



**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 to **Pre-award costs:** permitted for this grant

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

Authorized Official Name Title Email

Phone Signature Digitally signed by Maria M. Vidaurri
Date: 2021.01.20 17:42:13 -06'00' 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
In the 2019-20 TAPR data, SISD economically disadvantaged student scores of 50% are much lower (-18%) than their white counterparts at 80% on Meets Objectives in all grade levels and all standardized tests scores furthering the academic need for SISD students.	ACE will target the neediest students for services to include core academic support, homework assistance, technology school to home services, high dynamic teachers with creative lessons, enticing enrichment classes for incentives, college tours, career exploration, standardized test support, college mentors and tutors, and Summer Camps designed for career pathways into high paying jobs & careers.
SISD has determined a huge student need to teach values and ethics to all students in alignment with the district Code of Conduct in order to foster academic and social integrity for all students (Strategic Plan 3.3).	ACE will build a strong Out of School Time (OST) system for character development, social mentoring, HQ tutoring, socialization, counseling, teen chats, teamwork, self esteem building, drug prevention and awareness, college readiness, parenting classes, health screenings, relational & conflict resolution.
Mission households with a per capita of only \$12,796 per year (>min. wage) are \$14,330 below the US Medium income of \$61,937 furthering the need for comprehensive educational services for parents for self sufficiency and less government dependency.	ACE will serve parents of participating students with ESL, GED, Careers, Entrepreneurship opportunities, Technology Home to School Learning Services such as hot-spots, up to date devices, media services, modern Internet applications, family webinars, class engagement strategies, teacher relations and home learning strategies to include health, work and career services.

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.

ACE will serve 250 students and 125 parents M-F for 1 hour before school and 3 hours afterschool at 20 hours/ week and 40 weeks yearly to include 4 weeks of summer at each of the 10 SISD targeted sites so that Measurable Outcomes will be reached to include; higher test/GPA scores in reading/English and mathematics, fewer disciplinary incidents, fewer school day absences, and an increased likelihood of grade promotion overall with higher grades and engaged learning utilizing actionable data that includes an aligned family plan towards College/Career Readiness, relevant services that align schools needs with ACE services and time-bound goals that start annually on the 1st week of September and end on last week on July fulfilling the TEA Quality Assurance Process for meeting all 47 quality indicators at 'Implementation Level' as per the ACE Blueprint.

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. Program Setup: Develop an appropriate, safe, and equipped physical facility; define hours of operation; create a routine and consistent schedule of activities; define eligible student group; and hire program-dedicated staff.
2. Operational Standards: Serve targeted number of students/dosage (min. 45 days) with attendance report for daily attendance by activity, Serve for duration of attendance (120-240 min./20hrs./wk./ & 40wks/yr.) that includes daily attendance by activity, Strive for impact evidence with behavioral gains as measured by ACE discipline reports.
3. Target enrollment: Align student achievement goals with ACE logic model with required components, collaborate between ACE and campus staff to include partners College 1st, Boys and Girls Club and CIS, prioritize high needs students with selection criteria to serve At-Risk, Economically Disadvantaged, ELL and SPED student w/form

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

4. Instructional Delivery: Create academic lesson plan alignment with creative learning aligned to TEKS using TEA certified LEA teachers, Create enrichment lesson plan alignment with enrichment lesson plans with required components and resources, Develop social and emotional learning with lesson plans with required components and college mentors, provide oversight of lesson planning with evidence of feedback on a particular lesson with campus principals, provide oversight of instructional delivery with completed ACE observation tool reviewed by principals.

5. IEP Plans: Provide oversight of academic support services with individualized services plan by student, Provide academic support services with service plan to include labs, tutoring and homework assistance, develop instructional program design with logic model with required components and approved by principal, strive for impact on academic gains with logic model with required components including EOY academic data.

Third-Quarter Benchmark

6. Family Services Plan: Coordinate ACE/LEA Services with logic model with required components and data for identifying family needs, Create a Family Resource Center with evidence of a CIS/SISD family resource center, Increase family participation outcomes with required components to include College 1st/CIS services, Create high-quality family engagement activities with data used to establish family need to include CIPs for each site and Report activity attendance with ACE attendance reports for each family engagement activity.

7. Partnership Alignment: Formulate an ACE Advisory Group with member report and monthly meetings, Engage advisory group with monthly evidence that advisory group members are engaged in programming. Engage partners in yearly sustainability planning with aligned resources for non-duplicated efforts. Continue partner involvement with signed formal partnership agreements approved by the SISD School Board.

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.

To ensure program effectiveness and modifications as needed, an SISD ACE process evaluation followed by yearly action plans with ongoing adjustments will examine if the program is being implemented with fidelity to the planned program design. Once ACE activities are intentionally selected based on the SISD theory of change to address the specific local needs, the ACE process evaluation is employed to examine the actual implementation of the activities. This helps in understanding appropriate and responsive SISD changes and or new services, the types of adjustments needed, and any barriers resulting from implementation. These four process areas include;

- Adherence: Is the program being implemented as designed? Staff will be highly trained and follow the blueprint.
- Exposure: To what extent are participants receiving the recommended amount of exposure to the program? One hour before school and 3 hours after school will be the core of intensity in the program M-F.
- Quality: Is the program being delivered in a high-quality manner? Only TEA certified teachers with high principal recommendations and creative lessons aligned to TEKS will serve in the academic services.
- Engagement: How are participants responding to ACE? The ACE Evaluator will conduct the evaluation as per the ACE Blueprint design and time lines as staff adjustments are made with both formative and summative reports.

SISD ACE will utilize an experienced (37 yrs.) external Project Evaluator (Retired University Professor, Dr. Ramirez) who has provided TEA with 6 successful ACE evaluations. The Evaluation Plan will follow the Quality Assurance Process (QAP #1-47) and will monitor the 8 required ACE measures with focus groups, surveys, data analysis and on-site visits. SISD agrees to comply with any evaluation and monitoring requirements established by TEA and agrees to submit the required data, evidence, or reports in the format and time requested by TEA. The evaluation data will be used for local- and state-level planning with local action plans per campus, capacity development support for ongoing staff and teacher training for sustaining grant. SMART goals that do not show progress will quickly be addressed and corrected as goals correlate with fiscal or compliance risk and are essential drivers of positive student outcomes. SISD ACE will have SMART Yearly Goals (8) with Benchmarks for sustainable elements.

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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.

9. Statutory/Program Requirements

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

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

A. SISD's ACE needs assessment process used multiple sources of program- and campus-level data and stakeholder feedback specific to the grant application such as District and Campus Improvement Plans (DIP/CIP), SISD Strategic Plans, 2019-20 Texas Academic Performance Reports, Higher Education Coordinating Board Data, Workforce Reports, Campus MOU letters of Support, ACS Census Reports, and Board member agenda items for grant support. An ACE Community Survey was conducted by the targeted 13 campuses for specific stakeholder feedback to include services needed, neighborhood issues, and major deterrents for a successful education conducted with Administrators, Parents, Teachers, Students, and Community Stakeholders. The survey revealed that although SISD looks strong on some state scores students are missing the social and mental health services for long term success in higher education, family and health issues and unusual technology and home learning needs discovered with the COVID pandemic as the Rio Grande Valley was a hot-spot with prolific COVID cases leading the state of Texas in cases, deaths exasperating appropriate responses for schools.

B. ACE's needs assessment results includes serving and addressing the needs of the student population deemed “most in need” for each of the 13 campuses that represents primarily Special Student Services (Autism, Disabled), At Risk, Economically Disadvantaged and Hispanic students struggling with English skills as only 15.8% if the students completed a Dual-Credit English-Language Course as compared to 22.9 % for the region and 17.3 % for the state of Texas (2018-19 TAPR). The SISD enrollment of 10,258 students far exceeds the estimated number of SISD students that meet the need-based criteria (6,637 economically disadvantaged) surpassing the 2,500 targeted students including the percent of eligible students at the campus that the program plans to serve. This includes serving 250 students maximum per campus with 125 parents at each campus. SISD will have a referral teacher system form that each site will collect ensuring that the students served will have a documented need. In addition, SISD has 9,250 Hispanic Students, 504 501 Section Students, 2,926 English Learners, 93 students with Disciplinary Placements, 313 Students with Dyslexia, 4,897 students are considered At-Risk, 135 with Autism, and 682 with disabilities.

C. The ACE plan and 10 centers will continually assess and recruit the students most in need. This includes: ensuring that the total number of students proposed to be served at each center is reasonably aligned to the needs assessment and overall program design; ensuring that the strategies and activities proposed can reasonably be expected to address the identified needs of the students and their families to increase student academic outcomes; ensuring that the plan provides 125 families per campus with active and meaningful engagement in their children’s education and opportunities to participate in literacy and related educational development. The ACE plan addresses the needs of working families by offering workforce related classes, Literacy Education, Parenting classes, College Readiness, Life skills to include basic home budgeting, credit repair, financial literacy, safe transportation, health and nutrition, college tours with children, family Nights creating STEAM projects with children, Field Trips together, motivational speakers, classroom engagement services, COVID support services, technology training, ACE will feature College Round Tables with South Texas College and major university support to include discussing the college process and actual college experience from a parent's perspective with actual SISD parents of recent SISD alumni during the college breaks such as spring break and Christmas. SISD Will work with local Workforce Development Boards to partner with entrepreneurial and career development programs for family coding, robotics and Advanced Manufacturing Technologies offering families with high paying and local industry jobs ranging from \$18-\$24 per hour. Students will receive the same opportunities in the SISD CTE programs. The key is for families to find self-sufficiency through higher education and career development goals and opportunities.

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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.

The SISD Plan incorporates a theory of change that students in need, who spend 45 or more days in well-structured and aligned afterschool activities, taught by qualified personnel, focused on the four activity components will yield improvement in academic performance, attendance, behavior, and promotion, growth in state assessments, improved GPA, improved engagement in student learning, and graduation rates of students. ACE will increase the percent of quality Indicators in which targeted sites who serve students for a minimum of 45 days will score a value of "Implementing" or higher as all 10 sites will offer programs that help students meet academic standards as defined by the measures of effectiveness. The SISD plan derives from research and best practices from the out-of-school time field with all activities established as evidence-based and having this evidence will give the SISD ACE program more confidence that the activities will lead to the desired ACE results. In addition to examining current research, SISD will establish ACE services that further enhance the theory of change and logic model by reviewing prior evaluation findings or anecdotal experience from implementation, understanding the unique needs of the community and participants so activities are aligned to these needs, and finally aligning each center's theory of change with the school improvement focus and strategies. Parent, Student and Community councils at each site will also be established for appropriate feedback and selection of quality and impact-full ACE services and activities. Research has proven that focus groups with a representative group can highlight activities of interest, a desire to participate in clubs if programs were available and engaging. The ACE plan has 8 objectives, for both student and family services, exciting academic and enrichment activities, and a strong evaluation with an experienced external evaluator for achieving the desired results of the program. All objectives are clearly specified and are measurable.

SISD provides a clear and compelling description of how the proposed program is designed to impact the measures of effectiveness as outlined within the Texas ACE application. All SISD ACE activities will be intentionally developed using a comprehensive and coordinated planning tool such as the Texas ACE Activity/Unit and Lesson Plan Worksheet to measure adherence, the evaluation would examine whether or not the program addressed the core components as outlined within the activity/unit and lesson plan tool.

The SISD ACE objectives, strategies, and activities proposed can reasonably be expected to increase student academic outcomes. The ACE plans includes; a broad array of additional services, programs, and activities, such as youth development activities, service learning, nutrition and health education, drug- and violence-prevention programs, counseling programs, arts, music, physical fitness and wellness programs; technology education programs, financial literacy programs, environmental literacy programs, mathematics, science, career and technical programs, internship or apprenticeship programs, and other ties to an in-demand industry sector or occupation for high school students that are designed to reinforce and complement the regular academic program of participating students.

ACE benchmarks and summative Specific Measurable Achievable Relevant Timely (SMART) goals are clearly described and related to and consistent with the proposed program. A sample includes:

- By the end of school year, SISD students in Grades 3–8 participating in ACE during the school year and summer will demonstrate growth in reading, language arts, and math on STAAR/EOC Exam and will achieve the scores as projected in the CIP.
- SISD secondary ACE youth in Grades 6-12th who had a school-day attendance rate at or below 90% in prior year will demonstrate an improved attendance rate in the current school year as reported in the End of Year Report.
- Annually, SISD student parents in Grades PK–12 participating in ACE in the school year and summer will annually demonstrate an improvement in teacher-reported engagement in learning and experience a decrease in in-school suspensions compared to the previous year as documented with teacher surveys and or school reports.
- Annually, 75% of SISD ACE parents will have less difficulty helping their child with homework, will report more understanding and strategies on how to help their child with homework, and report more direct services with tech.

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9. Statutory/Program Requirements (Cont.)

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

The SISD ACE Campus Engagement Plan (CEP) for program activities will improve student academic achievement and overall student success by coordinating with the regular school day to address student needs and integrate program activities with the curricular program of the campus. The CEP can only be accomplished with a dedicated and well trained site coordinator and a supportive campus administrator working together daily and weekly to ensure that students and families receive the best programming that matches both the respective and current CIP and meeting all the ACE Goals and Objectives. To ensure program transparency and feedback, Active Councils (Student, Parent and Business) will help with programming, attendance, recruitment and sustainability. Selecting and recruiting high needs students paired with high quality and creative teachers ensures that services are in high demand and relevant to academic progress as Campus teachers are best fit for serving the curricula and software programs already in place at each site. Enrichment services will only compliment and balance the academic offerings as incentives to student growth not in lieu of academic growth.

By incorporating a continuous improvement process with the CEP, centers will benefit from reviewing all process and outcome evaluation data, examining progress made toward current-year improvement areas, comparing current findings to results from prior years, and identifying further areas of improvement for the next year. These SISD improvement strategies will be documented within the action plan and shared with internal and external stakeholders to clearly communicate improvement strategies. The SISD ACE annual action plan will become a living document that can be used and updated all year long to support improvement efforts and student success.

ACE activity oversight will be provided by Site Coordinators, Family Engagement Specialist and Campus Deans/ Assistant Principals. The program will ensure that activities are engaging for students by developing an ACE tool kit that monitors attendance, activities, teachers, parent feedback, council feedback and student surveys. The program is designed to help students meet state and local standards in core academic subjects as aligned with the Campus Improvement Plans (CIP) and offers enrichment activities that complement the regular academic program. The plan coordinates with the regular school day for realistic strategies for aligning the student activities with the core school day curriculum, state academic standards, Texas Essential Knowledge and Skills (TEKS) and STAAR, and other student needs so students are ready to learn. The CEP specifically includes providing engaging programming designed to encourage students to regularly attend and participate in the program with planned student activities are of high quality and clearly aligned with the curricular program of the school day. The site coordinators have the capacity for sufficient oversight of program operations and activity planning to ensure high quality student activities and meet the goals and objectives at each center. ACE will provide staff resources on youth-level planning to help them understand what it is, why it is important, and how to do it in their lesson planning. Staff will also create annual long-term, project-based learning activities where young people plan and implement a project over a month to deepen their engagement and skill-building. Furthermore, the SISD ACE plan specifically addresses student choice in activities and describes opportunities that will be provided for students to choose topics and activities and addresses student social and emotional skills development. Services includes but not limited to; Positive Behavioral Intervention Strategies such as Peer Mediation and Ropes Challenges, Motivational ACE instructors and college students to instill a positive growth mindset and increase self-esteem, Parent resources and training on how to improve their financial status, ACE labs will provide grade, credit and homework recovery, remedial learning, tutoring and homework assistance, will increase promotion rates and state test scores, customized academic bilingual workshops will train parents on promotion, graduation, college, HQ/HE teachers will individualize learning to ensure post-secondary success, STEAM learning labs with support for TSI/SAT/ACT/PSAT and STAAR/EOC exams, Targeted Science, Tech, Education, Arts and Math instructional hands-on activities, enrichment activities to support fine arts, sports, chess, robotics, coding, maker space labs, and engaging games with life lessons. The Highlight of the ACE design is students will be given options to create lessons, critique teachers, evaluate and highlight best projects, offer fine art recitals, open houses, competitions, display work at libraries, and showcase skills with talent shows, parades, city performances adding to both family and student engagement.

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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

SISD Superintendent, Dr. Maria Viduarri, a former successful ACE recipient in Region 2 is attempting to bring the excitement and collaborations for an ACE grant to Sharyland ISD in Region One for the first time in SISD history. SISD created a planned partnership between the school district and Community in Schools, The Boys and Girls Club of Mission, and College 1st who are the selected and proposed eligible partner organizations that best help contribute to achieving stated objectives and sustaining the program over time. SISD is applying for priority points as 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 and will expand access to high-quality services available in the community. The Boys and Girls Club will support SISD with sports and cheerleader enrichment while Communities in Schools (CIS) of Hidalgo County will help administer the family engagement role as they specialize in family and social services. CIS is the nations' leading dropout prevention organization in over 26 states that position a CIS coordinator inside schools to assess needs and deliver necessary family resources that remove barriers to success. In addition, CIS has managed prior successful 21st CCLC grants and has agreed to help SISD with cycle 11 for the Family Engagement Specialist position. This will ensure that a sustainable position could be available after the grant cycle is completed. ACE partnerships provide a reasonable and specific plan for expanding the capacity of SISD to achieve shared goals and increase the scope or quality of services that could not otherwise be provided to the grantee alone. Finally, College 1st will help complete the theme by establishing TSI summer camps, parent college seminars, STEAM summer camps, financial aid services, career talks, and CTE alignment for high paying careers. Currently, SISD has a Dual Enrollment MOU in place with STC but no courses are being offered in the afterschool hours. This will allow SISD to improve one of the lowest English-Language Dual-Enrollment completion rates in Region One by offering tutoring, homework assistance, morning and after school labs, standardized testing support with ACT/SAT and target improvements in Advanced Placement scores. Family services for English as a Second Language, Bilingual Dual e-books for parents and students to read together, GED completion and conversational English will help inspire families to work together in English language goals. The program will also develop a character program using ACE partners to help students with life adversities, mental health and relational conflict to overcome generational poverty and family breakdowns as per the SISD Strategic Plan (3.3). The Challenge Day Program will be offered in all secondary programs to encourage a Safe School Initiative for ACE strategies in preventing school attacks, bullying, and creating positive school climates. The Challenge Day program was created with the idea that drug and alcohol use, bullying, teasing, and violence are merely symptoms of a greater problem among young people. The organization believes loneliness and oppression are the true source of teens' "acting out" behaviors (Challenge Day Org., 2004). Most school attackers engage in some behavior prior to an incident that causes others concern or indicated a need for help with most attackers having difficulty coping with significant losses or personal failures. Moreover, many had considered or attempted suicide. SISD will utilize the ACE program as a strong bond between school and life success with community and family engagement targeting self-transcendence beyond self-actualization (Maslow, 1954, M. Koltko-Rivera, 2006).

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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.

Based on the Institute of Education Sciences (IES), the nation's leading source for rigorous, independent education research, evaluation and statistics, the What Works Clearinghouse has listed Out-of-school time (OST) programs with moderate to strong evidence for academic improvements with 5 key factors. OST can enhance academic achievement by helping students learn outside the classroom. The five recommendations are intended to help district and school administrators, out-of-school program providers, and educators design out-of-school time programs that will increase learning for students. SISD ACE will apply these 5 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. ACE has 5 Research Based Structures for OST to improve Academic Performance (IES, 2009) to include:

1. Aligning the OST program academically with the school day.
2. Maximize student participation and attendance.
3. Adapt instruction to individual and small group needs.
4. Provide engaging learning experiences.
5. Assess program performance and use the results to improve the quality of the program.

An FTE ACE Site coordinator will ensure alignment through regular communication with school staff, and SISD schools will help by designating a school-based coordinator (Point of Contact) to work with the ACE coordinator (Borman and Dowling, 2006) to attract and retain participants, ACE will determine which factors prevent students from participating in the program and work with schools and parents to ensure that that the program is addressing those factors. Parents are critical to this process because they are co-decision makers about students' participation in ACE programs, and about which programs may be beneficial to them as children generally value their parents' judgment (Duffett, 2006). ACE activities will be interactive, hands on, learner directed, and related to the real world, while remaining grounded in academic learning goals while cognizant of fatigue (Capizzano, 2007; Arbretton, 2008).

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.

IES describes important factors for successful OST programs to include location, transportation, timing, length, program offerings, and frequency of services. Researchers have found that student participation is affected by issues of access and convenience, as well as by the adequacy and attractiveness of the services and features provided in the program. ACE will ensure that transportation to and from the program is readily available and at no cost to the family, and that adult supervision is provided while transporting students (August, 2001; Langberg, 2006). ACE will create well supervised transportation during the program including the summer to the college campus where tutoring, counseling, and mentoring services will be provided as a privilege, not a right. Students in the target population will be recruited from the regular school day by school staff while program staff will be actively involved in promoting student attendance, first by requiring parents to sign a contract stating that they would support attendance, and then by following up with students who missed sessions as transportation will not be allowed to students who do not follow the ACE protocols for safety and attendance. ACE will also promote transportation as an incentive. A program attendance incentive will be earned in the form of points that could be redeemed for field trips, college tours, or community events or used toward the purchase of books and supplies (Brown, 2002). Policy, identical to the regular school process, will be set for 'walkers' who are age appropriate or eligible to walk home. Students who are too young to walk and do not ride the bus will need to be signed out by parents or authorized family members identified in the student's application form. Also contained in the file will be the child's address and emergency contact information, and drop off schedule for the bus drivers; similar copies will be maintained in the coordinators office. K-2 participants will wear an ID badge with their student identifying information for an undetermined amount of time until the student and bus drivers become familiar with their routes. Program attendance and bus privileges can be revoked if a participant is disorderly during the bus ride home. The transportation department will be kept abreast of discipline problems. Parents will sign an ACE transportation form.

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9. Statutory/Program Requirements (Cont.)

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

The number one marketing PR tool to be used by ACE is student, parent and educator word of mouth. ACE will have student choice, cooperative learning experiences, and hands-on and real world activities, as well as supportive relationships between staff and students, and be linked to student engagement, persistence with learning activities, and connection to the school. Enrichment such as games, recreation, field trips and college tours will be dependently linked to thematic learning modules of the academic curricula of the campus. SISD believes that by making the connection between engaging activities and explicit academic learning, ACE can produce greater academic achievement gains and will not struggle with the targeted participation numbers or intensity as all stakeholders will acknowledge the value of the program (Capizzano, 2007; Arbreton, 2008; Borman and Dowling, 2006). SISD will disseminate information about the center, including its location, to the community in a manner that is both understandable and accessible through diverse media such as; district, campus and project brochures, district, campus and project newsletters, TV/radio PSA announcements, district, campus and project newspaper articles, district marketing materials, new parent handbooks, radio and TV ads, district, campus and project flyers, district, campus and project news stories & parent letters, campus bulletin boards posting project work, local newspaper and ACE PR pictures in the front of the school. A daily menu of services will be encouraged for each site to direct parents and community to appropriate classrooms for ACE signage and information. School announcements will be made concerning the ACE program, cafeteria recruitment will occur with an ACE table for special ACE student birthdays and event recruitment, monthly staff presentations will be made and a competition rewarding the top classrooms with ACE students in the program. Teaching staff will assist disseminating information to parents and have a recruitment enrollment goal for keeping their class active. Staff will disseminate drive by flyers for parents during pickup time and do home visits when appropriate. SISD websites will include ACE info.

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.

Sharyland ISD coordinates with federal, state, and local programs and make the most effective use of public resources at each campus served. SISD has championed TEA's 60X30 plan at all three high schools which allows the opportunity for students to graduate core complete and will use ACE as additional time for these courses. Ongoing partnerships with South Texas College and University of Texas - Rio Grande Valley (UTRGV) help shape students to be College and Career ready. Sharyland Advanced Academic Academy is the most successful Early College High School (ECHS) in the Rio Grande Valley. The Career and Technical Education (CTE) program also benefits from the TEA/IHE partnerships. In addition to the substantial amount of college coursework available for our CTE students, program participants also have the ability to earn over 25 industry-based certifications. Students also have the ability to participate and compete within eight different Career and Technical student organizations two of which start at the junior high level. SISD Federal Programs Department partners with the UTRGV to provide a college summer program for Migrant Students. The Migrant Summer University Experience (MUSE) is a six-week summer enrichment program for migrant high school juniors and seniors who are at risk of dropping out. During this summer program students gain a true university experience, while earning either two high school credits, or 6 college credit hours. Students also receive on-campus housing (residential camp), a student ID that provides them access to select facilities on campus as well as a meal plan at the university café. ACE will offer Migrant services for non-regular school hours. SISD differentiates instruction with blended learning while utilizing a 1:1 device program to effectively deliver high quality instruction to all their students. ACE will be a hub for checking out Chromebooks, WIFI hotspots and other media in order to enhance access to instructional resources. Students' digital lessons are aligned to state standards and are developed by teachers to implement both in and out of the classroom expanding instruction.

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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.

SISD ACE identifies the following 7 sustainable factors as keys to program sustainability (Szekely and Clapp, 2006): (1) collaborative and new partnerships; (2) diverse portfolio of funding sources to include local resources, childcare latchkey funds, extended day programs, tutoring funds and Title I monies ; (3) high-quality programs and proven results will align with CIP/DIP plans and favor School Board approvals for ongoing success; (4) support from school administration as program helps meet academic performance measures and goals; (5) key champions to include grant partners, colleges and city; (6) community engagement as councils will advocate for the ongoing services; and (7) garnering experience with afterschool so that services align with other district grants, initiatives or programs. SISD understands that programming changes might be required to serve a similar number of students with more limited funds as sustainability will include the following changes to the original ACE design:

- SISD will utilize ACE funds to make investments in capacity, technology and software that will outlive the grant.
 - SISD will reformat the evaluation that is required so that ongoing quality can be standardized and accountable.
 - SISD will split fund staffing with campus administration or initiatives to better maximize personnel costs.
 - SISD will modify family programming for parents and community members, encouraged under the original federal grant program and utilize community based non-profit partners and regional initiatives to continue services.
 - SISD will align with local colleges and Boys and Girls Club for summer programming that is subsidized or free.
 - SISD will contract with local colleges for college work study students at 25% of the cost or no cost to the district.
- Volunteers and paraprofessionals with key highly qualified and paid program staff will minimize making sacrifices in order to continue serving students with limited resources and offer programming of the same richness and quality as with ACE funding. OST will also be part of the future strategic plans and bonus pay for committed sustainable staff.

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)

ACE will follow all the LEA guidelines and recommendations based on the Sharyland ISD Volunteer Program. The requirements for a good volunteer is based on 5 factors;

1. Consistent.
2. Dependable – punctual and regular in attendance.
3. Has a genuine interest in the school.
4. Is respectful and appreciative of both teachers and students.
5. Faithful to his or her commitment.

ACE Screening consists of a background check and a form that captures the volunteers' basic information and areas of interest. Anyone interested in serving as a volunteer for ACE must do the following: Submit a completed, on-line volunteer (campus clearance) application including a criminal history release form. A Social Security Number may be requested in order to verify criminal history records. District Policy requires a criminal history record of all school volunteers. Volunteers must also provide evidence of identity after submitting the application with a copy of a valid (unexpired) Texas Driver's License.

ACE Placement consists directly from the site coordinator and principal as the volunteer will provide supportive and supplemental services under the direction and supervision of a teacher or staff member.

ACE Guidelines includes that the volunteers conform to the same dress code as students and teachers. As an important role model, the volunteer is an example to the children in behavior, speech and dress. The volunteer knows that his or her personal contribution to the education of children is setting the fine example of an interested and informed citizen serving a good cause. The classroom teacher is responsible for the class at all times. The volunteer will not be left in charge of any class.

ACE Volunteers will also be asked to serve in the Councils where they can give direct feedback on improving the program. All ACE volunteers will be recognized annually for their support and participation with service pins.

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9. Statutory/Program Requirements (Cont.)

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

SISD program's strategies for recruiting and retaining students in the program over time includes using instructional strategies that capitalize on student interests and makes students want to engage in the instructional material and therefore participate in ACE. The SISD ACE survey and councils will first develop a clear understanding of students' interests. ACE will also use brief conversations with students and/or teachers or quick surveys as simple mechanisms to gather information about student interests (Cordova and Lepper, 1996). Instruction will then build off existing student interests and incorporate examples from sports, current events, or other community-specific interests. ACE instructors will connect reading materials or concepts introduced in class to students' everyday life experiences (Schacter and Jo, 2005; Black, 2008). ACE will personalize instructional content and materials to student interests, campus units, and provide students with choices to maximize student learning. Provide SMART goals specifically related to student attendance targets and dosage for a typical school year (fall, spring) and separately for summer. Aside from quality staff and services, ACE will create a menu of activities that can be added to the ACE program as attendance, achievement, parent engagement and discipline improves. A teacher referral form will also provide an exclusivity and privileged aspect of ACE not the mandatory. This attendance plan includes separating student levels so that program gains may be made as a student achieves higher attendance goals. Level 1 students within the first 20 days will be limited to the basic programs with only one enrichment opportunity available to them. They must also recruit one student if the program is still not full to achieve level 2. Level 2 is students from 20-40 days and the program now allows for mentoring, special groups, added enrichment and guest privileges. A Level 3 student who has met all 45 days will be allowed unlimited access into ACE and will qualify for the college tours offered during summer camps. They will also be invited to potluck Fridays where the program focuses only on student interest activities such as chess, coding, robotics, drones, gaming etc..

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

The center-level needs assessments provided by SISD to include community ACE surveys, CIP, most updated TAPR information helped propose the center operations schedule as many parents requested morning services. Corresponding staffing will meet ACE guidelines and fall within the allowable TEA budget for a program serving 2,500 students. The ACE plan to include high trained program staff members to include college students will help meet the measures of effectiveness and student service targets while maintaining center-level quality. ACE Level 1-3 students will be monitored for personalized academic, behavioral, and social progress of each student daily. The plan will help establish daily effectiveness measures as incentive scores will be given in all activities and student service targets while maintaining center-level quality. ACE staff will assess students after each session by rating aspects of their performance such as engagement and task completion. Staff will be trained to do the student assessment and monitoring required by ACE through preprogram training, manuals, and ongoing support. College student interns, will work with certified teachers, participate in weekly professional development workshops with the teachers and other experts and have a week training program on curricula/instruction, assessment, classroom management, parent involvement, and team building before they begin ACE work. ACE will closely work intentionally to engage and connect students with learning by developing positive adult and peer relationship through mentoring and outreach to parents. New ACE STEAM labs (Maker Space labs within the library) will integrate science content and engaging instruction including real-world, hands-on activities and collaboration into reading instruction (Karcher, Davis, and Powell, 2002; Karcher, 2005). In addition, staff will hold weekly meetings with campus and center administration to review program goals, objectives, milestones, and progress on student data. Timely and frequent PD will ensure that quality staff is uploading timely and accurate entry into the TEAL Tracking System. College mentors will help by inputting daily reports of required information entered by each site. The Site Coordinators will submit the required Import during the fall and spring terms to measure student progress.

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

11. PNP Equitable Services

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

- Yes No

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

Are any private nonprofit schools participating in the grant?

- Yes No

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

Assurances

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

Equitable Services Calculation

1. Total 21st CCLC program enrollment for all centers	<input type="text"/>
2. Enrollment in 21st CCLC of students attending participating private schools	<input type="text"/>
3. Total 21st CCLC program and participating private school students (line 1 plus line 2)	<input type="text"/>
4. Total year 1 proposed grant budget for serving students in all centers	<input type="text"/>
5. Applicant reservation for required staff payroll.	<input type="text"/>
6. Total grant amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text"/>
7. Per-pupil grantee amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text"/>
Grantee's total required ESSA PNP equitable services reservation (line 7 times line 2)	<input type="text"/>

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12. Request for Grant Funds

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

Payroll Costs

1.	Project Director (100% FTE). Bilingual. SISD Administration Level as required by RFP	\$76,050
2.	10 Site Coordinators (100% FTE) as required by RFP	\$526,500
3.	Secretary/Clerk (100% FTE) Bilingual. SISD Secretary Level 4. Must have 2 yrs. SISD Exp.	\$38,610
4.	SISD Certified Teachers (\$30/hr) as per list on Campus MOUs for Academic /Enrichment	\$604,290
5.	Family Engagement Specialist (100% FTE) as required by RFP	\$52,650

Professional and Contracted Services

6.	Experienced External Evaluator (\$ 3,000/site)	\$30,000
7.	STEAM Services Partner	\$15,000
8.	College Tours (K-12) w/ Partners	\$25,000
9.	College Mentors as per UTRGV/STCC Work Study Contract	\$50,000
10.	TWC Workforce Classes (ESL/GED/Resume/AMT)	\$5,000

Supplies and Materials

11.	Program Supplies	\$53,500
12.	Computers/Software	\$10,500
13.		
14.		

Other Operating Costs

15.	Program Trainings as per RFP	\$11,320
16.	Bus Transportation	\$100,000
17.		

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

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Appendix I: Negotiation and Amendments

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

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

You may duplicate this page.

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

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

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

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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: Sharyland Independent School District (SISD)
Campus name: [] CDN: 108911 Vendor ID: 74-6001743 ESC: 1 DUNS: 023999444
Address: 1200 N. Shary Rd City: Mission ZIP: 78572 Phone: 956-580-5200
Primary Contact: Dr. Maria M. Vidaurri Email: mvidaurri@sharylandisd.org Phone: 956-580-5200
Secondary Contact: Dr. Belinda S. Gorena Email: bgorena@sharylandisd.org Phone: 956-584-6483

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):

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

Authorized Official Name: Maria M. Vidaurri Title: Superintendent Email: mvidaurri@sharylandisd.org

Phone: 956-580-5200 Signature: Maria M. Vidaurri Digitally signed by Maria M. Vidaurri Date: 2021.01.20 17:42:13 -06'00' Date: []

Grant Writer Name: Belinda S. Gorena Signature: [Signature] Date: 2/23/21

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

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Center Operations Schedule

County-district number or vendor ID: 108911

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	108911001	SHARYLAND H S, 1216 N. Shary Road, Mission, TX 78572, 956-580-5300/ SHARYLAND ADVANCED ACADEMIC ACADEMY, 1216 N. Shary Road, Mission, TX 78572, 956-584-6467	0	9-12	250	125
2	108911007/ 108911008	SHARYLAND PIONEER H S, 10001 N. Shary Rd., Mission, TX 78572, 956-271-1600	1	9-12	250	125
3	108911041	B L GRAY J H, 4400 S. Glasscock Rd, Mission, TX 78572, 956-580-5333	0	7-8	250	125
4	108911042	SHARYLAND NORTH J H, 5100 Dove Ave, McAllen, TX 78504, 956-686-1415	0	7-8	250	125
5	108911101	JOHN H SHARY EL, 2300 N. Glasscock Rd, Mission, TX 78574, 956-580-5282	0	PK-6	250	125
6	108911102/ 108911103	OLIVERO GARZA SR EL, 7905 N. Taylor Rd, McAllen, TX 78504, 956-580-5353/ JESSIE L JENSEN EL, 510 N. Glasscock Blvd, Alton, TX 78573, 956-580-5252	1	PK-6	250	125
7	108911104	ROMULO D MARTINEZ EL, 2571 E 4th St, Mission, TX 78572, 956-584-4900	0	PK-6	250	125
8	108911105/ 108911108	RUBEN HINOJOSA EL, 4205 Los Indios Rd., Mission, TX 78572, 956-584-4990/ HARRY SHIMOTSU EL, 3101 San Mateo, Mission, TX 78572, 956-583-5643	1	PK-6	250	125
9	108911107	LLOYD AND DOLLY BENTSEN EL, 2101 S Taylor Rd, McAllen, TX 78503, 956-668-0426	0	PK-6	250	125
10	108911109	DONNA WERNECKE EL, 4500 Dove Ave, McAllen, TX 78504, 956-928-1063	0	PK-6	250	125

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

Texas ACE Center Operations Schedule (one per center)					Program Year 2021-2022							
<i>(Part 3) 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	108911001	SHARYLAND H S, 1216 N. Shary Road, Mission, TX 78572			9-12	250	125					
Feeder	108911008	SHARYLAND ADVANCED ACADEMIC ACADEMY, 1216 N. Shary Road, Mission, TX 78572			9-12							
Feeder												
Program Operations		Start Date (MM/DD/YY):		End Date (MM/DD/YY):		Total Weeks						
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term		09/13/21		12/10/21		12						
Spring Term		01/10/22		05/20/22		18						
Summer Term		06/06/22		07/08/22		6						
Total number of weeks:						36						
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	6:55	7:55	4:00	7:00	6:55	7:55	4:00	7:00	8:00	12:00	1:00	2:00
Tuesday	6:55	7:55	4:00	7:00	6:55	7:55	4:00	7:00	8:00	12:00	1:00	2:00
Wednesday	6:55	7:55	4:00	7:00	6:55	7:55	4:00	7:00	8:00	12:00	1:00	2:00
Thursday	6:55	7:55	4:00	7:00	6:55	7:55	4:00	7:00	8:00	12:00	1:00	2:00
Friday	6:55	7:55	4:00	7:00	6:55	7:55	4:00	7:00	8:00	12:00	1:00	2:00
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)	Sat/Trips-1. Science - Science Bowl Team competitions, Beach Clean-Up trip to South Padre Island. 2. Math - STEM Programs, TMSCA Competitions. 3. English - Guest Speaker Series, inviting Authors to present to students. 4. Social Studies - Mexican/American Studies trip to Brownsville's Battlefield Trail, Elections Campaign program. 5. Chess Club tournaments. 6. After School Tutorial activities. 7. Drone flying program.											
Parent/Legal Guardian Activities	Parent Informative Sessions, -College and Career Fairs, -Financial Aid Drive, -High School Transition, English Language Services											

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

Texas ACE Center Operations Schedule (one per center)					Program Year 2021-2022							
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 2	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP				Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target				
Center	10891100	SHARYLAND PIONEER H S, 10001 N. Shary Rd., Mission, TX 78572				9-12	250	125				
Feeder												
Feeder												
Program Operations		Start Date (MM/DD/YY):		End Date (MM/DD/YY):		Total Weeks						
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term		09/13/21		12/10/21		12						
Spring Term		01/10/22		05/20/22		18						
Summer Term		06/06/22		07/08/22		6						
Total number of weeks:						36						
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	6:55	7:55	4:00	7:00	6:55	7:55	4:00	7:00	8:00	12:00	1:00	2:00
Tuesday	6:55	7:55	4:00	7:00	6:55	7:55	4:00	7:00	8:00	12:00	1:00	2:00
Wednesday	6:55	7:55	4:00	7:00	6:55	7:55	4:00	7:00	8:00	12:00	1:00	2:00
Thursday	6:55	7:55	4:00	7:00	6:55	7:55	4:00	7:00	8:00	12:00	1:00	2:00
Friday	6:55	7:55	4:00	7:00	6:55	7:55	4:00	7:00	8:00	12:00	1:00	2:00
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)	Sat/Trips-1. Science - Science Bowl Team competitions, Beach Clean-Up trip to South Padre Island. 2. Math - STEM Programs, TMSCA Competitions. 3. English - Guest Speaker Series, inviting Authors to present to students. 4. Social Studies - Mexican/American Studies trip to Brownsville's Battlefield Trail, Elections Campaign program. 5. Chess Club tournaments. 6. After School Tutorial activities. 7. Drone flying program.											
Parent/Legal Guardian Activities	Parent Informative Sessions, -College and Career Fairs, -Financial Aid Drive, -High School Transition											

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	108911041	B L GRAY J H, 4400 S. Glasscock Rd, Mission, TX 78572				7-8	250	125				
Feeder												
Feeder												
Program Operations		Start Date (MM/DD/YY):		End Date (MM/DD/YY):		Total Weeks						
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term		09/13/21		12/10/21		12						
Spring Term		01/10/22		05/20/22		18						
Summer Term		06/06/22		07/08/22		6						
Total number of weeks:						36						
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	6:55	7:55	3:56	6:56	6:55	7:55	3:56	6:56	8:00	12:00	1:00	2:00
Tuesday	6:55	7:55	3:56	6:56	6:55	7:55	3:56	6:56	8:00	12:00	1:00	2:00
Wednesday	6:55	7:55	3:56	6:56	6:55	7:55	3:56	6:56	8:00	12:00	1:00	2:00
Thursday	6:55	7:55	3:56	6:56	6:55	7:55	3:56	6:56	8:00	12:00	1:00	2:00
Friday	6:55	7:55	3:56	6:56	6:55	7:55	3:56	6:56	8:00	12:00	1:00	2:00
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)	Sat./Trips-Teachers would sponsor enrichment activities for students to explore science, technology and the arts. Teachers would provide project-based learning events with STEM activities. Hunting and fishing education class, Zumba Class. ACE would provide homework assistance for students and field trips to outdoor nature sites.											
Parent/Legal Guardian Activities	ESL/GED, Conversational English, Life Skills.											

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

Texas ACE Center Operations Schedule (one per center)					Program Year 2021-2022							
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 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	108911042	SHARYLAND NORTH J H, 5100 Dove Ave, McAllen, TX 78504			7-8	250	125					
Feeder												
Feeder												
Program Operations		Start Date (MM/DD/YY):		End Date (MM/DD/YY):		Total Weeks						
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term		09/13/21		12/10/21		12						
Spring Term		01/10/22		05/20/22		18						
Summer Term		06/06/22		07/08/22		6						
Total number of weeks:						36						
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	6:55	7:55	3:56	6:56	6:55	7:55	3:56	6:56	8:00	12:00	1:00	2:00
Tuesday	6:55	7:55	3:56	6:56	6:55	7:55	3:56	6:56	8:00	12:00	1:00	2:00
Wednesday	6:55	7:55	3:56	6:56	6:55	7:55	3:56	6:56	8:00	12:00	1:00	2:00
Thursday	6:55	7:55	3:56	6:56	6:55	7:55	3:56	6:56	8:00	12:00	1:00	2:00
Friday	6:55	7:55	3:56	6:56	6:55	7:55	3:56	6:56	8:00	12:00	1:00	2:00
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)	Sat./Trips-Teachers would sponsor enrichment activities for students to explore science, technology and the arts. An ELA teacher would like to build a hummingbird and butterfly garden. My athletics coach would like to start a hunting and fishing education class. The special education teacher is interested in teaching a Zumba Class. We would also provide homework assistance for students and field trips to outdoor nature sites.											
Parent/Legal Guardian Activities	ESL/GED, Conversational English,											

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

Texas ACE Center Operations Schedule (one per center)					Program Year 2021-2022							
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 5	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP				Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target				
Center	108911101	JOHN H SHARY EL, 2300 N. Glasscock Rd, Mission, TX 78574				PK-6	250	125				
Feeder												
Feeder												
Program Operations		Start Date (MM/DD/YY):		End Date (MM/DD/YY):		Total Weeks						
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term		09/13/21		12/10/21		12						
Spring Term		01/10/22		05/20/22		18						
Summer Term		06/06/22		07/08/22		6						
Total number of weeks:						36						
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	7:00	8:00	3:30	6:30	7:00	8:00	3:30	6:30	8:00	12:00	1:00	2:00
Tuesday	7:00	8:00	3:30	6:30	7:00	8:00	3:30	6:30	8:00	12:00	1:00	2:00
Wednesday	7:00	8:00	3:30	6:30	7:00	8:00	3:30	6:30	8:00	12:00	1:00	2:00
Thursday	7:00	8:00	3:30	6:30	7:00	8:00	3:30	6:30	8:00	12:00	1:00	2:00
Friday	7:00	8:00	3:30	6:30	7:00	8:00	3:30	6:30	8:00	12:00	1:00	2:00
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)	Sat/Trips-Math – Math Club & Money Matters (financial literacy), Reading – Book club Science – Science club, Outdoor & Fitness – Bike Club, Fishing Club, Explorer Club, All Stars Sports & Competitions, STEM – Coding club, Health & Wellness - Healthy Habits & Cooking Club, Power Hour – Homework & tutorials, Character & Leadership – JHS Service Club, Leo Club, Image Makers – Art & photography Club, Brain Gain – Summer enrichment program											
Parent/Legal Guardian Activities	The Home – School Connection – weekly program for parents to connect and learn how to help their children. Health & Wellness for Parents – Nutrition, Cooking, and Self-Care Powerful Parents – Parenting classes & Counseling sup											

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

Texas ACE Center Operations Schedule (one per center)					Program Year 2021-2022							
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center #	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP				Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target				
Center	108911102	OLIVERO GARZA SR EL, 7905 N. Taylor Rd, McAllen, TX 78504				PK-6	250	125				
Feeder	108911103	JESSIE L JENSEN EL, 510 N. Glasscock Blvd, Alton, TX 78573				PK-6						
Feeder												
Program Operations		Start Date (MM/DD/YY):		End Date (MM/DD/YY):		Total Weeks						
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term		09/13/21		12/10/21		12						
Spring Term		01/10/22		05/20/22		18						
Summer Term		06/06/22		07/08/22		6						
Total number of weeks:						36						
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	7:00	8:00	3:30	6:30	7:00	8:00	3:30	6:30	8:00	12:00	1:00	2:00
Tuesday	7:00	8:00	3:30	6:30	7:00	8:00	3:30	6:30	8:00	12:00	1:00	2:00
Wednesday	7:00	8:00	3:30	6:30	7:00	8:00	3:30	6:30	8:00	12:00	1:00	2:00
Thursday	7:00	8:00	3:30	6:30	7:00	8:00	3:30	6:30	8:00	12:00	1:00	2:00
Friday	7:00	8:00	3:30	6:30	7:00	8:00	3:30	6:30	8:00	12:00	1:00	2:00
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)	Sat/Trips-•How to Write Code, •STEM-mechanics and engineering behind manufacturing, •Art-Based Activities, •Digital Production, •Debate, •Gardening, •Sports Activities, •Dance, •Field Trips to area colleges and museums, •Academic Club, •Early Reading											
Parent/Legal Guardian Activities	•Financial Planning, •College Application seminars for Parents, •Nutrition Classes, •GED •English Academies, •Academic Support											

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

Texas ACE Center Operations Schedule (one per center)					Program Year 2021-2022							
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center #	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP				Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target				
Center	108911104	ROMULO D MARTINEZ EL, 2571 E 4th St, Mission, TX 78572				PK-6	250	125				
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>		09/13/21		12/10/21		12						
Fall Term		01/10/22		05/20/22		18						
Spring Term		06/06/22		07/08/22		6						
Summer Term						36						
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	7:00	8:00	3:30	6:30	7:00	8:00	3:30	6:30	8:00	12:00	1:00	2:00
Tuesday	7:00	8:00	3:30	6:30	7:00	8:00	3:30	6:30	8:00	12:00	1:00	2:00
Wednesday	7:00	8:00	3:30	6:30	7:00	8:00	3:30	6:30	8:00	12:00	1:00	2:00
Thursday	7:00	8:00	3:30	6:30	7:00	8:00	3:30	6:30	8:00	12:00	1:00	2:00
Friday	7:00	8:00	3:30	6:30	7:00	8:00	3:30	6:30	8:00	12:00	1:00	2:00
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)	Sat/Trips-•How to Write Code, •STEM-mechanics and engineering behind manufacturing, •Art-Based Activities, •Digital Production, •Debate, •Gardening, •Sports Activities, •Dance, •Field Trips to area colleges and museums, •Academic Club, •Early Reading											
Parent/Legal Guardian Activities	•Financial Planning, •College Application seminars for Parents, •Nutrition Classes, •GED •English Academies, •Academic Support											

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

Texas ACE Center Operations Schedule (one per center)					Program Year 2021-2022							
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center #	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP				Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target				
Center	108911105	RUBEN HINOJOSA EL, 4205 Los Indios Rd., Mission, TX 78572				PK-6	250	125				
Feeder	108911108	HARRY SHIMOTSU EL, 3101 San Mateo, Mission, TX 78572				PK-6						
Feeder												
Program Operations		Start Date (MM/DD/YY):		End Date (MM/DD/YY):		Total Weeks						
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term		09/13/21		12/10/21		12						
Spring Term		01/10/22		05/20/22		18						
Summer Term		06/06/22		07/08/22		6						
Total number of weeks:						36						
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	7:00	8:00	3:30	6:30	7:00	8:00	3:30	6:30	8:00	12:00	1:00	2:00
Tuesday	7:00	8:00	3:30	6:30	7:00	8:00	3:30	6:30	8:00	12:00	1:00	2:00
Wednesday	7:00	8:00	3:30	6:30	7:00	8:00	3:30	6:30	8:00	12:00	1:00	2:00
Thursday	7:00	8:00	3:30	6:30	7:00	8:00	3:30	6:30	8:00	12:00	1:00	2:00
Friday	7:00	8:00	3:30	6:30	7:00	8:00	3:30	6:30	8:00	12:00	1:00	2:00
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)	Sat /Trips-Gardening Club, After School tutoring, Coding Club, Chess Club, Homework Club, Day Care, Sports clubs football, basketball, volleyball, and Track, Cheer team or Dance team, bike club, Ukulele Club, Choir, Bells, Book club.											
Parent/Legal Guardian Activities	Parent nights											

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	108911107	LLOYD AND DOLLY BENTSEN EL, 2101 S Taylor Rd, McAllen, TX 78503			PK-6	250	125					
Feeder												
Feeder												
Program Operations		Start Date (MM/DD/YY):		End Date (MM/DD/YY):		Total Weeks						
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term		09/13/21		12/10/21		12						
Spring Term		01/10/22		05/20/22		18						
Summer Term		06/06/22		07/08/22		6						
Total number of weeks:						36						
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	7:00	8:00	3:30	6:30	7:00	8:00	3:30	6:30	8:00	12:00	1:00	2:00
Tuesday	7:00	8:00	3:30	6:30	7:00	8:00	3:30	6:30	8:00	12:00	1:00	2:00
Wednesday	7:00	8:00	3:30	6:30	7:00	8:00	3:30	6:30	8:00	12:00	1:00	2:00
Thursday	7:00	8:00	3:30	6:30	7:00	8:00	3:30	6:30	8:00	12:00	1:00	2:00
Friday	7:00	8:00	3:30	6:30	7:00	8:00	3:30	6:30	8:00	12:00	1:00	2:00
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)	Sat/Trips-•How to Write Code, •STEM-mechanics and engineering behind manufacturing, •Art-Based Activities, •Digital Production, •Debate, •Gardening, •Sports Activities, •Dance, •Field Trips to area colleges and museums, •Academic Club, •Early Reading											
Parent/Legal Guardian Activities	•Financial Planning, •College Application seminars for Parents, •Nutrition Classes, •GED •English Academies, •Academic Support											

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	108911109	DONNA WERNECKE EL, 4500 Dove Ave, McAllen, TX 78504			PK-6	250	125					
Feeder												
Feeder												
Program Operations		Start Date (MM/DD/YY):		End Date (MM/DD/YY):		Total Weeks						
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term		09/13/21		12/10/21		12						
Spring Term		01/10/22		05/20/22		18						
Summer Term		06/06/22		07/08/22		6						
Total number of weeks:						36						
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	7:00	8:00	3:30	6:30	7:00	8:00	3:30	6:30	8:00	12:00	1:00	2:00
Tuesday	7:00	8:00	3:30	6:30	7:00	8:00	3:30	6:30	8:00	12:00	1:00	2:00
Wednesday	7:00	8:00	3:30	6:30	7:00	8:00	3:30	6:30	8:00	12:00	1:00	2:00
Thursday	7:00	8:00	3:30	6:30	7:00	8:00	3:30	6:30	8:00	12:00	1:00	2:00
Friday	7:00	8:00	3:30	6:30	7:00	8:00	3:30	6:30	8:00	12:00	1:00	2:00
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)	Sat/Trips-•How to Write Code, •STEM-mechanics and engineering behind manufacturing, •Art-Based Activities, •Digital Production, •Debate, •Gardening, •Sports Activities, •Dance, •Field Trips to area colleges and museums, •Academic Club, •Early Reading											
Parent/Legal Guardian Activities	Financial Planning, •College Application seminars for Parents, •Nutrition Classes, •GED •English Academies, •Academic Support											



BOYS AND GIRLS CLUB OF MISSION

ACE Partnership Memorandum of Agreement



This agreement is entered effective July 1, 2021, through July 31, 2026 between **Sharyland Independent School District (SISD)** and **Boys and Girls Club (BGC)**, a 21st CCLC (ACE) Partner. The agreement is effective only upon notification of the grant award by the Texas Education Agency of the Texas 21st Century Community Learning Centers Grant Program as an Official Board approval will be pending the official ACE award and NOGA as required under organizational policy.

Sharyland Independent School District (SISD) has applied for federal 21st CCLC grant funds from TEA to provide out-of-school programs in 10 Title 1 schools across the district. Upon receiving the requested funds, the Texas ACE Program and **Boys and Girls Club** will enter into a collaboration to provide out-of-school programs to meet the requirements of the Texas ACE Grant Program and benefit the school communities as stated in the grant request for application. ACE partnerships provide a reasonable and specific plan for expanding the capacity of the organizations to achieve shared goals and increase the scope or quality of services that could not otherwise be provided to the grantee alone.

Sharyland Independent School District (SISD), 21st CCLC Staff agree to:

- Supervise Site Coordinator, program instructors, and community partners
- Implement program that is aligned with the CIP, district and school initiatives, and integrated into school culture
- Serve on the appropriate campus committees
- Offer Supervise purchasing, payroll, contracts, and hiring of staff
- Maintain the grant records for fiscal accountability and grant reporting
- Complete all evaluation reports
- Use student data for reporting, compliance, and evaluation needs only and abide by all federal, state, and district guidelines regarding privacy of that student data
- Communicate 21st CCLC progress to all 21st CCLC councils
- Implement the 21st CCLC grant application and subsequent continuation proposals
- academic and enrichment activities as designed by the Community Needs Assessment and Surveys
- Design customized services for both students and adults based on the 21st CCLC Grant Design Team feedback
- Monitor the program for grant compliance and sustainability
- Provide training on district policies and procedures, best practices, and youth development

Boys and Girls Club (BGC) 21st CCLC Grant Partner agrees to:

- Communicate with the community and families to gain 21st CCLC support
- Assist with teacher recruitment and support for the program
- Provide services and resources to compliment the goals of the 21st CCLC program
- Offer incentives, awards, volunteers and or discounts for the program whenever possible
- Ensure that the afterschool program partnership services are aligned with district and school initiatives
- Help identify and recruit students and adults for participation based on need
- Assign a campus contact person to serve as a partnership Liaison/Advisor to the program
- Attend planning, review meetings, and special events when possible

This agreement can be voided by either party with a 30-day written agreement. As indicated by our signature, we agree to follow the guidelines of this grant per the state and federal guidelines outlined in the grant program.



Ricardo Venecia, Interim CEO

1/8/21

Date



Dr. Maria M. Vidaauri, SISD Superintendent

1-19-21

Date



ACE Partnership Memorandum of Agreement

This agreement is entered effective July 1, 2021, through July 31, 2026 between **Sharyland Independent School District (SISD)** and the **College 1st Program**, a 21st CCLC (ACE) Partner. The agreement is effective only upon notification of the grant award by the Texas Education Agency of the Texas 21st Century Community Learning Centers Grant Program as an Official Board approval will be pending the official ACE award and NOGA as required under organizational policy.

Sharyland Independent School District (SISD) has applied for federal 21st CCLC grant funds from TEA to provide out-of-school programs in 10 Title 1 schools across the district. Upon receiving the requested funds, the Texas ACE Program and the College 1st Program will enter into a collaboration to provide out-of-school programs to meet the requirements of the Texas ACE Grant Program and benefit the school communities as stated in the grant request for application. ACE partnerships provide a reasonable and specific plan for expanding the capacity of the organizations to achieve shared goals and increase the scope or quality of services that could not otherwise be provided to the grantee alone.

Sharyland Independent School District (SISD), 21st CCLC Staff agree to:

- Supervise Site Coordinator, program instructors, and community partners
- Implement program that is aligned with the CIP, district and school initiatives, and integrated into school culture
- Serve on the appropriate campus committees
- Offer Supervise purchasing, payroll, contracts, and hiring of staff
- Maintain the grant records for fiscal accountability and grant reporting
- Complete all evaluation reports
- Use student data for reporting, compliance and evaluation needs only and abide by all federal, state, and district guidelines regarding privacy of that student data
- Communicate 21st CCLC progress to all 21st CCLC councils
- Implement the 21st CCLC grant application and subsequent continuation proposals
- academic and enrichment activities as designed by the Community Needs Assessment and Surveys
- Design customized services for both students and adults based on the 21st CCLC Grant Design Team feedback
- Monitor the program for grant compliance and sustainability
- Provide training on district policies and procedures, best practices, and youth development

The College 1st Program, 21st CCLC Grant Partner agrees to:

- Communicate with the community and families to gain 21st CCLC support
- Assist with teacher recruitment and support for the program
- Provide services and resources to compliment the goals of the 21st CCLC program
- Offer incentives, awards, volunteers and or discounts for the program whenever possible
- Ensure that the afterschool program partnership services are aligned with district and school initiatives
- Help identify and recruit students and adults for participation based on need
- Assign a campus contact person to serve as a partnership Liaison/Advisor to the program
- Attend planning, review meetings, and special events when possible

This agreement can be voided by either party with a 30-day written agreement. As indicated by our signature, we agree to follow the guidelines of this grant per the state and federal guidelines outlined in the grant program.

Ernesto Villarreal, College 1st Executive Director

Dr. Maria M. Vidaurri, SISD Superintendent

1-6-21

Date

1-19-21

Date



ACE Partnership Memorandum of Agreement

This agreement is entered effective July 1, 2021, through July 31, 2026 between Sharyland Independent School District (SISD) and Communities In Schools (CIS), a 21st CCLC (ACE) Partner. The agreement is effective only upon notification of the grant award by the Texas Education Agency of the Texas 21st Century Community Learning Centers Grant Program as an Official Board approval will be pending the official ACE award and NOGA as required under organizational policy.

Sharyland Independent School District (SISD) has applied for federal 21st CCLC grant funds from TEA to provide out-of-school programs in 10 Title 1 schools across the district. Upon receiving the requested funds, the Texas ACE Program and Communities In Schools will enter into a collaboration to provide out-of-school programs to meet the requirements of the Texas ACE Grant Program and benefit the school communities as stated in the grant request for application. ACE partnerships provide a reasonable and specific plan for expanding the capacity of the organizations to achieve shared goals and increase the scope or quality of services that could not otherwise be provided to the grantees alone.

Sharyland Independent School District (SISD), 21st CCLC Staff agree to:

- Supervise Site Coordinator, program instructors, and community partners
- Implement program that is aligned with the CIP, district and school initiatives, and integrated into school culture
- Serve on the appropriate campus committees
- Offer Supervise purchasing, payroll, contracts, and hiring of staff
- Maintain the grant records for fiscal accountability and grant reporting
- Complete all evaluation reports
- Use student data for reporting, compliance, and evaluation needs only and abide by all federal, state, and district guidelines regarding privacy of that student data
- Communicate 21st CCLC progress to all 21st CCLC councils
- Implement the 21st CCLC grant application and subsequent continuation proposals
- academic and enrichment activities as designed by the Community Needs Assessment and Surveys
- Design customized services for both students and adults based on the 21st CCLC Grant Design Team feedback
- Monitor the program for grant compliance and sustainability
- Provide training on district policies and procedures, best practices, and youth development

Communities In Schools (CIS) 21st CCLC Grant Partner agrees to:

- Communicate with the community and families to gain 21st CCLC support
- Assist with teacher recruitment and support for the program
- Provide services and resources to compliment the goals of the 21st CCLC program
- Offer incentives, awards, volunteers and/or discounts for the program whenever possible
- Ensure that the afterschool program partnership services are aligned with district and school initiatives
- Help identify and recruit students and adults for participation based on need
- Assign a campus contact person to serve as a partnership Liaison/Advisor to the program
- Attend planning, review meetings, and special events when possible

This agreement can be voided by either party with a 30-day written agreement. As indicated by our signature, we agree to follow the guidelines of this grant per the state and federal guidelines outlined in the grant program.

David Gus Kennedy
David Gus Kennedy (Executive Director)

Maria M. Vidauri
Dr. Maria M. Vidauri, SISD Superintendent
Date 1-19-21

Date: 1/18/21



Office of the President
3201 W. Pecan Blvd., McAllen, TX 78501

t (956) 872-8366
f (956) 872-8368

P.O Box 9701, McAllen, TX 78502-9701
www.SouthTexasCollege.edu

January 20, 2021

Texas Education Agency
William B. Travis Building, Congress Ave
Austin, TX 78701

Re: 2021-2021 Nita M. Lowey 21st Century Cycle 11 Year 1 Application

South Texas College is dedicated to providing educational opportunities, workforce development, cultural enrichment, and community service to our communities. One of the most effective strategies in achieving this mission is through support of entities that share our goals and our dedication to those we serve.

South Texas College is pleased to support the Sharyland Independent School District's (SISD) Application for the 2021-2022 Nita M. Lowey 21st Century Community Learning Centers (CCLC) Cycle 11 Grant opportunity. Sharyland Independent School District (SISD) has an opportunity to further invest in afterschool education programs that can help students succeed based on student achievement and is designed to lead to positive outcomes.

Through Sharyland ISD's proposed project, students will be more likely to achieve higher GPA and test scores, graduate from high school and attend college when they have access to afterschool programs. Students participating in SISD's afterschool program will develop valuable skills such as creativity, problem-solving and critical thinking. These skills will help each student succeed in today's job market.

South Texas College supports Sharyland ISD in their pursuit of grant funding. Should there be any questions regarding this letter of support, please contact my office at (956) 872-8366.

Sincerely,

David C. Plummer, M.B.A., Ed.D.
Interim President
South Texas College



**TEA 21st Century Community Learning Center (ACE)
Memorandum of Understanding**

This agreement is entered effective July 2021 through the end of the 5 year grant period between **Sharyland Independent School District (SISD) 21st CCLC Program, Cycle 11, and.**

- I. Lloyd & Dolly Bentsen Elementary School agrees to:
 - a. Communicate with teachers and families to gain support
 - b. Assist with teacher recruitment and support for the program
 - c. Ensure that rooms and adequate space (gym, cafeteria, classrooms, computer labs, auditorium, office, and storage) are available for program implementation
 - d. Assist in interviews and make recommendations for Site Coordinator
 - e. Have Data Clerk or PEIMS Clerk partner with Site Coordinator for appropriate data collection to meet necessary reporting, compliance, and evaluation needs
 - f. Welcome the Site Coordinator as part of your Leadership Team
 - g. Work with program staff to reschedule cancelled program time due to school functions/issues
 - h. Ensure that the afterschool program is included in the Campus Improvement Plan (CIP), is aligned with district and school initiatives, and is integrated into the school culture
 - i. Identify and recruit students for participation based on need
 - j. Assign campus contact person to work with grant writer on Needs Statement, Program Design, Center Project Plan and serve as Academic Liaison/Advisor to the program
 - k. Attend planning, review meetings, and special events

- II. **Sharyland Independent School District in Partnership with Community in Schools (CIS), College 1st, and Boys and Girls Club (BGC)** agree to:
 - a. Serve on the appropriate campus committees
 - b. Supervise purchasing, payroll, contracts, and hiring of staff
 - c. Maintain the grant records for fiscal accountability and grant reporting
 - d. Assist in completing all evaluation reports
 - e. Use student data for reporting, compliance, and evaluation needs only and abide by all federal, state, and district guidelines regarding privacy of that student data
 - f. Write the 21st CCLC grant application and subsequent continuation proposals
 - g. Monitor the program for grant compliance
 - h. Provide training on district policies and procedures, best practices, and youth development
 - i. Supervise Site Coordinator, program instructors, and community partners
 - j. Implement program that is aligned with the CIP, district and school initiatives, and integrated into school culture
 - k. That funding provided by the 21st Century Learning Center Grant will supplement not supplant existing staff, support materials and supplies, or programs
 - l. That the program will be aligned with the CIP, district and school initiatives, and integrated into the school culture and comply with all state and federal guidelines and requirements for the Texas 21st Century Learning Centers Grant Program

Agreed:

María M. Vidaurri

1-19-21

Date

SISD, Superintendent of Schools

Azucena Garza

1-14-21

Date

Azucena Garza, Lloyd & Dolly Bentsen
Elementary School Interim Principal

Campus ACE Staff Commitment

The campus teachers listed below support the opportunity for a 21st CCLC grant and will assist the program with Academic Enrichment classes in unison with the Principal to ensure a successful ACE program as per MOU.

#	Name (Print)	Teacher Position	SISD E-mail Address
1.	Elida Salinas	Asst. Principal	elidasalinas@sharylandisd.org
2.	Karina Salinas	Teacher Facilitator	ksalinas@sharylandisd.org
3.	Geneva Bermudez	Counselor	gbermudez@sharylandisd.org
4.	Jose Guerrero	Librarian	jguerrero@sharylandisd.org
5.	Brenda Hernandez	Kinder	bhernandez@sharylandisd.org
6.	Sandra Horton	Kinder	chorton@sharylandisd.org
7.	Tanya Gonzalez	2nd	tsgonzalez@sharylandisd.org
8.	Selena Escamilla	4th	sesecamilla@sharylandisd.org
9.	Olga Morado	4th	mmorado@sharylandisd.org
10.	Miguel Flores	5th	mmorado@sharylandisd.org
11.	Mildreth Puente	5th	mildrethpuente@sharylandisd.org
12.	Debra Trevino	5th	datrevino@sharylandisd.org
13.	Vanessa Manrique	6th	vmanrique@sharylandisd.org
14.	Victor De La Garza	Special Education	vdelagarza@sharylandisd.org
15.	Ayssa Lopez	Special Education	alopez@sharylandisd.org
16.	Luis Flores	PE	lflores@sharylandisd.org
17.	Monica Weigand	Kinder	mweigand@sharylandisd.org
18.	Silvia Garza-Rodriguez	Counselor	sgarzarodriguez@sharylandisd.org
19.	Maria Martinez	2nd	mmartinez@sharylandisd.org
20.	Alma Flores Galaviz	4th	afloresgalaviz@sharylandisd.org

I, Azucena Garza, Lloyd & Dolly Bentsen Elementary School Interim Principal, certify that the above listed teachers support the opportunity for a 21st CCLC grant and will assist the program with Academic Enrichment classes to ensure a successful ACE program as per the MOU.


 Campus Principal Signature

1-14-21
 Date



TEA 21st Century Community Learning Center (ACE) Memorandum of Understanding

This agreement is entered effective July 2021 through the end of the 5 year grant period between **Sharyland Independent School District (SISD) 21st CCLC Program, Cycle 11, and.**

- I. Romulo Martinez Elementary School agrees to:
 - a. Communicate with teachers and families to gain support
 - b. Assist with teacher recruitment and support for the program
 - c. Ensure that rooms and adequate space (gym, cafeteria, classrooms, computer labs, auditorium, office, and storage) are available for program implementation
 - d. Assist in interviews and make recommendations for Site Coordinator
 - e. Have Data Clerk or PEIMS Clerk partner with Site Coordinator for appropriate data collection to meet necessary reporting, compliance, and evaluation needs
 - f. Welcome the Site Coordinator as part of your Leadership Team
 - g. Work with program staff to reschedule cancelled program time due to school functions/issues
 - h. Ensure that the afterschool program is included in the Campus Improvement Plan (CIP), is aligned with district and school initiatives, and is integrated into the school culture
 - i. Identify and recruit students for participation based on need
 - j. Assign campus contact person to work with grant writer on Needs Statement, Program Design, Center Project Plan and serve as Academic Liaison/Advisor to the program
 - k. Attend planning, review meetings, and special events
- II. **Sharyland Independent School District in Partnership with Community in Schools (CIS), College 1st, and Boys and Girls Club (BGC)** agree to:
 - a. Serve on the appropriate campus committees
 - b. Supervise purchasing, payroll, contracts, and hiring of staff
 - c. Maintain the grant records for fiscal accountability and grant reporting
 - d. Assist in completing all evaluation reports
 - e. Use student data for reporting, compliance, and evaluation needs only and abide by all federal, state, and district guidelines regarding privacy of that student data
 - f. Write the 21st CCLC grant application and subsequent continuation proposals
 - g. Monitor the program for grant compliance
 - h. Provide training on district policies and procedures, best practices, and youth development
 - i. Supervise Site Coordinator, program instructors, and community partners
 - j. Implement program that is aligned with the CIP, district and school initiatives, and integrated into school culture
 - k. That funding provided by the 21st Century Learning Center Grant will supplement not supplant existing staff, support materials and supplies, or programs
 - l. That the program will be aligned with the CIP, district and school initiatives, and integrated into the school culture and comply with all state and federal guidelines and requirements for the Texas 21st Century Learning Centers Grant Program

Agreed:

Maria M. Vidauri

SISD, Superintendent of Schools

Nayeli Perez

**Nayeli Perez, Romulo Martinez Elementary
School Principal**

1-19-21

Date

1/15/2021

Date

Campus ACE Staff Commitment

The campus teachers listed below support the opportunity for a 21st CCLC grant and will assist the program with Academic Enrichment classes in unison with the Principal to ensure a successful ACE program as per MOU.

#	Name (Print)	Teacher Position	SISD E-mail Address
1.	Marichu Avila	Counselor	mavila@sharylandisd.org
2.	Nidia Garza	Life Skills Teacher	nmgarza@sharylandisd.org
3.	Ester Cardenas	Teacher Facilitator	estercardenas@sharylandisd.org
4.	Onedia Aleman	Libraian	oaleman@sharylandisd.org
5.	Susana Guerrero	Bilingual Teacher	susanaguerrero@sharylandisd.org
6.	Fernanda Esparza	Bilingual Teacher	fesparza@sharylandisd.org
7.	Rosaura Stubbs	Bilingual Teacher	rstubbs@sharylandisd.org
8.	Tawuana Salinas	Bilingual Special Ed. T	tsalinas@sharylandisd.org
9.	Janet Arredondo	Bilingual Teacher	jarredondo@sharylandisd.org
10.	Eloy Arredondo	Bilingual Teacher	earredondo@sharylandisd.org
11.	Leticia Trevino	Bilingual Teacher	ltrevino@sharylandisd.org
12.	Maritza Hernandez	Bilingual Teacher	martzahernandez@sharylandisd.org
13.	Andrea Labanzat	Bilingual Teacher	alabanzat@sharylandisd.org
14.	Jimmy Rosales	P.E. Coach	jrosales@sharylandisd.org
15.	Madaleyme Gutierrez	Bilingual Teacher	magutierrez@sharylandisd.org
16.	Carolina Ruiz	Bilingual Teacher	cruiz@sharylandisd.org
17.	Karol Quinlan	Bilingual Teacher	kquinlan@sharylandisd.org
18.	Mariscela Scoggins	Bilingual Teacher	msscoggins2@sharylandisd.org
19.			
20.			

I, Nayeli Perez, Romulo Martinez Elementary School Principal, certify that the above listed teachers support the opportunity for a 21st CCLC grant and will assist the program with Academic Enrichment classes to ensure a successful ACE program as per the MOU.



 Campus Principal Signature

1/15/2021

 Date



TEA 21st Century Community Learning Center (ACE) Memorandum of Understanding

This agreement is entered effective July 2021 through the end of the 5 year grant period between Sharyland Independent School District (SISD) 21st CCLC Program, Cycle 11, and.

- I. **Olivero Garza Elementary School** agrees to:
 - a. Communicate with teachers and families to gain support
 - b. Assist with teacher recruitment and support for the program
 - c. Ensure that rooms and adequate space (gym, cafeteria, classrooms, computer labs, auditorium, office, and storage) are available for program implementation
 - d. Assist in interviews and make recommendations for Site Coordinator
 - e. Have Data Clerk or PEIMS Clerk partner with Site Coordinator for appropriate data collection to meet necessary reporting, compliance, and evaluation needs
 - f. Welcome the Site Coordinator as part of your Leadership Team
 - g. Work with program staff to reschedule cancelled program time due to school functions/issues
 - h. Ensure that the afterschool program is included in the Campus Improvement Plan (CIP), is aligned with district and school initiatives, and is integrated into the school culture
 - i. Identify and recruit students for participation based on need
 - j. Assign campus contact person to work with grant writer on Needs Statement, Program Design, Center Project Plan and serve as Academic Liaison/Advisor to the program
 - k. Attend planning, review meetings, and special events
- II. **Sharyland Independent School District in Partnership with Community in Schools (CIS), College 1st, and Boys and Girls Club (BGC)** agree to:
 - a. Serve on the appropriate campus committees
 - b. Supervise purchasing, payroll, contracts, and hiring of staff
 - c. Maintain the grant records for fiscal accountability and grant reporting
 - d. Assist in completing all evaluation reports
 - e. Use student data for reporting, compliance, and evaluation needs only and abide by all federal, state, and district guidelines regarding privacy of that student data
 - f. Write the 21st CCLC grant application and subsequent continuation proposals
 - g. Monitor the program for grant compliance
 - h. Provide training on district policies and procedures, best practices, and youth development
 - i. Supervise Site Coordinator, program instructors, and community partners
 - j. Implement program that is aligned with the CIP, district and school initiatives, and integrated into school culture
 - k. That funding provided by the 21st Century Learning Center Grant will supplement not supplant existing staff, support materials and supplies, or programs
 - l. That the program will be aligned with the CIP, district and school initiatives, and integrated into the school culture and comply with all state and federal guidelines and requirements for the Texas 21st Century Learning Centers Grant Program

Agreed:

Maria M. Vidauri

SISD, Superintendent of Schools

Veronica Rodriguez
Veronica Rodriguez, Olivero Garza Elementary
School Principal

1-19-21

Date

1-14-21

Date

Campus ACE Staff Commitment

The campus teachers listed below support the opportunity for a 21st CCLC grant and will assist the program with Academic Enrichment classes in unison with the Principal to ensure a successful ACE program as per MOU.

#	Name (Print)	Teacher Position	SISD E-mail Address
1.	Garza Erika	Teacher	egarza@sharylandisd.org
2.	Caicedo Carmen	Teacher	Ccaicedo@sharylandisd.org
3.	Garza Sandra	Teacher	Sandragarza@sharylandisd.org
4.	Lugo Anita	Teacher	Anitalugo@sharylandisd.org
5.	Balderas Brenda	Reading Interventionist	bbalderas@sharylandisd.org
6.	Fuentes Norma	Teacher	nfuentes@sharylandisd.org
7.	Hinojosa Anabel	Teacher	anabelhinojosa@sharylandisd.org
8.	Cavazos Marie	Teacher	mcavazos@sharylandisd.org
9.	Salomon Sandra	Teacher	ssalomon@sharylandisd.org
10.	Moreno Stacy	Teacher	stacymoreno@sharylandisd.org
11.	Cantu Lupita	Teacher Facilitator	mrrios@sharylandisd.org
12.	Valencia Maira	Teacher	mvalencia@sharylandisd.org
13.	Ramirez Veronica	Teacher	vramirez@sharylandisd.org
14.	Cortez Linda	Teacher	lcortez@sharylandisd.org
15.	Gonzalez Alfredo	PE Coach	alfredogonzalez@sharylandisd.org
16.	Salinas Sofia	Teacher	scsalinas@sharylandisd.org
17.	Alanis Susana	Teacher	salanis@sharylandisd.org
18.	Ortiz Diana	Interventionist	dortiz@sharylandisd.org
19.	Martinez Alma	Teacher	almamartinez@sharylandisd.org
20.	Solis Mayra	Teacher	mayrasolis@sharylandisd.org

I, Veronica Rodriguez, Olivero Garza Elementary School Principal, certify that the above listed teachers support the opportunity for a 21st CCLC grant and will assist the program with Academic Enrichment classes to ensure a successful ACE program as per the MOU.


 Campus Principal Signature

1-14-21
 Date



**TEA 21st Century Community Learning Center (ACE)
Memorandum of Understanding**

This agreement is entered effective July 2021 through the end of the 5 year grant period between **Sharyland Independent School District (SISD)** 21st CCLC Program, Cycle 11, and.

- I. **Ruben Hinojosa Elementary School** agrees to:
 - a. Communicate with teachers and families to gain support
 - b. Assist with teacher recruitment and support for the program
 - c. Ensure that rooms and adequate space (gym, cafeteria, classrooms, computer labs, auditorium, office, and storage) are available for program implementation
 - d. Assist in interviews and make recommendations for Site Coordinator
 - e. Have Data Clerk or PEIMS Clerk partner with Site Coordinator for appropriate data collection to meet necessary reporting, compliance, and evaluation needs
 - f. Welcome the Site Coordinator as part of your Leadership Team
 - g. Work with program staff to reschedule cancelled program time due to school functions/issues
 - h. Ensure that the afterschool program is included in the Campus Improvement Plan (CIP), is aligned with district and school initiatives, and is integrated into the school culture
 - i. Identify and recruit students for participation based on need
 - j. Assign campus contact person to work with grant writer on Needs Statement, Program Design, Center Project Plan and serve as Academic Liaison/Advisor to the program
 - k. Attend planning, review meetings, and special events

- II. **Sharyland Independent School District in Partnership with Community in Schools (CIS), College 1st, and Boys and Girls Club (BGC)** agree to:
 - a. Serve on the appropriate campus committees
 - b. Supervise purchasing, payroll, contracts, and hiring of staff
 - c. Maintain the grant records for fiscal accountability and grant reporting
 - d. Assist in completing all evaluation reports
 - e. Use student data for reporting, compliance, and evaluation needs only and abide by all federal, state, and district guidelines regarding privacy of that student data
 - f. Write the 21st CCLC grant application and subsequent continuation proposals
 - g. Monitor the program for grant compliance
 - h. Provide training on district policies and procedures, best practices, and youth development
 - i. Supervise Site Coordinator, program instructors, and community partners
 - j. Implement program that is aligned with the CIP, district and school initiatives, and integrated into school culture
 - k. That funding provided by the 21st Century Learning Center Grant will supplement not supplant existing staff, support materials and supplies, or programs
 - l. That the program will be aligned with the CIP, district and school initiatives, and integrated into the school culture and comply with all state and federal guidelines and requirements for the Texas 21st Century Learning Centers Grant Program

Agreed:

Maria M. Vidauri

SISD, Superintendent of Schools

LouAnn Sarachene

LouAnn Sarachene, Ruben Hinojosa Elementary School Principal

1-19-21

Date

1/15/2021

Date

Campus ACE Staff Commitment

The campus teachers listed below support the opportunity for a 21st CCLC grant and will assist the program with Academic Enrichment classes in unison with the Principal to ensure a successful ACE program as per MOU.

#	Name (Print)	Teacher Position	SISD E-mail Address
1.	Lou Ann Sarachene	Principal	lsarachene@sharylandisd.org
2.	Aracely Rios	Assistant Principal	aracelyrios@sharylandisd.org
3.	Lettie Crixell	Counselor	acrixell@sharylandisd.org
4.	Thanya Montemayor	Librarian	tmontemayor@sharylandisd.org
5.	Erika Soto	Nurse	esoto@sharylandisd.org
6.	Elizabeth Flores	PEIMS	eflores@sharylandisd.org
7.	Sylvia Martinez	Counselor Secretary	sylviamartinez@sharylandisd.org
8.	Sergio Rivera	Principal Secretary	srivera@sharylandisd.org
9.	Mary Zuviri-Cruz	Pre-K Teacher	mzuviricruz@sharylandisd.org
10.	Melissa Guerrero	Pre-K Teacher	mguerrero@sharylandisd.org
11.	Bertha Castillo	Kinder Teacher	berthacastillo@sharylandisd.org
12.	Stephanie Hernandez	Kinder Teacher	shernandez@sharylandisd.org
13.	Estela Lopez	Kinder Teacher	elopez@sharylandisd.org
14.	Carol Sola	1st Grade Teacher	csola@sharylandisd.org
15.	Mirna Thomson	1st Grade Teacher	mthomson@sharylandisd.org
16.	Alejandra Alanis	1st Grade Teacher	alejandraalanis@sharylandisd.org
17.	Erika Cepeda	2nd Grade Teacher	ecepeda@sharylandisd.org
18.	Mariana Garza	2nd Grade Teacher	megarza@sharylandisd.org
19.	Jessica Alviso	2nd Grade Teacher	jalviso@sharylandisd.org
20.	Yanira Rodriguez	3rd Grade Teacher	yanirardz@sharylandisd.org

I, LouAnn Sarachene, Ruben Hinojosa Elementary School Principal, certify that the above listed teachers support the opportunity for a 21st CCLC grant and will assist the program with Academic Enrichment classes to ensure a successful ACE program as per the MOU.



Campus Principal Signature

1/15/2021

Date

Campus ACE Staff Commitment

The campus teachers listed below support the opportunity for a 21st CCLC grant and will assist the program with Academic Enrichment classes in unison with the Principal to ensure a successful ACE program as per MOU.

#	Name (Print)	Teacher Position	SISD E-mail Address
1.	Galina Salinas	3rd Grade Teacher	gsalinas@sharylandisd.org
2.	Nelida Cantu	3rd Grade Teacher	nelidacantu@sharylandisd.org
3.	Arllet Cantu	3rd Grade Teacher	acantu@sharylandisd.org
4.	Doris Villalpando	4th Grade Teacher	dvillalpando@sharylandisd.org
5.	Blanca Morin	4th Grade Teacher	bmorin@sharylandisd.org
6.	Diana Vela	4th Grade Teacher	dvela@sharylandisd.org
7.	Marcella Ramirez	5th Grade Teacher	marcellaramirez@sharylandisd.org
8.	Alma Sanchez	5th Grade Teacher	asanchez@sharylandisd.org
9.	Amarilis Aranzazu	5th Grade Teacher	aaaranzazuarenas@sharylandisd.org
10.	Veronica Flores	6th Grade Teacher	vflores@sharylandisd.org
11.	Katia Habecker	6th Grade Teacher	khabecker@sharylandisd.org
12.	Ilse Pedro	6th Grade Teacher	ipedro@sharylandisd.org
13.	Luis Rodriguez	SpeEd Teacher	luisrodriguez@sharylandisd.org
14.	Stephanie Saenz	Inclusion Teacher	ssaenz@sharylandisd.org
15.	Paula Guzman	Reading Specialist	pguzman@sharylandisd.org
16.	Kyle Spann	Coach	kylespann@sharylandisd.org
17.	Paige Sifuentes	Music Teacher	psifuentes@sharylandisd.org
18.	Mark Gonzalez	LSSP	markgonzalez@sharylandisd.org
19.	Michelle Cantu	Behavioral Comp. Aide	michellecantu@sharylandisd.org
20.	Erica Garza	Computer Lab Manager	ericagarza@sharylandisd.org

I, LouAnn Sarachene, Ruben Hinojosa Elementary School Principal, certify that the above listed teachers support the opportunity for a 21st CCLC grant and will assist the program with Academic Enrichment classes to ensure a successful ACE program as per the MOU.



Campus Principal Signature

1/15/2021

Date

Campus ACE Staff Commitment

The campus teachers listed below support the opportunity for a 21st CCLC grant and will assist the program with Academic Enrichment classes in unison with the Principal to ensure a successful ACE program as per MOU.

#	Name (Print)	Teacher Position	SISD E-mail Address
1.	Mauricio Garza	Inclusion Aide	mauriciogarza@sharylandisd.org
2.	Silvia Trujano	Life Skills Unit Aide	strujano@sharylandisd.org
3.	Juan Lopez	P.E. Aide	juanlopez@sharylandisd.org
4.	Vanessa Avina	Pre-K Aide	vavina@sharylandisd.org
5.	Ivonne Robles	Pre-K Aide	iroblessanchez@sharylandisd.org
6.	Adriana Diaz De Leon	Reading Specialist Aide	adiazdeleonsanchez@sharylandisd.org
7.	Melba Espinoza	Transportation Driver	melbaespinoza@sharylandisd.org
8.			
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I, LouAnn Sarachene, Ruben Hinojosa Elementary School Principal, certify that the above listed teachers support the opportunity for a 21st CCLC grant and will assist the program with Academic Enrichment classes to ensure a successful ACE program as per the MOU.



 Campus Principal Signature

1/15/2021

 Date



**TEA 21st Century Community Learning Center (ACE)
Memorandum of Understanding**

This agreement is entered effective July 2021 through the end of the 5 year grant period between **Sharyland Independent School District (SISD)** 21st CCLC Program, Cycle 11, and.

- I. Donna Wernecke Elementary School agrees to:
 - a. Communicate with teachers and families to gain support
 - b. Assist with teacher recruitment and support for the program
 - c. Ensure that rooms and adequate space (gym, cafeteria, classrooms, computer labs, auditorium, office, and storage) are available for program implementation
 - d. Assist in interviews and make recommendations for Site Coordinator
 - e. Have Data Clerk or PEIMS Clerk partner with Site Coordinator for appropriate data collection to meet necessary reporting, compliance, and evaluation needs
 - f. Welcome the Site Coordinator as part of your Leadership Team
 - g. Work with program staff to reschedule cancelled program time due to school functions/issues
 - h. Ensure that the afterschool program is included in the Campus Improvement Plan (CIP), is aligned with district and school initiatives, and is integrated into the school culture
 - i. Identify and recruit students for participation based on need
 - j. Assign campus contact person to work with grant writer on Needs Statement, Program Design, Center Project Plan and serve as Academic Liaison/Advisor to the program
 - k. Attend planning, review meetings, and special events

- II. **Sharyland Independent School District in Partnership with Community in Schools (CIS), College 1st, and Boys and Girls Club (BGC)** agree to:
 - a. Serve on the appropriate campus committees
 - b. Supervise purchasing, payroll, contracts, and hiring of staff
 - c. Maintain the grant records for fiscal accountability and grant reporting
 - d. Assist in completing all evaluation reports
 - e. Use student data for reporting, compliance, and evaluation needs only and abide by all federal, state, and district guidelines regarding privacy of that student data
 - f. Write the 21st CCLC grant application and subsequent continuation proposals
 - g. Monitor the program for grant compliance
 - h. Provide training on district policies and procedures, best practices, and youth development
 - i. Supervise Site Coordinator, program instructors, and community partners
 - j. Implement program that is aligned with the CIP, district and school initiatives, and integrated into school culture
 - k. That funding provided by the 21st Century Learning Center Grant will supplement not supplant existing staff, support materials and supplies, or programs
 - l. That the program will be aligned with the CIP, district and school initiatives, and integrated into the school culture and comply with all state and federal guidelines and requirements for the Texas 21st Century Learning Centers Grant Program

Agreed:

Maria M. Vidauri

1-20-21

Date

SISD, Superintendent of Schools

Lela Culberson

1-14-21

Date

Lela Culberson, Donna Wernecke Elementary
School Principal

Campus ACE Staff Commitment

The campus teachers listed below support the opportunity for a 21st CCLC grant and will assist the program with Academic Enrichment classes in unison with the Principal to ensure a successful ACE program as per MOU.

#	Name (Print)	Teacher Position	SISD E-mail Address
1.	Lorena Rivera	Kinder Teacher	lrivera1@sharylandisd.org
2.	Alicia Campbell	Teacher Facilitator	acampbell@sharylandisd.org
3.	Miriam Leija	1 st grade teacher	mleija@sharylandisd.org
4.	Alicia Cuellar	5 th grade teacher	aliciacuellar@sharylandisd.org
5.	Kelly Regino	4 th grade teacher	kregino@sharylandisd.org
6.	Criselda Zambrano	4 th grade teacher	czambrano@sharylandisd.org
7.	Erica Banda	1 st grade teacher	ebanda@sharylandisd.org
8.	Azalia Davila Garcia	2 nd grade teacher	adavilagarcia@sharylandisd.org
9.	Susan Meijerink	Counselor	smeijerink@sharylandisd.org
10.	Nubia German	2 nd grade teacher	ngerman@sharylandisd.org
11.	Nancy Keller	5 th grade teacher	nkeller@sharylandisd.org
12.	Sara Montiel	2 nd grade teacher	smontiel@sharylandisd.org
13.	Angelica Lee	3 rd grade teacher	alee@sharylandisd.org
14.	Jason Huddleston	6 th grade teacher	jhuddleston@sharylandisd.org
15.	Ariana Ibarra	Inclusion teacher	aibarra@sharylandisd.org
16.	Jose Carranza	PE teacher	jcarranza@sharylandisd.org
17.	Ismael Perez	PK teacher	iperez@sharylandisd.org
18.	Cynthia Garcia	Kinder teacher	cynthiagarcia2@sharylandisd.org
19.	Lilly Diaz	5 th grade teacher	ldiaz@sharylandisd.org
20.	Melissa Galaviz	ESL strategist	melissagalaviz@sharylandisd.org
21.	Ronnie Guerra	6 th grade teacher	ronnieguerra@sharylandisd.org
22.	Lisa Garza	Community Liaison	lgarza1@sharylandisd.org
23.	Magaly Lopez	Receptionist	millopez@sharylandisd.org
24.	Maricella Rodriguez	PK paraprofessional	maricellarodriguez@sharylandisd.org
25.	Maria Leal	Self-Contained paraprofessional	mleal@sharylandisd.org
26.	Marlen Bautista	Computer Lab paraprofessional	mbautista@sharylandisd.org
27.	Alma Frausto	Inclusion paraprofessional	afrausto@sharylandisd.org
28.	Melody Bravo	Self-Contained paraprofessional	mbravo@sharylandisd.org
29.	Johanna Saldana	Assistant Principal	jsaldana@sharylandisd.org

30.	Nilda Palomo	1 st grade teacher	npalomo@sharylandisd.org
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I, Lela Culberson, Donna Wernecke Elementary School Principal, certify that the above listed teachers support the opportunity for a 21st CCLC grant and will assist the program with Academic Enrichment classes to ensure a successful ACE program as per the MOU.



Campus Principal Signature

1-14-21

Date



**TEA 21st Century Community Learning Center (ACE)
Memorandum of Understanding**

This agreement is entered effective July 2021 through the end of the 5 year grant period between **Sharyland Independent School District (SISD) 21st CCLC Program, Cycle 11, and.**

- I. John H. Shary Elementary School agrees to:
 - a. Communicate with teachers and families to gain support
 - b. Assist with teacher recruitment and support for the program
 - c. Ensure that rooms and adequate space (gym, cafeteria, classrooms, computer labs, auditorium, office, and storage) are available for program implementation
 - d. Assist in interviews and make recommendations for Site Coordinator
 - e. Have Data Clerk or PEIMS Clerk partner with Site Coordinator for appropriate data collection to meet necessary reporting, compliance, and evaluation needs
 - f. Welcome the Site Coordinator as part of your Leadership Team
 - g. Work with program staff to reschedule cancelled program time due to school functions/issues
 - h. Ensure that the afterschool program is included in the Campus Improvement Plan (CIP), is aligned with district and school initiatives, and is integrated into the school culture
 - i. Identify and recruit students for participation based on need
 - j. Assign campus contact person to work with grant writer on Needs Statement, Program Design, Center Project Plan and serve as Academic Liaison/Advisor to the program
 - k. Attend planning, review meetings, and special events

- II. **Sharyland Independent School District in Partnership with Community in Schools (CIS), College 1st, and Boys and Girls Club (BGC)** agree to:
 - a. Serve on the appropriate campus committees
 - b. Supervise purchasing, payroll, contracts, and hiring of staff
 - c. Maintain the grant records for fiscal accountability and grant reporting
 - d. Assist in completing all evaluation reports
 - e. Use student data for reporting, compliance, and evaluation needs only and abide by all federal, state, and district guidelines regarding privacy of that student data
 - f. Write the 21st CCLC grant application and subsequent continuation proposals
 - g. Monitor the program for grant compliance
 - h. Provide training on district policies and procedures, best practices, and youth development
 - i. Supervise Site Coordinator, program instructors, and community partners
 - j. Implement program that is aligned with the CIP, district and school initiatives, and integrated into school culture
 - k. That funding provided by the 21st Century Learning Center Grant will supplement not supplant existing staff, support materials and supplies, or programs
 - l. That the program will be aligned with the CIP, district and school initiatives, and integrated into the school culture and comply with all state and federal guidelines and requirements for the Texas 21st Century Learning Centers Grant Program

Agreed:

Marie M. Vidauri

1-19-21

Date

SISD, Superintendent of Schools

Rebekah Gerlach

1/15/21

Date

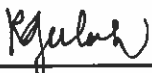
**Rebekah Gerlach, John H. Shary Elementary
School Principal**

Campus ACE Staff Commitment

The campus teachers listed below support the opportunity for a 21st CCLC grant and will assist the program with Academic Enrichment classes in unison with the Principal to ensure a successful ACE program as per MOU.

#	Name (Print)	Teacher Position	SISD E-mail Address
1.	Dulce Solis	Kinder	dulcesolis@sharylandisd.org
2.	Leticia Arriaga	Kinder	larriaga@sharylandisd.org
3.	Sandra Ochoa	Kinder	sochoa@sharylandisd.org
4.	Flor Campos	1st	fcamposaguilar@sharylandisd.org
5.	Mary Gaona	SPED	mgaona@sharylandisd.org
6.	Eric Carranza	Physical Education	ericcarranza@sharylandisd.org
7.	Monica Ellisor	3rd	mellisor@sharylandisd.org
8.	Arely Cardenas	3rd	acardenas@sharylandisd.org
9.	Iris Espinoza	5th	iespinoza@sharylandisd.org
10.	Myriam Rangel	5th	mrangel@sharylandisd.org
11.	Crystal Ponce	4th	cponce@sharylandisd.org
12.	Audrey Cuellar	4th	acuellar@sharylandisd.org
13.	Pamela Linn	6th	plinn@sharylandisd.org
14.	Monica Garza	6th	mdgarza@sharylandisd.org
15.	Itzel Alvarez	SPED	ialvarez@sharylandisd.org
16.	Irene Garcia	6th	irenegarcia@sharylandisd.org
17.	Celeste Garza	1st	ctrevinogarza@sharylandisd.org
18.			
19.			
20.			

I, Rebekah Gerlach, John H. Shary Elementary School Principal, certify that the above listed teachers support the opportunity for a 21st CCLC grant and will assist the program with Academic Enrichment classes to ensure a successful ACE program as per the MOU.



Campus Principal Signature

1/15/21

Date



**TEA 21st Century Community Learning Center (ACE)
Memorandum of Understanding**

This agreement is entered effective July 2021 through the end of the 5 year grant period between Sharyland Independent School District (SISD) 21st CCLC Program, Cycle 11, and.

- I. Jessie Jensen Elementary School agrees to:
 - a. Communicate with teachers and families to gain support
 - b. Assist with teacher recruitment and support for the program
 - c. Ensure that rooms and adequate space (gym, cafeteria, classrooms, computer labs, auditorium, office, and storage) are available for program implementation
 - d. Assist in interviews and make recommendations for Site Coordinator
 - e. Have Data Clerk or PEIMS Clerk partner with Site Coordinator for appropriate data collection to meet necessary reporting, compliance, and evaluation needs
 - f. Welcome the Site Coordinator as part of your Leadership Team
 - g. Work with program staff to reschedule cancelled program time due to school functions/issues
 - h. Ensure that the afterschool program is included in the Campus Improvement Plan (CIP), is aligned with district and school initiatives, and is integrated into the school culture
 - i. Identify and recruit students for participation based on need
 - j. Assign campus contact person to work with grant writer on Needs Statement, Program Design, Center Project Plan and serve as Academic Liaison/Advisor to the program
 - k. Attend planning, review meetings, and special events

- II. **Sharyland Independent School District in Partnership with Community in Schools (CIS), College 1st, and Boys and Girls Club (BGC)** agree to:
 - a. Serve on the appropriate campus committees
 - b. Supervise purchasing, payroll, contracts, and hiring of staff
 - c. Maintain the grant records for fiscal accountability and grant reporting
 - d. Assist in completing all evaluation reports
 - e. Use student data for reporting, compliance, and evaluation needs only and abide by all federal, state, and district guidelines regarding privacy of that student data
 - f. Write the 21st CCLC grant application and subsequent continuation proposals
 - g. Monitor the program for grant compliance
 - h. Provide training on district policies and procedures, best practices, and youth development
 - i. Supervise Site Coordinator, program instructors, and community partners
 - j. Implement program that is aligned with the CIP, district and school initiatives, and integrated into school culture
 - k. That funding provided by the 21st Century Learning Center Grant will supplement not supplant existing staff, support materials and supplies, or programs
 - l. That the program will be aligned with the CIP, district and school initiatives, and integrated into the school culture and comply with all state and federal guidelines and requirements for the Texas 21st Century Learning Centers Grant Program

Agreed:

Maria M. Videmus

SISD, Superintendent of Schools

Debra Arce

Debra Arce, Jessie Jensen Elementary School
Principal

1-19-21
Date

January 15, 2021
Date

Campus ACE Staff Commitment

The campus teachers listed below support the opportunity for a 21st CCLC grant and will assist the program with Academic Enrichment classes in unison with the Principal to ensure a successful ACE program as per MOU.

#	Name (Print)	Teacher Position	SISD E-mail Address
1.	Jason Cuevas	Kinder Teacher	jcuevas@sharylandisd.org
2.	Melissa Rodriguez	Pre-K Teacher	melissarodriguez@sharylandisd.org
3.	Cathy Cortinas	Reading Interventionist	ccortinas@sharylandisd.org
4.	Jenny Gonzalez	ESL Strategist	jennygonzalez@sharylandisd.org
5.	Margarita Galindo	2nd Grade Teacher	mgalindo@sharylandisd.org
6.	Xaviera Pallais	6th Grade ELA Teacher	xpallais@sharylandisd.org
7.	Nubia Davis	4th Grade Math	ndavis@sharylandisd.org
8.	Alex Cantu	SPED	mariacantu@sharylandisd.org
9.	Elva Cavazos	4th Social Studies	ecavazos@sharylandisd.org
10.	Dinora Galvan	3rd Math	dinoragalvan@sharylandisd.org
11.	Joana Rodriguez	3rd Writing	joanarodriguez@sharylandisd.org
12.	Ariana Solis	1st Grade	asolis@sharylandisd.org
13.	Alicia Kalifa	Kinder	akalifa@sharylandisd.org
14.	Elisa Sanchez	1st Grade	elisasanchez@sharylandisd.org
15.			
16.			
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I, Debra Arce, Jessie Jensen Elementary School Principal, certify that the above listed teachers support the opportunity for a 21st CCLC grant and will assist the program with Academic Enrichment classes to ensure a successful ACE program as per the MOU.



 Campus Principal Signature

January 15, 2021

 Date



**TEA 21st Century Community Learning Center (ACE)
Memorandum of Understanding**

This agreement is entered effective July 2021 through the end of the 5 year grant period between **Sharyland Independent School District (SISD) 21st CCLC Program, Cycle 11**, and.

- I. Harry Shimotsu Elementary School agrees to:
 - a. Communicate with teachers and families to gain support
 - b. Assist with teacher recruitment and support for the program
 - c. Ensure that rooms and adequate space (gym, cafeteria, classrooms, computer labs, auditorium, office, and storage) are available for program implementation
 - d. Assist in interviews and make recommendations for Site Coordinator
 - e. Have Data Clerk or PEIMS Clerk partner with Site Coordinator for appropriate data collection to meet necessary reporting, compliance, and evaluation needs
 - f. Welcome the Site Coordinator as part of your Leadership Team
 - g. Work with program staff to reschedule cancelled program time due to school functions/issues
 - h. Ensure that the afterschool program is included in the Campus Improvement Plan (CIP), is aligned with district and school initiatives, and is integrated into the school culture
 - i. Identify and recruit students for participation based on need
 - j. Assign campus contact person to work with grant writer on Needs Statement, Program Design, Center Project Plan and serve as Academic Liaison/Advisor to the program
 - k. Attend planning, review meetings, and special events

- II. **Sharyland Independent School District in Partnership with Community in Schools (CIS), College 1st, and Boys and Girls Club (BGC)** agree to:
 - a. Serve on the appropriate campus committees
 - b. Supervise purchasing, payroll, contracts, and hiring of staff
 - c. Maintain the grant records for fiscal accountability and grant reporting
 - d. Assist in completing all evaluation reports
 - e. Use student data for reporting, compliance, and evaluation needs only and abide by all federal, state, and district guidelines regarding privacy of that student data
 - f. Write the 21st CCLC grant application and subsequent continuation proposals
 - g. Monitor the program for grant compliance
 - h. Provide training on district policies and procedures, best practices, and youth development
 - i. Supervise Site Coordinator, program instructors, and community partners
 - j. Implement program that is aligned with the CIP, district and school initiatives, and integrated into school culture
 - k. That funding provided by the 21st Century Learning Center Grant will supplement not supplant existing staff, support materials and supplies, or programs
 - l. That the program will be aligned with the CIP, district and school initiatives, and integrated into the school culture and comply with all state and federal guidelines and requirements for the Texas 21st Century Learning Centers Grant Program

Agreed:

Mani M. Vidaurri

SISD, Superintendent of Schools

Anthony Limon

Anthony Limon, Harry Shimotsu Elementary School
Principal

1-19-21

Date

1/19/21

Date

Campus ACE Staff Commitment

The campus teachers listed below support the opportunity for a 21st CCLC grant and will assist the program with Academic Enrichment classes in unison with the Principal to ensure a successful ACE program as per MOU.

#	Name (Print)	Teacher Position	SISD E-mail Address
1.	Elizabeth Hinojosa	PK	elizabethhinojosa@sharylandisd.org
2.	Norma Garcia	PK	ngarcia@sharylandisd.org
3.	Ana Dougherty	Kinder	adougherty@sharylandisd.org
4.	Judith Pacheco	Kinder	jpacheco@sharylandisd.org
5.	Patricia Ramirez	Kinder	paramirez@sharylandisd.org
6.	Dahlian Aberin	5th	daberin@sharylandisd.org
7.	Claudia Tella	1st	ctella@sharylandisd.org
8.	Irma Ramirez	1st	iramirez@sharylandisd.org
9.	Tiffany Rodgers	1st	tiffanyrodgers@sharylandisd.org
10.	Michelle Guzman	1st	sophiahernandez@sharylandisd.org
11.	Veronica Gutierrez	2nd	veronicagutierrez@sharylandisd.org
12.	Diana McClain	2nd	dianamcclain@sharylandisd.org
13.	Maria Elva Rocha	2nd	mrocha@sharylandisd.org
14.	Vanessa Guerra	2nd	vguerra@sharylandisd.org
15.	Erica Jupe	3rd	ējupe@sharylandisd.org
16.	Melissa Molina	3rd	mmolina@sharylandisd.org
17.	Veronica Molina	3rd	vmolina@sharylandisd.org
18.	Alma Paraedes	4th	aparedes@sharylandisd.org
19.	Tatiana Miranda Fralin	5th	tmiranda@sharylandisd.org
20.	Luis Adrian Cavazos	6th	uiscavazos@sharylandisd.org

I, Anthony Limon, Harry Shimotsu Elementary School Principal, certify that the above listed teachers support the opportunity for a 21st CCLC grant and will assist the program with Academic Enrichment classes to ensure a successful ACE program as per the MOU.



 Campus Principal Signature



 Date



**TEA 21st Century Community Learning Center (ACE)
Memorandum of Understanding**

This agreement is entered effective July 2021 through the end of the 5 year grant period between **Sharyland Independent School District (SISD) 21st CCLC Program, Cycle 11, and.**

- I. BL Gray Junior High School agrees to:
 - a. Communicate with teachers and families to gain support
 - b. Assist with teacher recruitment and support for the program
 - c. Ensure that rooms and adequate space (gym, cafeteria, classrooms, computer labs, auditorium, office, and storage) are available for program implementation
 - d. Assist in interviews and make recommendations for Site Coordinator
 - e. Have Data Clerk or PEIMS Clerk partner with Site Coordinator for appropriate data collection to meet necessary reporting, compliance, and evaluation needs
 - f. Welcome the Site Coordinator as part of your Leadership Team
 - g. Work with program staff to reschedule cancelled program time due to school functions/issues
 - h. Ensure that the afterschool program is included in the Campus Improvement Plan (CIP), is aligned with district and school initiatives, and is integrated into the school culture
 - i. Identify and recruit students for participation based on need
 - j. Assign campus contact person to work with grant writer on Needs Statement, Program Design, Center Project Plan and serve as Academic Liaison/Advisor to the program
 - k. Attend planning, review meetings, and special events

- II. **Sharyland Independent School District in Partnership with Community in Schools (CIS), College 1st, and Boys and Girls Club (BGC)** agree to:
 - a. Serve on the appropriate campus committees
 - b. Supervise purchasing, payroll, contracts, and hiring of staff
 - c. Maintain the grant records for fiscal accountability and grant reporting
 - d. Assist in completing all evaluation reports
 - e. Use student data for reporting, compliance, and evaluation needs only and abide by all federal, state, and district guidelines regarding privacy of that student data
 - f. Write the 21st CCLC grant application and subsequent continuation proposals
 - g. Monitor the program for grant compliance
 - h. Provide training on district policies and procedures, best practices, and youth development
 - i. Supervise Site Coordinator, program instructors, and community partners
 - j. Implement program that is aligned with the CIP, district and school initiatives, and integrated into school culture
 - k. That funding provided by the 21st Century Learning Center Grant will supplement not supplant existing staff, support materials and supplies, or programs
 - l. That the program will be aligned with the CIP, district and school initiatives, and integrated into the school culture and comply with all state and federal guidelines and requirements for the Texas 21st Century Learning Centers Grant Program

Agreed:

Maria M. Vidauri

SISD, Superintendent of Schools

Ericka Carranza
Ericka Carranza, BL Gray Junior High School Principal

1-19-21

Date

1/15/2021

Date

Campus ACE Staff Commitment

The campus teachers listed below support the opportunity for a 21st CCLC grant and will assist the program with Academic Enrichment classes in unison with the Principal to ensure a successful ACE program as per MOU.

#	Name (Print)	Teacher Position	SISD E-mail Address
1.	Wenndy Pray	Librarian	wpray@sharylandisd.org
2.	Julia Gillard-Overstreet	Reading Interventionist	jgillardoverstreet@sharylandisd.org
3.	Alma Aguilar	ELA Teacher	alguilar@sharylandisd.org
4.	Frank Silva	Head Coach	fsilva@sharylandisd.org
5.	Sarah Morales	Special Ed. Teacher	smorales@sharylandisd.org
6.	Rogelio Ramos	Teacher	rramos@sharylandisd.org
7.	Shannon Munoz	ELA Teacher	smunoz@sharylandisd.org
8.	Hugo Alfaro	Spanish Teacher	hugoalfaro@sharylandisd.org
9.	Lydia De Leon	Head Coach	lmdeleon@sharylandisd.org
10.	David Amador	Fine Arts Teacher	damadorgonzalez@sharylandisd.org
11.	Brenda Salinas	History Teacher	bsalinas@sharylandisd.org
12.	Kasandra Aguilar	Art Teacher	kdaguilar@sharylandisd.org
13.	Elizabeth Eddy	Science Teacher	eeddy@sharylandisd.org
14.	Jessica Ortiz	Photography Teacher	jortiz@sharylandisd.org
15.	Aissa Chavez	ELA Teacher	achavez@sharylandisd.org
16.	Anabel Guerra	Science Teacher	anabelguerra@sharylandisd.org
17.			
18.			
19.			
20.			

I, Ericka Carranza, BL Gray Junior High School Principal, certify that the above listed teachers support the opportunity for a 21st CCLC grant and will assist the program with Academic Enrichment classes to ensure a successful ACE program as per the MOU.

Ericka Carranza
Campus Principal Signature

1/20/2021
Date



**TEA 21st Century Community Learning Center (ACE)
Memorandum of Understanding**

This agreement is entered effective July 2021 through the end of the 5 year grant period between Sharyland Independent School District (SISD) 21st CCLC Program, Cycle 11, and.

- I. Sharyland North Junior High School agrees to:
 - a. Communicate with teachers and families to gain support
 - b. Assist with teacher recruitment and support for the program
 - c. Ensure that rooms and adequate space (gym, cafeteria, classrooms, computer labs, auditorium, office, and storage) are available for program implementation
 - d. Assist in interviews and make recommendations for Site Coordinator
 - e. Have Data Clerk or PEIMS Clerk partner with Site Coordinator for appropriate data collection to meet necessary reporting, compliance, and evaluation needs
 - f. Welcome the Site Coordinator as part of your Leadership Team
 - g. Work with program staff to reschedule cancelled program time due to school functions/issues
 - h. Ensure that the afterschool program is included in the Campus Improvement Plan (CIP), is aligned with district and school initiatives, and is integrated into the school culture
 - i. Identify and recruit students for participation based on need
 - j. Assign campus contact person to work with grant writer on Needs Statement, Program Design, Center Project Plan and serve as Academic Liaison/Advisor to the program
 - k. Attend planning, review meetings, and special events

- II. **Sharyland Independent School District in Partnership with Community in Schools (CIS), College 1st, and Boys and Girls Club (BGC)** agree to:
 - a. Serve on the appropriate campus committees
 - b. Supervise purchasing, payroll, contracts, and hiring of staff
 - c. Maintain the grant records for fiscal accountability and grant reporting
 - d. Assist in completing all evaluation reports
 - e. Use student data for reporting, compliance, and evaluation needs only and abide by all federal, state, and district guidelines regarding privacy of that student data
 - f. Write the 21st CCLC grant application and subsequent continuation proposals
 - g. Monitor the program for grant compliance
 - h. Provide training on district policies and procedures, best practices, and youth development
 - i. Supervise Site Coordinator, program instructors, and community partners
 - j. Implement program that is aligned with the CIP, district and school initiatives, and integrated into school culture
 - k. That funding provided by the 21st Century Learning Center Grant will supplement not supplant existing staff, support materials and supplies, or programs
 - l. That the program will be aligned with the CIP, district and school initiatives, and integrated into the school culture and comply with all state and federal guidelines and requirements for the Texas 21st Century Learning Centers Grant Program

Agreed:

Maria M. Vidauri

SISD, Superintendent of Schools

Lorene Bazan

Lorene Bazan, Sharyland North Junior High School
Principal

1-19-21

Date

1/15/21

Date

Campus ACE Staff Commitment

The campus teachers listed below support the opportunity for a 21st CCLC grant and will assist the program with Academic Enrichment classes in unison with the Principal to ensure a successful ACE program as per MOU.

#	Name (Print)	Teacher Position	SISD E-mail Address
1.	Janie Reyna	Counselor	jreyna@sharylandisd.org
2.	Shelley Pridgen	Diagnostician	spridgen@sharylandisd.org
3.	Rebecca Franco	Teacher, ELA	rfranco@sharylandisd.org
4.	Stacey Garza	Teacher, Special Ed	slgarza@sharylandisd.org
5.	Jesse Briones	Teacher, Theatre Arts	jbriones@sharylandisd.org
6.	William Cheatham	Para Professional	wcheatham@sharylandisd.org
7.	Romeo Cerda	Teacher, Math	rcerda@sharylandisd.org
8.	Alejandro Guerra	Teacher, Band	aguerra@sharylandisd.org
9.	Kayleigh May	Teacher, Math	kmay@sharylandisd.org
10.	Araceli Rodriguez	Teacher, S.S.	aracelirodriguez@sharylandisd.org
11.	Jeff Burgelin	Teacher, S.S.	jeffburgelin@sharylandisd.org
12.	Cammy Greenman	Teacher, Special Ed	cgreenman@sharylandisd.org
13.	Melissa Garza	Teacher, Math	magarza@sharylandisd.org
14.	Rudy Rios	Teacher, Science	rodolfoRIOS@sharylandisd.org
15.	Ruby Barcenias	Teacher, ELA	rbarcenias@sharylandisd.org
16.	Kodie Lane	Teacher, Math	klane@sharylandisd.org
17.	Wanda Garza	Teacher, Special Ed	wgarza@sharylandisd.org
18.			
19.			
20.			

I, Lorene Bazan, Sharyland North Junior High School Principal, certify that the above listed teachers support the opportunity for a 21st CCLC grant and will assist the program with Academic Enrichment classes to ensure a successful ACE program as per the MOU.


 Campus Principal Signature

11/15/21
 Date



**TEA 21st Century Community Learning Center (ACE)
Memorandum of Understanding**

This agreement is entered effective July 2021 through the end of the 5 year grant period between **Sharyland Independent School District (SISD) 21st CCLC Program, Cycle 11, and.**

- I. **Sharyland High School** agrees to:
 - a. Communicate with teachers and families to gain support
 - b. Assist with teacher recruitment and support for the program
 - c. Ensure that rooms and adequate space (gym, cafeteria, classrooms, computer labs, auditorium, office, and storage) are available for program implementation
 - d. Assist in interviews and make recommendations for Site Coordinator
 - e. Have Data Clerk or PEIMS Clerk partner with Site Coordinator for appropriate data collection to meet necessary reporting, compliance, and evaluation needs
 - f. Welcome the Site Coordinator as part of your Leadership Team
 - g. Work with program staff to reschedule cancelled program time due to school functions/issues
 - h. Ensure that the afterschool program is included in the Campus Improvement Plan (CIP), is aligned with district and school initiatives, and is integrated into the school culture
 - i. Identify and recruit students for participation based on need
 - j. Assign campus contact person to work with grant writer on Needs Statement, Program Design, Center Project Plan and serve as Academic Liaison/Advisor to the program
 - k. Attend planning, review meetings, and special events

- II. **Sharyland Independent School District in Partnership with Community in Schools (CIS), College 1st, and Boys and Girls Club (BGC)** agree to:
 - a. Serve on the appropriate campus committees
 - b. Supervise purchasing, payroll, contracts, and hiring of staff
 - c. Maintain the grant records for fiscal accountability and grant reporting
 - d. Assist in completing all evaluation reports
 - e. Use student data for reporting, compliance, and evaluation needs only and abide by all federal, state, and district guidelines regarding privacy of that student data
 - f. Write the 21st CCLC grant application and subsequent continuation proposals
 - g. Monitor the program for grant compliance
 - h. Provide training on district policies and procedures, best practices, and youth development
 - i. Supervise Site Coordinator, program instructors, and community partners
 - j. Implement program that is aligned with the CIP, district and school initiatives, and integrated into school culture
 - k. That funding provided by the 21st Century Learning Center Grant will supplement not supplant existing staff, support materials and supplies, or programs
 - l. That the program will be aligned with the CIP, district and school initiatives, and integrated into the school culture and comply with all state and federal guidelines and requirements for the Texas 21st Century Learning Centers Grant Program

Agreed:

Maria M. Vidauri
SISD, Superintendent of Schools

1/19/21
Date

Lori Ann Garza
Lori Ann Garza, Sharyland High School Principal

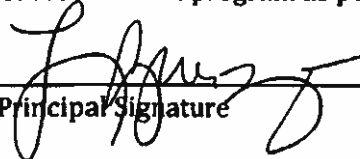
1/11/2021
Date

Campus ACE Staff Commitment

The campus teachers listed below support the opportunity for a 21st CCLC grant and will assist the program with Academic Enrichment classes in unison with the Principal to ensure a successful ACE program as per MOU.

#	Name (Print)	Teacher Position	SISD E-mail Address
1.	Robert Barbosa	US HIST Dept Head	rbarbosa@sharylandisd.org
2.	Tanya Guerra	ENG Dept Head	tanyaguerra@sharylandisd.org
3.	Angie Culberson-Silva	SCI Dept Head	aculberson-espinosa@sharylandisd.org
4.	Jose Nava	MATH Dept Head	jnava@sharylandisd.org
5.	Mirian Guerra	SE Dept Head	miriang Guerra@sharylandisd.org
6.	Lina Cantu Cruz	ESL Strategist	lcantucruz@sharylandisd.org
7.	Mary Jo Brisnahan	CTE Dept Head	mbrisnahan@sharylandisd.org
8.	Christopher Fernandez	Theatre - FA Dept Head	cfernandez@sharylandisd.org
9.	Monica Martinez-Lopez	Dance/Theatre	monicamartinez@sharylandisd.org
10.	Juan Carlos Lopez	Mariachi	jclopez@sharylandisd.org
11.	Martha Vargas	Foreign Lang Dept Head	mvargas@sharylandisd.org
12.	Raul Perez	Art Dept Head	raulperez2@sharylandisd.org
13.	Ofelia Garza	Sci/ UIL Coordinator	ogarza@sharylandisd.org
14.	Nicole Cruz	Librarian/Book Club	ncruz@sharylandisd.org
15.	Orlando Montalvo	Robotics Sponsor	omontalvo@sharylandisd.org
16.	Mario Garcia	Chess Sponsor	mgarcia@sharylandisd.org
17.	Carmen Reyna	Cheer Sponsor	creyna@sharylandisd.org
18.	Marc Perea	Band Director	mperea@sharylandisd.org
19.	Tim Watkins	Choir Director	tim@sharylandisd.org
20.	Jesus Flores	History/ Aspiring AP	jesusflores@sharylandisd.org

I, Lori Ann Garza, campus principal of Sharyland High School, certify that the above listed teachers support the opportunity for a 21st CCLC grant and will assist the program with Academic Enrichment classes to ensure a successful ACE program as per the MOU.



 Campus Principal Signature

 Date 1/21/2020



**TEA 21st Century Community Learning Center (ACE)
Memorandum of Understanding**

This agreement is entered effective July 2021 through the end of the 5 year grant period between **Sharyland Independent School District (SISD) 21st CCLC Program, Cycle 11, and,**

- I. **Sharyland Advanced Academic Academy** agrees to:
 - a. Communicate with teachers and families to gain support
 - b. Assist with teacher recruitment and support for the program
 - c. Ensure that rooms and adequate space (gym, cafeteria, classrooms, computer labs, auditorium, office, and storage) are available for program implementation
 - d. Assist in interviews and make recommendations for Site Coordinator
 - e. Have Data Clerk or PEIMS Clerk partner with Site Coordinator for appropriate data collection to meet necessary reporting, compliance, and evaluation needs
 - f. Welcome the Site Coordinator as part of your Leadership Team
 - g. Work with program staff to reschedule cancelled program time due to school functions/issues
 - h. Ensure that the afterschool program is included in the Campus Improvement Plan (CIP), is aligned with district and school initiatives, and is integrated into the school culture
 - i. Identify and recruit students for participation based on need
 - j. Assign campus contact person to work with grant writer on Needs Statement, Program Design, Center Project Plan and serve as Academic Liaison/Advisor to the program
 - k. Attend planning, review meetings, and special events

- II. **Sharyland Independent School District in Partnership with Community In Schools (CIS), College 1st, and Boys and Girls Club (BGC)** agree to:
 - a. Serve on the appropriate campus committees
 - b. Supervise purchasing, payroll, contracts, and hiring of staff
 - c. Maintain the grant records for fiscal accountability and grant reporting
 - d. Assist in completing all evaluation reports
 - e. Use student data for reporting, compliance, and evaluation needs only and abide by all federal, state, and district guidelines regarding privacy of that student data
 - f. Write the 21st CCLC grant application and subsequent continuation proposals
 - g. Monitor the program for grant compliance
 - h. Provide training on district policies and procedures, best practices, and youth development
 - i. Supervise Site Coordinator, program instructors, and community partners
 - j. Implement program that is aligned with the CIP, district and school initiatives, and integrated into school culture
 - k. That funding provided by the 21st Century Learning Center Grant will supplement not supplant existing staff, support materials and supplies, or programs
 - l. That the program will be aligned with the CIP, district and school initiatives, and integrated into the school culture and comply with all state and federal guidelines and requirements for the Texas 21st Century Learning Centers Grant Program

Agreed:

Maria M. Vidaurri
SISD, Superintendent of Schools

1-19-21
Date

Ivan Karr
Ivan Karr, Sharyland Advanced Academic Academy
Principal

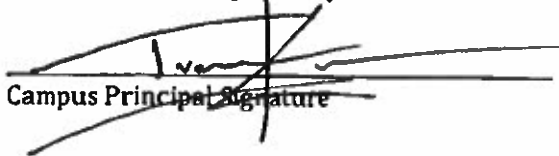
1/11/2021
Date

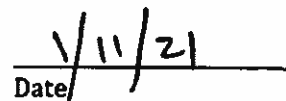
Campus ACE Staff Commitment

The campus teachers listed below support the opportunity for a 21st CCLC grant and will assist the program with Academic Enrichment classes in unison with the Principal to ensure a successful ACE program as per MOU.

#	Name (Print)	Teacher Position	SISD E-mail Address
1.	Alvarado, Cesar	Speech	calvarado@sharylandisd.org
2.	Camacho, Caleb	English	ccamacho@sharylandisd.org
3.	De La Fuente, Robert	Social Studies	robertdelafuente@sharylandisd.org
4.	Dracy, Carol	Biology	cdracy@sharylandisd.org
5.	Esparza, Justin	Math	jjesparza@sharylandisd.org
6.	Flores, Matthew	Special Education	matthewflores@sharylandisd.org
7.	Gonzalez, Ernesto	Computer Science	ecgonzalez@sharylandisd.org
8.	Lopez, Margarita	Math	mlopezcastillo@sharylandisd.org
9.	Malek , Henry	Social Studies	hmalek@sharylandisd.org
10.	Pacheco, Judith	English	judithpacheco@sharylandisd.org
11.	Pietrzak, Isaac	Social Studies	ipietrzak@sharylandisd.org
12.	Priolo, Annie	Math	apriolo@sharylandisd.org
13.	Reeder, Crystal	Special Education	creeder@sharylandisd.org
14.	Rodriguez, Monica	Science	mdrodriguez@sharylandisd.org
15.	Solis, Beatriz	Spanish	beatrizsolis@sharylandisd.org
16.	Trevino, Deanna	English	dtrevino@sharylandisd.org
17.	Villarreal, Antonio	Science	avillarreal@sharylandisd.org
18.			
19.			
20.			

I, Ivan Karr, Sharyland Advanced Academic Academy Principal, certify that the above listed teachers support the opportunity for a 21st CCLC grant and will assist the program with Academic Enrichment classes to ensure a successful ACE program as per the MOU.


 Campus Principal Signature


 Date



TEA 21st Century Community Learning Center (ACE) Memorandum of Understanding

This agreement is entered effective July 2021 through the end of the 5 year grant period between Sharyland Independent School District (SISD) 21st CCLC Program, Cycle 11, and.

- I. Sharyland Pioneer High School agrees to:
 - a. Communicate with teachers and families to gain support
 - b. Assist with teacher recruitment and support for the program
 - c. Ensure that rooms and adequate space (gym, cafeteria, classrooms, computer labs, auditorium, office, and storage) are available for program implementation
 - d. Assist in interviews and make recommendations for Site Coordinator
 - e. Have Data Clerk or PEIMS Clerk partner with Site Coordinator for appropriate data collection to meet necessary reporting, compliance, and evaluation needs
 - f. Welcome the Site Coordinator as part of your Leadership Team
 - g. Work with program staff to reschedule cancelled program time due to school functions/issues
 - h. Ensure that the afterschool program is included in the Campus Improvement Plan (CIP), is aligned with district and school initiatives, and is integrated into the school culture
 - i. Identify and recruit students for participation based on need
 - j. Assign campus contact person to work with grant writer on Needs Statement, Program Design, Center Project Plan and serve as Academic Liaison/Advisor to the program
 - k. Attend planning, review meetings, and special events
- II. **Sharyland Independent School District in Partnership with Community in Schools (CIS), College 1st, and Boys and Girls Club (BGC)** agree to:
 - a. Serve on the appropriate campus committees
 - b. Supervise purchasing, payroll, contracts, and hiring of staff
 - c. Maintain the grant records for fiscal accountability and grant reporting
 - d. Assist in completing all evaluation reports
 - e. Use student data for reporting, compliance, and evaluation needs only and abide by all federal, state, and district guidelines regarding privacy of that student data
 - f. Write the 21st CCLC grant application and subsequent continuation proposals
 - g. Monitor the program for grant compliance
 - h. Provide training on district policies and procedures, best practices, and youth development
 - i. Supervise Site Coordinator, program instructors, and community partners
 - j. Implement program that is aligned with the CIP, district and school initiatives, and integrated into school culture
 - k. That funding provided by the 21st Century Learning Center Grant will supplement not supplant existing staff, support materials and supplies, or programs
 - l. That the program will be aligned with the CIP, district and school initiatives, and integrated into the school culture and comply with all state and federal guidelines and requirements for the Texas 21st Century Learning Centers Grant Program

Agreed:

Maria M. Vidaurri

SISD, Superintendent of Schools

Belinda Garcia

Belinda Garcia, Sharyland Pioneer High School Interim Principal

1-19-21

Date

1/12/2021

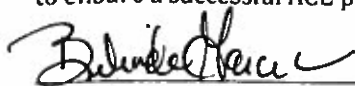
Date

Campus ACE Staff Commitment

The campus teachers listed below support the opportunity for a 21st CCLC grant and will assist the program with Academic Enrichment classes in unison with the Principal to ensure a successful ACE program as per MOU.

#	Name (Print)	Teacher Position	SISD E-mail Address
1.	Charles Brenner	Theatre	cbrenner@sharylandisd.org
2.	Stephanic Wagner	Science	swagner@sharylandisd.org
3.	Isela Islas-Meza	Math	iislas-meza@sharylandisd.org
4.	Kandi Helle Garcia	Science	khelle@sharylandisd.org
5.	Jennifer Kaltenbach	Science	jkaltenbach@sharylandisd.org
6.	Krystal Martinez	CTE	KMartinez@sharylandisd.org
7.	Patricia Deanda	Math	pdeanda@sharylandisd.org
8.	Josue Martinez	Math	josuemartinez@sharylandisd.org
9.	Elizabeth Moreno	CTE	emoreno@sharylandisd.org
10.	Casey Smith	Social Studies	csmith@sharylandisd.org
11.	Nathan Saenz	Inclusion support	Nsaenz@sharylandisd.org
12.	Yolanda A. Flores	CTE	yflores@sharylandisd.org
13.	Alyssa Cherry	SpEd - Inclusion	acherry@sharylandisd.org
14.	Noe Gamez	Math	ngamez@sharylandisd.org
15.	Juana Salas	Math	jsalas@sharylandisd.org
16.	Rosendo C. Garcia, II	Science	regarcia@sharylandisd.org
17.	Robert Salas	CTE	rsalas@sharylandisd.org
18.	Mayra Craviatti	Counseling	mcraviatti@sharylandisd.org
19.	Aaron Alvarado	CTE	aalvarado@sharylandisd.org
20.	Roel Cavazos	ELAR	rcavazos@sharylandisd.org

I, Belinda Garcia, Sharyland Pioneer High School Interim Principal, certify that the above listed teachers support the opportunity for a 21st CCLC grant and will assist the program with Academic Enrichment classes to ensure a successful ACE program as per the MOU.



Campus Principal Signature

1/12/2021

Date