not plan to employ high school students as program staff.

2. Describe how the proposed program will engage a representative steering committee for the life of the grant cycle. Describe the proposed members, engagement methods, and primary responsibilities of the committee.

The proposed BISD ACE program will form a Leadership Committee to guide program implementation and ensure goals are met throughout the grant cycle. Membership will include district administrators, campus principals, ACE site coordinators, teachers, family representatives, and, when appropriate, student voices to ensure decisions reflect the needs of all groups served. The Committee will also include community partners and collaborating agencies, such as local community-based organizations, youth-serving entities, higher education institutions like Texas Southmost College, and family support organizations like Good Samaritan. Their participation strengthens alignment between ACE services and community resources while providing expertise in enrichment programming, college and career readiness, health and wellness, and family engagement. The Committee will engage through in-person and virtual meetings, data review sessions, surveys, email communication, and collaborative planning activities. Regular communication and shared decision-making will ensure the Leadership Committee serves as a central structure for accountability, continuous improvement, and sustainable program success.

3. If applicable, describe the proposed partnership(s) between local educational agencies, community-based organizations, and any other public or private eligible entities. Include how the partnership will contribute to program goals and sustaining the program over time. 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. Enter "N/A" in the box below if not participating in a planned partnership.

BISD ACE will develop a collaborative partnership with higher education institutions, including Texas Southmost College, and community-based organizations such as Good Samaritan, Communities in Schools, and the City of Brownsville to expand access to high-quality academic, enrichment, and family support services for underserved students and families. Letters of support from these partners are included in the attachments. BISD will serve as the fiscal agent and lead coordinator.

Community-based organizations will provide specialized services, including academic enrichment, mentoring, college and career readiness, social-emotional learning, enrichment activities, and monthly family engagement workshops. This partnership expands access to services outside the regular school day and in formats not currently available at participating campuses. By leveraging community and higher education resources, these collaborations directly support program goals and strengthen long-term program sustainability and impact.



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H. Statutory and Program Requirements: Two Crucial Times

Texas ACE centers operate at two crucial times, afterschool and in the summer. More time engaged with high-quality learning experiences enables students to accelerate learning, particularly when using evidence-based design principles.

1. Indicate if the program will operate afterschool; afterschool with HIT; afterschool and in the summer, or afterschool with HIT and in the summer. Provide a need-based rationale for the selected schedule. If the program will offer additional activities in the morning or during other times when school is not in session, describe those activities and explain how they meet student needs. If the program plans to serve an Alternative Education Campus or Special Assignment School and is requesting a 30-day afterschool participation target, include a justification for this request.

The BISD ACE program will run after school with High-Impact Tutoring (HIT) during the school year and provide a comprehensive summer program aligned with TEA's principles for extended learning. Afterschool programming will be held Monday to Friday from 3:15 p.m. to 6:15 p.m., ensuring adequate time for both enrichment and HIT. Summer programming will align with BISD's summer learning calendar to support continuous academic acceleration and family engagement.

All participating campuses are Title I for elementary schools in BISD, with significant need: at-risk rates of 58.7% to 85%. Campuses like Perez and Russell have notable absenteeism, underscoring the need for structured programming to bolster school-day learning and attendance.

HIT will occur in 3–5 weekly sessions, targeting students with risk factors such as below-grade-level performance, at-risk status, chronic absenteeism, or inconsistent school engagement. This consistent schedule is essential for effective HIT implementation.

Summer programming addresses learning loss, especially in literacy and numeracy, responding to chronic absenteeism exceeding 25% at several campuses. Summer ACE program will focus on HIT-aligned academic acceleration, engagement enrichment, family programs, and coordination with BSD's summer school.

2. Describe the recruitment, retention, and engagement strategies that will be conducted to meet target attendance goals for students and adult family members. Describe the applicant's plan to inform the community about the centers in a manner that is understandable and accessible.

The BISD ACE program will implement a comprehensive, data-driven recruitment strategy to engage elementary students with the greatest need across Brownsville ISD campuses. Enrollment will prioritize students identified through academic gaps, chronic absenteeism, behavioral concerns, and other at-risk indicators using campus data and teacher and administrator referrals. Recruitment efforts will include targeted classroom outreach, bilingual flyers, school announcements, social media messaging, and a visible ACE presence at open houses, Meet the Teacher events, parent conferences, and community activities to ensure equitable access. Student retention will be supported through strong relationship building, consistent family communication, and engaging enrichment opportunities in STEAM, the arts, and athletics. Incentives such as attendance celebrations, student showcases, and ACE certificates will encourage participation. Certified teachers will provide academic support aligned with school-day instruction. Adult family members will be recruited through bilingual flyers, social media outreach, and campus-based invitations. Retention will emphasize culturally responsive programming such as cooking classes, GED preparation, technology training, and financial literacy workshops. Student and family engagement will be strengthened through trained staff, student voice, collaborative family events, and a bilingual, multi-platform communication plan supported by community partnerships.



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I. Statutory and Program Requirements: Three Key Strategies

Texas ACE centers implement the key strategies of strong program operations, alignment with the school-day, and community involvement. These strategies assure a safe and academically enriching environment that is community-centered and more likely to sustain.

1. Demonstrate how the proposed program will ensure strong program operations. Include a description of 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.

BISD ACE will ensure high-quality program operations through clearly defined procedures, coordinated staffing, and ongoing monitoring aligned with BISD transportation guidelines and ACE program policies. Each program site will be led by a trained Site Coordinator who is responsible for daily operations, staff supervision, student attendance tracking, implementation of safety protocols, and compliance with all grant requirements. Safe and reliable transportation is a critical component of the BISD ACE program. To support consistent student participation, BISD will provide district-approved transportation services in full accordance with BISD and state transportation policies. Students will be transported daily from each ACE center to their homes using BISD school buses operated by certified drivers who meet all district and state requirements. The transportation plan includes clearly defined procedures for student loading and unloading, identification and management of danger zones, incident response protocols, school bus rules, and safety procedures for students who walk home. Consistent and clearly communicated dismissal procedures will be enforced at all program sites to ensure student safety and program accountability.

2. Describe how the proposed program will align with the school-day. Demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources. This includes coordination with, but not limited to, academics, food services, security, health services, and special education.

The proposed BISD ACE program is intentionally aligned with the regular school day to ensure continuity of instruction, seamless student support, and effective use of public resources. Program activities complement and reinforce daytime academic instruction by aligning with district curriculum standards, campus improvement goals, and student performance data. BISD ACE supports district priorities and TEA initiatives to improve student outcomes while maximizing federal, state, and local resources. Programming leverages district and campus resources to enhance access to high-quality afterschool and summer learning opportunities. BISD provides afterschool supper through child nutrition services, campus security, a nurse, school-day administrative oversight, office space, and administrative support. Special education accommodations are provided to ensure inclusive access for all ACE students. ACE sites participate in aligned initiatives such as Additional Days School Year (ADSY), Good Samaritan Community Services, Communities in Schools, Texas Reads, and Texas Leads, as well as coordinated programs including the National School Lunch Program, School Meal Grant, School Safety Grants, Palo Alto National Park Foundation, and TEA Teacher Incentive. This coordinated approach strengthens alignment, reduces duplication, and enhances academic and enrichment outcomes for students.

3. Describe how the proposed program will involve the local community in sustainability efforts. Demonstrate 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.

The proposed BISD ACE program will actively involve the local community in sustainability efforts through partnerships with Texas Southmost College, Good Samaritan, Communities in Schools, the City of Brownsville, and other local agencies. These partners provide ongoing academic, enrichment, and family support services, ensuring program activities remain accessible beyond the grant period. The preliminary sustainability plan leverages community partnerships to maintain enrichment and family engagement programs, integrate ACE activities into district initiatives, and use evidence of program effectiveness to secure additional local, state, and private funding. Grant resources support capacity building through staff training, high-quality instructional materials, technology, and enrichment programming that can be maintained locally. Key sustainable elements for continued development include professional development (ACE training, data analysis, and STAAR planning), homework and credit recovery labs for at-risk students, and family engagement activities such as career and college exploration, technology support, parenting classes, and community events.



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J. Statutory and Program Requirements: Four Activity Types

Texas ACE centers strive to provide a variety of coherent activities aligned with local needs, resources, and interests. All centers must provide targeted academic support, student interest-based enrichment, college and career readiness, and family engagement activities.

1. Demonstrate how the program will use 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 BISD ACE program will implement a comprehensive set of evidence-based best practices aligned with district priorities and TEA expectations. Certified teachers will deliver High-Impact Tutoring (HIT) using TEA-approved High-Quality Instructional Materials (HQIM) and the district's evidence-based curriculum to strengthen reading and math through targeted academic support. Junior- and senior-level education majors, preferably in math and literacy, will support instruction by reinforcing learning and providing individualized and small-group assistance.

Evidence-based cognitive strategies, including making connections, activating background knowledge, drawing inferences, creativity, and structured academic dialogue (e.g., think-turn-talk), will be embedded across tutoring and enrichment activities to increase comprehension and engagement. Student selection for HIT and targeted interventions will be guided by district benchmarks, TANGO Trends, state assessments, and teacher recommendations, ensuring a data-driven approach.

To complement academics and promote positive youth development, staff will facilitate high-interest enrichment activities that sustain motivation and participation. College and Career Readiness programming will include STEM experiences, career exploration, leadership development, entrepreneurship activities, and field trips. Together, these strategies ensure improved academic outcomes, future-ready skills, and holistic student development.

2. Describe the proposed program activities within each activity type and how the activities are expected to improve student academic achievement and overall student success. If choosing to implement HIT and/or summer programming provide descriptions of these specific activities.

The BISD ACE program will provide coordinated academic, enrichment, college- and career-readiness, and family-engagement activities to improve student achievement, attendance, and whole-child success.

Academic activities include High-Impact Tutoring (HIT) delivered by certified teachers using TEA-approved high-quality instructional materials (HQIM) and district-adopted evidence-based curricula. Students are selected using district benchmarks, TANGO Trends, state assessments, and teacher recommendations. HIT follows a 15:1 model: 2-3 students receive small-group instruction for 30-45 minutes while others engage in enrichment. Students rotate, ensuring two to three HIT sessions weekly while accessing enrichment, providing targeted support to accelerate learning.

Enrichment, led by trained staff and teachers, includes STEAM, arts, physical fitness, leadership clubs, and project-based learning to expand motivation, creativity, and social-emotional skills. College and Career Readiness activities include STEM challenges, career days, entrepreneurship projects, leadership development, and field experiences such as college visits, SpaceX tours, museums, and zoo learning.

Summer programming will extend learning through HIT, literacy and math acceleration, and hands-on enrichment, preventing learning loss and sustaining engagement. This model strengthens academic outcomes, attendance, youth development, and postsecondary success.



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K. Statutory and Program Requirements: Five Measurable Goals

Texas ACE grantees report performance on goals determined by the Government Performance Results Act (GPRA) and set local SMART goals aligned with state indicators. Refer to the summative SMART goals established for the proposed program and provide descriptions of how these goals will align with the "measures of effectiveness" set forth in federal statute.

1. Describe how this set of established performance measures is aimed at ensuring the availability of high-quality academic enrichment opportunities.

Brownsville ISD's established SMART goals are intentionally designed to ensure the availability of high-quality academic enrichment opportunities aligned with Texas ACE measures of effectiveness. By setting clear, incremental annual targets in reading proficiency, attendance, and student engagement, the program creates a structured framework that drives continuous improvement and supports meaningful student outcomes.

The Year 1 benchmarks—65% of students meeting reading expectations, 80% maintaining strong attendance, and 82% demonstrating positive engagement—provide a data driven baseline that guides instructional planning, family outreach, and targeted interventions. These measures ensure that academic enrichment is responsive to student needs and aligned with school day priorities.

As targets increase annually, the program maintains accountability while strengthening the quality and consistency of learning experiences. The deliberate progression supports stronger literacy instruction, improved attendance behaviors, and enhanced social emotional development, all of which contribute to a safe, supportive, and academically focused after school environment.

Collectively, these performance measures ensure that ACE students have reliable access to enrichment opportunities that reinforce grade level learning, promote regular school attendance, and cultivate positive behavior—ultimately advancing the program's mission to improve academic success and overall student well-being.

2. Describe how the proposed program is based upon evidence-based research that will help students meet the challenging State academic standards and any local academic standards.

Brownsville ISD's proposed ACE program is grounded in evidence-based practices that support students in meeting state academic standards and district performance expectations. Program SMART goals for reading proficiency, attendance, and engagement are aligned with TEKS-based instruction, district priorities, and research-supported strategies that promote accelerated learning and whole-child development.

High-Impact Tutoring (HIT) serves as the primary academic intervention and is based on the Texas Education Agency's evidence identifying high-dosage, small-group tutoring as an effective strategy for improving reading outcomes. Certified teachers deliver HIT using TEA approved High-Quality Instructional Materials (HQIM) and district-adopted curricula aligned to grade-level TEKS. Students are selected using multiple data sources, including district benchmarks, TANGO Trends, state assessment data, and teacher input, ensuring targeted support based on demonstrated need.

Enrichment activities reinforce academic learning through STEAM, fine arts, physical wellness, leadership, and project-based learning. College and career readiness activities support state CCMR goals through STEM challenges, career exploration, and experiential learning opportunities. Together, these components provide targeted, standards-aligned support that improves reading achievement, attendance, and student engagement.

3. Describe how the measures of student success align with the regular academic program of the school and the academic needs of participating students and how the program will collect the data necessary for the measures of student success.

The BISD ACE program aligns student success measures with campus academic goals to improve outcomes in reading and math. Using district instructional practices and data-driven decision-making, progress is monitored through benchmarks, TANGO Trends reports, state assessments, and teacher input. Collaboration between campus staff and grant leadership ensures alignment with school and district expectations.

High-Impact Tutoring (HIT) is a core component and uses TEA-approved materials and district-adopted, evidence-based curricula. HIT delivers targeted small-group instruction that complements the school day and supports individualized learning goals through two to three weekly sessions. Instructional data collected during tutoring informs adjustments to support and maximize student growth.

Attendance, engagement, and academic progress are reviewed regularly to guide implementation. SMART goals align ACE programming with campus improvement efforts, strengthen instruction, and promote sustained student achievement, ensuring that all participating students receive focused, standards-aligned support.

Schedule Status: Complete

Discretionary Competitive

Application ID: 0039630268+10006



Organization: BROWNSVILLE ISD
Campus/Site: N/A
Vendor ID: 1746000418

County District: 031901
ESC Region: 01
School Year: 2026-2027

SAS#: CCLCAA27

2026-2027 Nita M. Lowey 21st Century Community Learning Centers, Cycle 13, Year 1

Program Description
PS3400 - Equitable Access and Participation

Part 1: Equitable Access and Participation

Help

Indicate below 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 any grant within this application.
- ☐ Barriers exist to equitable access and participation for the following groups receiving services funded by any grant within this application, as described below.

Barriers	
Group	Description
1. Select One ▼	

Add Line

Remove Line



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Program Budget
BS6001 - Program Budget Summary and Support

Statutory Authority: 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. 717)

Part 1: Available Funding

Available Funding	
Description	2026-2027 CCLC, Cycle 13, Yr 1
1. Fund/SSA Code	265
2. Planning Amount	
3. Final Amount	\$2,000,000
4. Carryover	
5. Reallocation	
Total Funds Available	\$2,000,000

Part 2: Budget Summary

A. Budgeted Costs		
Description	Class/ Object Code	2026-2027 CCLC, Cycle 13, Yr 1
1. Consolidated Administrative Funds		☐ Yes ☒ No
2. Payroll Costs	6100	\$1,543,480
3. Professional and Contracted Services	6200	\$10,000
4. Supplies and Material	6300	\$209,000
5. Other Operating Costs	6400	\$219,520
6. Debt Services	6500	\$0
7. Capital Outlay	6600	\$0
8. Operating Transfers Out	8911	\$0
Total Direct Costs		\$1,982,000
9. Indirect Costs		\$18,000
Total Budgeted Costs		\$2,000,000
Total Funds Available Minus Total Costs		\$0
10. Payments to Member Districts of SSA	6493	



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2026-2027 Nita M. Lowey 21st Century Community Learning Centers, Cycle 13, Year 1

Program Budget
BS6001 - Program Budget Summary and Support

B. Pre-Award Costs

Description	Class/ Object Code	2026-2027 CCLC, Cycle 13, Yr 1
1. Payroll Costs	6100	\$25,000
2. Professional and Contracted Services	6200	
3. Supplies and Material	6300	
4. Other Operating Costs	6400	
5. Debt Services	6500	
6. Capital Outlay	6600	
7. Operating Transfers Out	8911	
Total Direct Costs		\$25,000
8. Indirect Costs		
Total Pre-Award Costs		\$25,000

C. Breakout of Direct Admin Costs

Enter amounts in Direct Admin Costs fields if applicable.

Description	Class/ Object Code	2026-2027 CCLC, Cycle 13, Yr 1		
		Program Costs	Direct Admin Costs	Total Costs
1. Payroll Costs	6100	\$1,461,480	\$82,000	\$1,543,480
2. Professional and Contracted Services	6200	\$10,000	\$0	\$10,000
3. Supplies and Material	6300	\$209,000	\$0	\$209,000
4. Other Operating Costs	6400	\$219,520	\$0	\$219,520
5. Debt Services	6500	\$0	\$0	\$0
6. Capital Outlay	6600	\$0	\$0	\$0
7. Operating Transfers Out	8911	\$0	\$0	\$0
Total		\$1,900,000	\$82,000	\$1,982,000



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2026-2027 Nita M. Lowey 21st Century Community Learning Centers, Cycle 13, Year 1

Program Budget BS6101 - Payroll Costs

Part 1: Total Payroll Costs

Payroll costs entered on BS6001

Total Payroll Costs	2026-2027 CCLC, Cycle 13, Yr 1
	\$1,543,480

Part 2: Number and Type of Positions

A. Administrative Support or Clerical Staff

Position Type	2026-2027 CCLC, Cycle 13, Yr 1
1. Administrative support or clerical staff (integral to program)	1

B. LEA Positions

Position Type	2026-2027 CCLC, Cycle 13, Yr 1
1. Professional staff	☒
2. Paraprofessionals	☒
3. Administrative support or clerical staff (paid by LEA indirect cost)	☐

C. Campus Positions

Position Type	2026-2027 CCLC, Cycle 13, Yr 1
1. Professional staff	☒
2. Paraprofessionals	☒
3. Administrative support or clerical staff (paid by LEA indirect cost)	☐

Part 3: Substitute, Extra-Duty, Benefits

Substitute, Extra-Duty, Benefits	
1. For schoolwide personnel (includes staff salary, extra-duty pay/beyond normal hours, and substitutes for staff positions at schoolwide campuses)	☒
2. Extra duty pay/beyond normal hours for positions not indicated above	☒
3. Substitutes for public and charter school teachers not indicated above	☐
4. Stipends for positions not indicated above	☐

Part 4: Confirmation of Payroll Requirements

Confirmation of Payroll Requirements

1. ☒ The grantee certifies the federally funded portion of this position and duties are reasonable, necessary, allowable and allocable under the applicable federal fund source. The grantee further certifies that it is in compliance with the federal supplement, not supplant provision applicable to each federal fund source. The grantee assures the grant-funded portion of this position and duties meet the purpose, goals, and objectives of the federal fund source. Documentation must be maintained locally by the grantee that clearly demonstrates the allowable and supplemental nature of the position, as required by each federal fund source, and will provide such documentation to TEA upon request.



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Program Budget
BS6201 - Professional and Contracted Services

Part 1: Professional and Contracted Services

Budgeted Costs		
Description	Class/Object Code	2026-2027 CCLC, Cycle 13, Yr 1
1. Rental or Lease of Buildings, Space in Buildings, or Land	6269	
2. Professional and Consulting Services	6219 6239 6291	\$10,000
Subtotal Professional and Contracted Services Costs		\$10,000
Remaining 6200 Costs That Do Not Require Specific Approval		
Total Professional and Contracted Services Costs		\$10,000

Part 2: Direct Administrative Costs

Part 2 Breakout of Direct Administrative Costs is hidden because it does not apply to the funding source(s) for this grant application.

Part 3 : Itemized Professional and Consulting Services

Itemized Professional and Consulting Service (6219, 6239, 6291)	
Description	2026-2027 CCLC, Cycle 13, Yr 1
1. Service: Professio	\$10,000
Specify Purpose:	Funds will be used to support contracted professional services necessary for the implementation of the Texas ACE program.
Add Item Delete Item	
Total Professional and Consulting Services Costs	\$10,000



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2026-2027 Nita M. Lowey 21st Century Community Learning Centers, Cycle 13, Year 1

Program Budget BS6401 - Other Operating Costs

Part 1: Other Operating Costs

Budgeted Costs		
Description	Class/ Object Code	2026-2027 CCLC, Cycle 13, Yr 1
1. Out-of-State Travel for Employees LEA must keep documentation locally.	6411	\$20,000
2. Travel for Students to Conferences (does not include field trips) LEA must keep documentation locally.	6412	
3. Educational Field Trips LEA must keep documentation locally.	6412 6494	\$179,520
4. Stipends for Non-employees other than those included in 6419 LEA must keep documentation locally.	6413	
5. Travel Costs for Officials such as Executive Director, Superintendent, or Board Members Allowable only when such costs are directly related to the grant. If Out-of-State Travel, LEA must keep documentation locally.	6411 6419	
6. Non-Employee Costs for Conference LEA must keep documentation locally.	6419	
7. Hosting Conferences for Non-Employees LEA must keep documentation locally.	64xx	
Subtotal Other Operating Costs		\$199,520
Remaining 6400 Costs That Do Not Require Specific Approval		\$20,000
Total Other Operating Costs		\$219,520

Part 2: Direct Administrative Costs

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2026-2027 Nita M. Lowey 21st Century Community Learning Centers, Cycle 13, Year 1

Program Budget BS6501 - Debt Services

Part 1: Subscription-Based Information Technology Arrangement (SBITA) and Capital Lease Liability Costs

Budgeted Costs		
Description	Class/ Object Code	2026-2027 CCLC, Cycle 13, Yr 1
1. SBITA Liability - Principal	6514	
2. SBITA Liability - Interest	6526	
3. Capital Lease Liability - Principal	6512	
4. Capital Lease Liability - Interest	6522	
5. Interest on Debt	6523	
Total Debt Service Costs		\$0

Part 2: Description of SBITA

Subscription			
1. SBITA Description:			
		Subscription Cost:	
Fund Source:	Select One ▼	Contract Start Date:	Contract End Date:
		Add Item	Delete Item

Part 3: Description of Property

Property			
1. Property Description:			
		Property Value:	
Fund Source:	Select One ▼	Contract Start Date:	Contract End Date:
		Add Item	Delete Item



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2026-2027 Nita M. Lowey 21st Century Community Learning Centers, Cycle 13, Year 1

Program Budget BS6601 - Capital Outlay

Part 1: Capital Expenditures

Budgeted Costs	
Description	2026-2027 CCLC, Cycle 13, Yr 1
1. Library Books and Media (Capitalized and Controlled by Library)	
2. Capital Expenditures for Additions, Improvements, or Modifications to Capital Assets Which Materially Increase Their Value for Useful Life (not ordinary repairs and maintenance)	
3. Furniture, Equipment, Vehicles or Software Costs for Items in Part 2	\$0
Total Capital Outlay Costs	\$0

Part 2: Furniture, Equipment, Vehicles or Software

Items	
1. Generic Description:	Number of Units:
Fund Source: Select One	Total Costs:
Describe how the item will be used to accomplish the objective of the program:	



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2026-2027 Nita M. Lowey 21st Century Community Learning Centers, Cycle 13, Year 1

Provisions Assurances CS7000 - Provisions, Assurances and Certifications

Provisions, Assurances and Certifications	
1. ☒ I certify my acceptance and compliance with all General and Fiscal Guidelines.	General and Fiscal Guidelines
2. ☒ I certify my acceptance and compliance with all Program Guidelines.	Program Guidelines
3. ☒ I certify my acceptance and compliance with all General Provisions and Assurances requirements.	General Provisions and Assurances
4. ☒ I also certify my acceptance and compliance with all Debarment and Suspension Certification requirements.	Debarment and Suspension Certification
5. Choose the appropriate response for Lobbying Certification: a. ☒ I certify this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance and compliance with all Lobbying Certification requirements. b. ☐ This organization spends non-federal funds on lobbying activities and has attached the required OMB Disclosure of Lobbying Activities form, as described below. Instructions for completing and attaching the Disclosure of Lobbying Activities form. • Print and sign the form. • Scan the signed form and save it to your desktop. • Click the Attach Files icon on the Table of Contents page to attach your signed form to this eGrants application.	
Lobbying Certification	