



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

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

NOGA ID

Application stamp-in date and time

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

Competitive grant applications and amendments to [competitivegrants@tea.texas.gov](mailto:competitivegrants@tea.texas.gov)

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

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

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

**Amendment Number**

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

**1. Applicant Information**

Name of organization

Campus name  CDN  Vendor ID  ESC  DUNS

Address  City  ZIP  Phone

Primary Contact  Email  Phone

Secondary Contact  Email  Phone

**2. Certification and Incorporation**

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

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

- Grant application, guidelines, and instructions
- 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  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
Improve student academic performance by maintaining Domain I at 77% on state assessments (all subjects) amid COVID19.	Offer academic support services such as homework assistance and before and after-school tutorials facilitated by ACE and school day staff. Facilitate planning meetings between campus instructional specialists/Dean of instruction and the ACE site coordinator each nine-week period to ensure alignment. Monitor student grades each nine-week period to determine targets for academic lesson planning.
Increase student overall attendance from 94% to 97%.	Establish attendance requirements/guidelines that are implemented by the ACE program to support the school day program as it relates to attendance. Parents will be required to sign an acknowledgment letter to support the guidelines.
Decrease the number of office referrals by 10%, while reducing the number of out of school suspensions.	Develop a plan to address "Post Pandemic Social Emotional Wellness" that will include training in SEL activities for all ACE and school day staff supporting the after-school program. Integrate SEL activities into the ACE program curriculum.

**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.

By June 2022, 75% of students participating in the ACE program will increase their reading and math scores on state and/or district created assessments.

By June 2022, the Sheldon ISD ACE overall program will achieve a score of "implementing or above" on 75% of all components of the Quality Indicator continuum.

**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**

By December 2021, 40% of students participating in the ACE program will increase their reading and math scores on district created assessments.

By December 2021, the Sheldon ISD ACE overall program will achieve a score of "implementing or above" on 50% of all components of the Quality Indicator continuum.

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**6. Measurable Progress (Cont.)**

**Second-Quarter Benchmark**

By March 2022, 60% of students participating in the ACE program will increase their reading and math scores on district created assessments.

By March 2022, the Sheldon ISD ACE overall program will achieve a score of "implementing or above" on 60% of all components of the Quality Indicator continuum.

**Third-Quarter Benchmark**

By June 2022, 75% of students participating in the ACE program will increase their reading and math scores on state and/or district created assessments.

By June 2022, the Sheldon ISD ACE overall program will achieve a score of "implementing or above" on 75% of all components of the Quality Indicator continuum.

**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.

The data supporting program goals will be collected and organized by an external evaluator on a quarterly basis and presented to the Sheldon ISD ACE Program Advisory Team consisting of the project director, campus principals, site coordinators, district program representative, program front-line staff, and parents. The data will be analyzed using the SWOT analysis methodology identifying program strengths, weaknesses, obstacles, and targets alerting the team in respect to what is working and what requires improvement. The process will facilitate the development of an action plan, per campus, with specific activities and timelines addressing benchmarks that lack sufficient progress for meeting program goals and objectives. The campus principals and program site coordinators will present the action plan to the site-based decision-making team on their individual campuses to solicit their input and support. The implementation of all action plans will be monitored by the project director and site coordinators to ensure specific tasks and activities are effectively executed to accomplish short-term goals. This process will assist in effective decision-making for progressing towards a high-quality program for all students as well as to sustain the program over time. Sheldon ISD will also utilize the David P. Weikart Center's Youth Program Quality Intervention (YPQI) program to create safe, supportive, and productive environments for our students. Their approach focuses on assisting front-line workers to set up an environment in which needs are met and learning is encouraged. The YPQI program will consist of a self-assessment followed by an external review by a qualified team of experts to create a productive environment to improve the quality of instruction and adult-child interaction that will develop social emotional skills and promote student academic success. YPQI results will be presented to the district advisory team to include findings for growth and improvement. This process reflects the Capacity Development Process for action planning as outlined in the Texas ACE Blueprint which consists of three (3) key steps: 1. facilitated grantee self-assessment with staff site visits; 2. grantees collaborating internally with support to develop improvement plans; and 3. capacity development coaches supporting implementation of improvement plans and documenting progress towards meeting goals.

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**8. Statutory/Program Assurances**

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

Check each of the following boxes to indicate your compliance.

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

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**9. Statutory/Program Requirements**

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

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

1a. Sheldon ISD posted a notification of our plan to apply for the grant funds on the district's website in English and Spanish. Following the notification, each campus site-based decision-making team completed a comprehensive needs assessment to identify gaps and strategies for achieving program goals and objectives. The teams consisted of campus administrators, teachers, auxiliary staff, parents, and business and/or community members. The teams reviewed various data sources such as attendance, grades, state assessment results, district created assessment results, discipline, and parents and students survey results. The same process was facilitated at the district level among the district-wide instructional improvement council (DWIIC) whose membership mirrors the campus leadership team. The DWIIC reviewed campus assessment data to determine the impact of ACE programs in meeting the needs of the whole child. The team also identified the fact that our community lacks certain resources such as a community library, local grocery store, dance studio, martial arts, etc. that could provide support to the lives of the students and families. As a result, we explored opportunities outside the Sheldon boundaries to provide resources that are normally beyond our reach. These resources will assist parents/families in understanding the educational gaps that exist and how to help close them. Parents will engage in hands-on activities supporting literacy and numeracy to connect learning that takes place at home and school.

1b. Due to COVID-19, state assessments were placed on pause requiring districts to rely on results from 2019-2020 district created assessments (DCA) to identify academic goals for the 2020-2021 school year. To determine the goals for the grant, each campus was able to compare the 2019 fall DCA data to the 2020 fall DCA data. The following are the results: H.M. Carroll Elementary (grades 3-5) reading scores were 66.2% which decreased by 19.29%, while math scores were 50.2% which decreased by 6.31%; Garrett Elementary (grades 3-5) reading scores were 50.3% which decreased by 7.75%, while math scores were 49% which decreased by 11.06%; Sheldon Lake Elementary (grades 3-5) reading scores were 52.1% which decreased by 2.44%, while math scores were 50.4% which decreased by 7.87%; Sheldon Elementary (grades 3-5) reading scores were 49.3% which decreased by 1.37%, while math scores were 55.2% which decrease by 8.25%; and Michael R. Null Middle (grades 6-8) reading scores were 56.3% which decreased by 4.61%, while math scores were 54.5% which decreased by 8.27%. After analyzing the data, the campus teams concluded that students identified from low socio-economic families and/or English Learners are deemed most in need. It is very clear that the identified populations are struggling in the areas of reading and math and requires additional assistance to increase performance. Garrett Elementary is consistently scoring well below the other elementary campuses in both reading and math. Based on the campus 2019 Texas Accountability rating, they received a letter grade of an "F." To meet the needs of these students, the elementary campuses will serve a minimum of 115 students, while the middle school campus will serve a minimum of 90 students.

1c. We realize most parents enroll student(s) in after-school programs for childcare purposes. However, the process for enrolling students in the program will consist of recommendations from campus administrators, counselors, dean of instruction, and classroom teachers to ensure the identification of students most in need of the services. Parents will also be able to complete a student registration form to enroll students in the program supporting the needs of working parents. Students' grades and attendance will be reviewed each nine-week period to determine progress of improvement as well as to assess the needs of students not currently enrolled in the program. The campus site coordinator will participate in the ongoing process of reviewing student data and reaching out to parents for recruitment purposes.

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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.

Due to the COVID-19 pandemic, the teaching and learning process has been challenged requiring districts to identify unique and creative ways to approach learning using more of a hybrid model. This process required us to incorporate instructional strategies to improve student academic performance, attendance, school day behavior (whether participating in face-to-face learning or remote learning), and student engagement. To assist in achieving the desired goals, SEL (social emotional learning) activities will be integrated into lesson plans to assist in promoting self-awareness that involves understanding one's own emotions, personal goals, and values. Research has shown that after-school programs focused on social and emotional development can significantly enhance student self-perceptions, school connectedness, positive social behaviors, school grades, and achievement test scores, while reducing problem behaviors (Durlak et al., 2010). Staff will receive training to effectively deliver such activities that can also have a positive impact on discipline. If students have an outlet to deal with personal feelings and issues that interfere with learning, they will become more academically and socially successful in school. This process can reduce the number of office referrals which can evolve into school suspensions. If students are suspended from school, they are missing instruction needed to close learning gaps. NMS discipline increased by 24% over the past two years. By decreasing office referrals by 10% on each campus, we will make a significant difference in meeting the academic needs of the students as well as increase attendance rates.

In an effort to improve the academic performance of students in the areas of reading and math, the ACE program will partner with school day staff to offer tutoring sessions based on data generated from the nine-week report card grades, teacher-made assessment data, and district created assessment data. Individual learning plans will be created for each student participating in the tutorial groups to customize learning opportunities and support the attainment of academic goals. The individual plans are just another tool for monitoring and adjusting the academic program based on the needs of each student. Staff will receive training in utilizing resources from Texas Home Learning to meet the needs of struggling students. As a result, the team anticipates that by June of each school year, 75% of the students participating in the program will increase their reading and math scores as compared to the previous year's results. The plan will assist students, especially those from low performing schools, low income families, and students identified as English Learners, in meeting the challenging state academic standards.

The ACE program will also provide additional activities such as theater arts, martial arts, dance, financial literacy, college and career readiness preparation, soccer, physical fitness, literacy and numeracy engagement, STEM, technology programs, etc. to reinforce and complement the regular school day program while encouraging student engagement. For students to participate in all ACE program activities, students must be in attendance during the regular school day. If students are absent during the school day, they will not be allowed to attend the ACE program. The plan is to encourage students to strive to attend regular school each day to increase the overall daily attendance rate at each campus. Attendance rates have decreased from an average of 97% to 94% due to COVID-19; however, we hope the ACE program will become one of the catalysts to motivate students to attend school on a regular basis to increase the attendance rate at or above 97 percent.

To support the attainment of desired goals, opportunities will be provided for parents to participate in activities such as strategies for supporting literacy and numeracy, identifying bullying, social media safety and security, nutrition, health and wellness, financial literacy, ESL classes, etc. to support student learning and engagement. Parents will be expected to attend a minimum of two events each school year and to complete a survey following each event providing feedback regarding their experience. This process will help improve parenting skills in a safe and productive learning environment.

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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.

Sheldon ISD is proposing to operate five (5) 21st Century Community Learning Centers consisting of four elementary campuses (H. M. Carroll, Garrett, Sheldon Lake, and Sheldon Elementary) and one middle school (Michael R. Null) while serving two Early Childhood Academies (Stephanie Cravens Early Childhood Academy & Sheldon Early Childhood Academy) as feeder campuses. The Early Childhood Academies serve students in pre-kindergarten and kindergarten that feed into the elementary campuses. All participating campuses are eligible Title I, Part A campuses. The five campuses, plus the two feeder schools, serve approximately 4,595 students with 81% identified as economically disadvantage, 62% at-risk for academic failure, and 21% living below poverty level. The student demographics consist of 69% Hispanic, 22% African American, .4% Asian, 4.7% White, and .3% American Indian. Seventy-two percent of the households are in the labor force which means working parents in the community will benefit from the ACE program.

Statutory Priority 1 - Targeted Services: Over 65% of the students to be served will attend schools that are identified as a targeted support and improvement campus for the 2020-2021 school year with an at-risk population greater than the state average of 50.1 percent. Including the two feeder schools in the plan is a proactive approach to better prepare students academically for the later grades as supported by the National Education Association on Early Childhood Education.

Proposed Program Activities: Each identified ACE program will offer a variety of activities to support the academic achievement for all students enrolled in the program. The first hour of programming will offer academic support through homework zone and tutoring supported by school day instructors. The second hour will consist of academic enrichment activities aligned to reading, math, science, and social studies TEKS such as book club, coding, hands-on literacy and math, robotics, Write Brain, etc. that are fun and engaging. Each student will participate in a college and career class one hour each week in preparation for identifying career goals for higher education or the workforce to include speakers, research projects, virtual tours of colleges and careers, and the development of workforce soft skills. While all schools continue to struggle with the effects of COVID-19, we will support students' social, emotional, and mental health by dedicating 15 minutes each day facilitating an SEL activity. The schedule will also include a 1-hour SEL class each week. The final hour will offer enrichment activities such as dance, martial arts, fine arts, theater arts, cooking, sewing, gardening, sports, STEM, financial literacy, etc. All activities will include a focus on literacy or numeracy to connect to the school day curriculum. The site coordinator will serve on the campus site-based decision-making committee. This will provide an opportunity to become part of the campus leadership team as decisions are made to accomplish program goals, expectations, and sustainability. The team will engage in collaborative dialogue identifying strategies to improve not only the goals established by the regular school day program, but in collaboration with the ACE program. Data will be provided by external evaluators quarterly and shared with the team to assist in monitoring and adjusting components of the program and to measure progress over time.

Activity Oversight: The project director will be required to meet monthly with site coordinators as a collective team to provide training, to discuss programming, and to determine the need for modifications based on collected data.

They will also conduct weekly site visits providing constructive and supportive feedback. The project director and campus site coordinators will monitor lesson plans and the delivery of all activities to ensure expectations are met.

Ensure Activities are Engaging for Students: To increase student engagement in program activities, pre and post student surveys will be conducted to identify areas of interest prior to selecting activities to be offered during the fall and spring semesters. As a motivational tool, the team also plans to develop a badging system where students can earn digital badges after completing certain classes and projects. At the middle school level, a student advisory committee will be created composed of representatives from each grade level meeting four times during the school year to assist in program development. The parent engagement specialist will provide an avenue for engaging parents and families in the ACE program while offering information that can begin to bridge the communication gap between home and school. As parents become more involved, students will become more engaged.

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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

Sheldon ISD (SISD) is located in an unincorporated area of Harris County Texas. Without amenities such as a city government, a public library, or philanthropist, the community looks to the district to develop programs that impact change. If awarded the Nita Lowey 21st Century Community Learning Centers grant, Sheldon ISD will partner with various organizations to support our efforts of meeting the needs of students and families participating in the program. SISD will partner with the North Channel Library to support the literacy program during the fall and spring semesters as well as during the summer. The library will offer literacy programs and activities to expand the STEAM program that will be offered by two of the participating elementary campuses whose primary focus is fine arts. The library will support the remaining campuses by offering STEM activities. The library will plan and execute specific activities that will reinforce STEAM through literacy. Sheldon ISD will collaborate with the East Harris County Empowerment Council (EHCEC) to offer a parent program entitled "Empower U" offering programs to parents and the community that will assist in meeting the basic needs of families while having a positive effect on their daily lives especially following the impact of COVID-19. Collaboratively, we will develop and execute a parent/community survey to effectively match the needs of families to available opportunities/resources that can improve the health and wellness of the overall Sheldon community. As a result of the feedback, "Empower U" will convene social services providers, government agencies, and non-profits to increase awareness and access to opportunities and resources to reduce and/or eliminate barriers that may interfere with the academic success of students. Since SISD does not offer such services within the boundaries of the district, "Empower U" will bring the services to the community in the form of a community fair. This partnership will develop a community resource guide that will be available to students, parents, and educators to expand their knowledge and awareness of potential services. A partnership will be created with the Wendel Y.M.C.A. providing parenting classes during the fall and spring semesters that consist of Zumba and self-defense to support self-care. Swim classes will be offered during summer programming for up to 25 students. SISD will partner with C-STEM Teacher and Student Support Services Inc. Two (2) workshops will be provided focusing on ways parents can engage in hands-on, project based, and problem-based learning to support and reinforce instruction that is taking place in their student's classroom. This process will also align their learning journey to workforce, career, and college readiness. The United Community Credit Union will offer on-site financial dual language counseling by a certified credit union counselor. All activities and services are currently not accessible to students to be served and provided by each partner at no cost to the district, parents, students, and teachers. Many families within the schools and community are reluctant to connect with schools for various reasons. Our goal is to break the barriers that prevent families from attaining some of the most critical services.

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**9. Statutory/Program Requirements (Cont.)**

5. Explain how the program will apply best practices, including research- or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students.

The research-based strategies and practices to drive our work are supported by the Texas ACE Blueprint. The ACE program will be designed to support the district's vision to transform teaching and learning that can have a major impact on student academic performance. 1. SEL (social emotional learning) activities will be integrated into lesson plans to assist in promoting self-awareness that involves understanding one's own emotions, personal goals, and values. Research has shown that after-school programs focused on social emotional development can significantly enhance student self-perceptions, school connectedness, positive social behaviors, school grades, and test scores, while reducing problem behaviors (Durlak et al., 2010). 2. To improve student academic performance in reading and math, we will partner with school day staff to offer tutoring sessions based on data generated from report card grades and teacher-made/district assessment data. Individual learning plans will be created to customize learning opportunities. Research indicates that highly effective after-school programs align academic instruction with the school curriculum and track program effectiveness and how personalizing instruction through small classes supports program success (Hanover, 2015). To ensure implementation of high-quality instructional materials aligned to the TEKS, staff will receive training and assistance in utilizing resources from Texas Home Learning to meet the academic needs of identified struggling students (Program Priority 1- Program Integration). 3. To support positive youth development and college/career readiness, STEM and hands-on learning activities will be offered. Research indicates the benefit of offering an informal learning environment through STEM-based programs and the positive impact on underrepresented populations (Journal of STEM Education Volume 15, Number1, June 12, 2015). STEM programs make students better problem solvers, innovators, inventors, self-reliant, logical thinkers, and technologically literate. The ACE program at Michael R. Null Middle School will utilize the college and career center, funded by the GEAR UP grant, to assist students in choosing endorsements and career paths (Program Priority 1- Program Integration).

6. Describe the transportation needs of participating students and how those needs will be addressed. Specifically describe how students participating in the program will travel safely to and from each center and home.

Students participating in the program at the elementary campuses will not require transportation. At the end of the school day, the students will remain on campus and parents/guardians will be responsible for picking up students at the end of programming. Sheldon Early Childhood Academy (SECA) is located on the same property as Sheldon Elementary. Staff will escort participating students to the feeder campus. Stephanie Cravens Early Childhood Academy (CECA) will also participate in the program as a feeder school. CECA students must be transported to one of the elementary campuses once the regular school day program ends. District transportation will be provided to accommodate students from CECA. The travel to the nearest elementary participating in the program is approximately 4.0 miles which takes less than 30 minutes to transport the students from their home campus to the campus providing the ACE program. Upon parents/guardians arriving to the ACE program, they must exit their vehicle and enter the building to sign the student(s) out of the program for safety purposes. All site coordinators will maintain a student release information sheet completed by each parent/guardian prior to the start of programming identifying persons allowed to pick up students by presenting a proper picture ID. This process will be facilitated by all participating campuses.

Students participating in the ACE program at Michael R. Null Middle School (NMS) will be the only students for which transportation will be required at the end of programming. The area where the school is located and the time in which the program ends does not lend itself to accommodate students walking home safely. All students participating in the ACE program at NMS will be transported to their designated homes by way of district transportation. Sheldon ISD transportation department operates in compliance with all related local, state, and federal guidance.

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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.

If Sheldon ISD is awarded the 2021-2022 Nita Lowery 21st Century Community Learning Center Cycle 11 Grant, the project director will collaborate with the district Director of Communications and Community Partnerships to create an information flyer to be disseminated to staff, parents, students, and community members through such media as the district's website, campus webpage, Twitter, Facebook, district/community newsletter, etc. The grant will be announced at the next regular Sheldon ISD School Board Meeting. Beginning in June 2021, each participating campus will disseminate the notification of the grant award using Remind 101, Seesaw, classroom newsletters, and the I.R.I.S. phone dialing system. A paper notification, written in English and Spanish, will be sent home with all students to meet the needs of the student population and working families. The communication provided to parents and community members will include the name and address of each school participating in the grant, registration information, district and campus contact information, a list of the most frequently asked questions for the targeted audience (FAQ), and date, time, and location of the parent/guardian information meeting. All documents will include the ACE branding. The project director and director of communications will create a video to post on the website describing the purpose of the grant along with program goals and expectations, so parents will not view the program as a daycare center, but as a high-quality after-school program created to provide academic enrichment opportunities during non-school hours. To ensure parents/guardians are aware of the ACE program and its benefits, campus administrators, counselors, and teachers will be required to contact parents/guardians directly via phone calls, text messages, emails, especially for students recommended to participate in the program.

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.

Two years ago, SISD implemented Compass Schools among the elementary campuses to offer student voice in their education supporting individualized learning. So, what is a Compass School? It allows all learners to explore careers through specialized courses in the field of study to find their direction. However, all elementary campuses continue to share the same underlying curriculum required by the state through subjects such as math, science, reading, and social studies. Carroll and Sheldon are identified as STEM campuses while Garrett and Sheldon Lake focus on Performing and Visual Arts (PVA). The ACE program will integrate STEM and PVA at the perspective campuses. Title IV funds (\$10,000) will support a C-STEM program that offer activities that explore coding and robotics to enhance and support the STEM campuses. At the end of the program year, each group will showcase their individual/group projects where parents, community members, and local businesses are invited. We will offer piano, readers' theater, fine arts, drumline, dance, etc. to support PVA campuses. These students will also showcase their talents at an end of the year event. Keyboards and drums (purchased with previous grant funds-\$7,500) will be provided for Garrett. The middle school offers a college and career center funded through GEAR UP (\$12,000) supporting college and career readiness and a Project Lead the Way Program (\$15,000) that supports STEM. Through these activities and programs, the ACE program will be able to integrate innovative and interactive lessons having a significant impact on learning and college and career readiness, while making learning more relevant. Federal Nutrition Program will fund a supper meal estimated cost of \$151,800. Currently, the district's state assessment results indicate 77% in domain I. Our short-term goal is to maintain the 77% due to COVID-19 for the 2020-2021 school year with the long-term goal of increasing by 3 to 5% each year over the next five years. Four of the campuses are targeted support schools with Garrett also identified as a school requiring improvement. The ACE program will collaborate with the school day program to meet all expectations ensuring success for all students.

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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.

The SISD superintendent and Board of Trustees are strong advocates of after-school programming especially in support of students from low-income families and those at-risk of failing. They have supported the concept of offering after-school programming for the past few years. If SISD is award the grant, the goal is to continue to provide after-school programming beyond the grant period by implementing various strategies as outlined below.

Capitalize on Funds Provided by the Grant: 1. Use grant funds to purchase instructional resources and materials that will be beneficial beyond the life of the grant. 2. Establish an advisory council to assist in creating a plan for identifying other sources that can assist in leveraging funds for program continuation. 3. Develop training modules from information gained from attending conferences to continue to support the development of front-line staff. 4. Solicit partnerships with local businesses and other entities located in and outside of the community that will offer long-term commitments. 5. Create a train the trainers' model to build capacity among after-school staff.

Strategies to Sustain Program Beyond Grant Period: 1. Design federal, state, and local funds to support the efforts of the ACE program such as Title I for tutorials, Title IV for STEM, grants awarded to the child nutrition department offering gardening, nutrition classes, and snacks/supper for each participating student, etc. 2. Recruit volunteers to share their expertise. 3. Obtain grants such as "Save the Children" and HCDE Partnership for After-School to support a fee-based program that will keep the cost to a minimum for parents/guardians. 4. Utilize the district after-school program representative to oversee the program. 5. Attend free training sessions offered by HCDE CASE program to build capacity of front-line staff. 6. Continue to create partnerships with local businesses and other entities to provide additional services at no cost to the district.

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)

Currently, we do not plan to use volunteers to support the ACE programs offered at the elementary level. However, the parent/teacher organization (PTO) at the middle school has expressed an interest in supporting the ACE program at Michael R. Null Middle School. The PTO will support the ACE program by offering additional support when facilitating activities that requires one-on-one assistance such as cooking, sewing, arts and crafts, DIY (Do It Yourself) projects, etc. The screening process will consist of two steps: 1. The use of the "Raptor Visitor Management System" where parents present an official ID that will be scanned. The system provides an immediate alert to administrative and security personnel should a visitor be identified as a risk. 2. The district personnel services department will facilitate a "Name-Based Search" that includes a more comprehensive and thorough background check. Upon completion of these two steps, the person will be provided a special picture ID to be worn while volunteering in the ACE program. For security purposes, the IDs will remain on campus and issued to the volunteers upon arrival and collected upon departure. We hope the parent volunteers will see the value in supporting the students in the ACE program and continue to volunteer as their students move to the high school where the number of parent volunteers are very limited.

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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.

As of November 2020, the regular school day attendance for the elementary and middle school campuses is an average of 94%, which is a decrease from the 97% average from the previous school year, due to COVID-19. To support school day attendance and retain students in the ACE program for optimal success, we expect 100% of the students to attend a minimum of 45 days at 120 minutes per day as offered in the fall, spring, and summer or 240 minutes during the summer.

The recruiting plan includes recommendations from campus administrators, teachers, and counselors completing the ACE Student Recommendation Form to address the individual needs of students that can be supported by the ACE program. Areas included on the form are attendance, discipline, grades, test scores, and social-emotional needs. There will also be space available to list other needs. Parents will also have the opportunity to submit an application on behalf of their student(s). Information regarding the program will be communicated using a variety of social media platforms such as district website, Twitter and Facebook accounts, posting on campus marquees, and the district phone dialing system (I.R.I.S.). If the ACE program reaches its limit, a waiting list will be maintained to accept additional students as space becomes available.

Retaining Students: Incorporating SEL activities will increase retention from year to year. Providing students, the opportunity to complete an interest survey at the beginning of each semester and feedback response sheets after participating in various activities will allow us to gauge interest and effectiveness. This process will provide more opportunities to create engagement and student-centered learning (Edutopia, January 2016) for retaining students.

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

The proposed schedule was created based on the results of the needs assessment facilitated by the campus site-based teams. The middle school team proposes a schedule that offers tutoring and homework help before school giving the students a positive start to their day. Regular school day staff will provide assistance that can support the process of closing the achievement gap that currently exists among struggling students. It can also strengthen comprehension, boost confidence, and build important learning skills that may be lacking. The elementary site-based teams elected to offer additional academic support after school to achieve the same goals of meeting the academic needs of struggling students. All programs will operate five (5) days a week, three (3) hours a day, for a minimum of 38 weeks. The schedule includes offering a six (6) weeks summer program to decrease the impact of the summer slide where students tend to forget some of what they learned during the school year. According to Psychology Today (July 2020), summer setback equals "about one month of classroom learning, and students tend to regress more in math skills compared to reading skills. It also found that students from middle- and upper-class families improved in reading over the summer, while students from lower-income families regressed." Keeping students engaged over the summer months may not only assist in maintaining knowledge learned, but to improve the acquisition of knowledge as well. The plan includes hiring a full-time project director, full-time site-coordinator at each site, a part-time parent engagement specialist, and part-time staff to support an adult to student ratio of 1:15 or better. Regular school day staff will be recruited to support tutorials and homework help sessions. Funds will also be allocated for instructional resources/materials, professional development such as attending conferences and other learning opportunities to improve our work, transportation, vendors for extracurricular activities, and to contract external program evaluators to assist in collecting and analyzing data to impact program goals. The district will implement the capacity development process as outlined in Texas ACE Blueprint where all stakeholders participate in the process of planning, implementing, monitoring, and adjusting the program to drive quality.

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**10. Equitable Access and Participation**

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

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

Group		Barrier	

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

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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.	1 Project Director	\$75,000
2.	5 Site Coordinators	\$275,000
3.	1 Part-time parent engagement specialist	\$32,000
4.	35 part-time front-line staff	\$333,396
5.	Benefits	\$68,692

**Professional and Contracted Services**

6.	External Program Evaluator	\$15,000
7.	External Assessment using YPQI	\$5,000
8.	Vendors to support programming	\$35,000
9.		
10.		

**Supplies and Materials**

11.	Technology for program and office use	\$12,000
12.	Instructional supplies and materials	\$30,000
13.		
14.		

**Other Operating Costs**

15.	Registration and travel cost	\$15,000
16.	Parent engagement activity support	\$4,000
17.	Transportation cost	\$18,000

**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"/>

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## Center Operations Schedule

County-district number or vendor ID: 101924

### 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	101924109	H. M. Carroll Elementary	0	1 <sup>st</sup> - 5 <sup>th</sup>	45	55
2	101924111	Garrett Elementary	1	1 <sup>st</sup> - 5 <sup>th</sup>	45	55
3	101924112	Sheldon Lake Elementary	1	1 <sup>st</sup> - 5 <sup>th</sup>	45	55
4	101924108	Sheldon Elementary	1	1 <sup>st</sup> - 5 <sup>th</sup>	45	55
5	101924043	Michael R. Null Middle School	0	6 <sup>th</sup> - 8 <sup>th</sup>	45	55
6						
7						
8						
9						
10						

<b>Texas ACE</b>							<b>Program Year</b>					
<b>Center Operations Schedule (one per center)</b>							<b>2021-2022</b>					
<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	101924109	H. M. Carroll Elementary 10210 C. E. King Parkway Houston, Texas 77044					1 <sup>st</sup> – 5 <sup>th</sup>	115	55			
Feeder												
Feeder												
Program Operations			Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks			
Summer Term Jump Start <i>(Must be approved in NOGA)</i>			08/09/21			08/19/21			2 weeks			
Fall Term			09/07/21			12/16/21			13 weeks			
Spring Term			01/04/22			05/27/22			19 weeks			
Summer Term			06/06/22			06/30/22			4 weeks			
Total number of weeks:									38 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			3:30	6:30			3:30	6:30	8:00			2:00
Tuesday			3:30	6:30			3:30	6:30	8:00			2:00
Wednesday			3:30	6:30			3:30	6:30	8:00			2:00
Thursday			3:30	6:30			3:30	6:30	8:00			2:00
Friday			3:30	6:30			3:30	6:30				
Saturday												
Sunday												
<b>Total Hours Per Week:</b>	15				15				24			
<b>Adjunct Sites, If applicable (site name and full address)</b>												
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		The Jump Start program will be offered Monday – Thursday from 8:00 a.m. – 2:00 p.m. for two-weeks in August.										
<b>Parent/Legal Guardian Activities</b>		Parents will participate in various activities to develop a home to school connection such as social emotional learning activities for the family, identifying bullying, social media awareness, self-defense, financial literacy, Zumba, providing academic support at home, etc.										

Texas ACE Center Operations Schedule (one per center)						Program Year 2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 2	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP				Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target				
Center	101924111	Garrett Elementary 12017 Garrett Rd Houston, Texas 77044				1 <sup>st</sup> – 5 <sup>th</sup>	115	55				
Feeder	101924107	Stephanie Cravens Early Childhood Academy 13210 Tidwell Houston, Texas 77044				Prek/ Kindergarten						
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>		08/09/21			08/19/21			2 weeks				
Fall Term		09/07/21			12/16/21			13 weeks				
Spring Term		01/04/22			05/27/22			19 weeks				
Summer Term		06/06/22			06/30/22			4 weeks				
Total number of weeks:								38 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			3:30	6:30			3:30	6:30	8:00			2:00
Tuesday			3:30	6:30			3:30	6:30	8:00			2:00
Wednesday			3:30	6:30			3:30	6:30	8:00			2:00
Thursday			3:30	6:30			3:30	6:30	8:00			2:00
Friday			3:30	6:30			3:30	6:30				
Saturday												
Sunday												
<b>Total Hours Per Week:</b>	15				15				24			
<b>Adjunct Sites, If applicable (site name and full address)</b>												
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		The Jump Start program will be offered Monday – Thursday from 8:00 a.m. – 2:00 p.m. for two-weeks in August.										
<b>Parent/Legal Guardian Activities</b>		Parents will participate in various activities to develop a home to school connection such as social emotional learning activities for the family, identifying bullying, social media awareness, self-defense, financial literacy, Zumba, providing academic support at home, etc.										

Texas ACE Center Operations Schedule (one per center)						Program Year 2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 3	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP				Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target				
Center	101924112	Sheldon Lake Elementary 13002 Sheldon Community Dr. Houston, Texas 77044				1 <sup>st</sup> – 5 <sup>th</sup>	115	55				
Feeder	101924107	Stephanie Cravens Early Childhood Academy 13210 Tidwell Houston, Texas 77044				Prek/ Kindergarten						
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>			08/09/21			08/19/21			2 weeks			
Fall Term			09/07/21			12/16/21			13 weeks			
Spring Term			01/04/22			05/27/22			19 weeks			
Summer Term			06/06/22			06/30/22			4 weeks			
Total number of weeks:									38 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			3:30	6:30			3:30	6:30	8:00			2:00
Tuesday			3:30	6:30			3:30	6:30	8:00			2:00
Wednesday			3:30	6:30			3:30	6:30	8:00			2:00
Thursday			3:30	6:30			3:30	6:30	8:00			2:00
Friday			3:30	6:30			3:30	6:30				
Saturday												
Sunday												
<b>Total Hours Per Week:</b>	15				15				24			
<b>Adjunct Sites, If applicable (site name and full address)</b>												
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		The Jump Start program will be offered Monday – Thursday from 8:00 a.m. – 2:00 p.m. for two-weeks in August.										
<b>Parent/Legal Guardian Activities</b>		Parents will participate in various activities to develop a home to school connection such as social emotional learning activities for the family, identifying bullying, social media awareness, self-defense, financial literacy, Zumba, providing academic support at home, etc.										

<b>Texas ACE</b>							<b>Program Year</b>						
<b>Center Operations Schedule (one per center)</b>							<b>2021-2022</b>						
<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>													
<b>Center 4</b>	<b>9 Digit campus ID #</b>	<b>Name of Center/Feeder School, Physical Address, City, ZIP</b>					<b>Grade Levels Served</b>	<b>Proposed "Regular" Student Target</b>	<b>Proposed Parent/Legal Guardian Target</b>				
<b>Center</b>	101924108	Sheldon Elementary 17203 Hall Sheppard Houston, Texas 77049					1 <sup>st</sup> – 5 <sup>th</sup>	115	55				
<b>Feeder</b>	101924110	Sheldon Early Childhood Academy 17010 Beaumont Hwy Houston, Texas 77049					Prek/ Kindergarten						
<b>Feeder</b>													
<b>Program Operations</b>			<b>Start Date (MM/DD/YY):</b>				<b>End Date (MM/DD/YY):</b>				<b>Total Weeks</b>		
Summer Term Jump Start <i>(Must be approved in NOGA)</i>			08/09/21				08/19/21				2 weeks		
Fall Term			09/07/21				12/16/21				13 weeks		
Spring Term			01/04/22				05/27/22				19 weeks		
Summer Term			06/06/22				06/30/22				4 weeks		
Total number of weeks:											38 weeks		
<b>Center Schedule</b>													
<b>Day of the Week</b>	<b>Fall Term</b>				<b>Spring Term</b>				<b>Summer Term</b>				
	<b>AM Start</b>	<b>AM End</b>	<b>PM Start</b>	<b>PM End</b>	<b>AM Start</b>	<b>AM End</b>	<b>PM Start</b>	<b>PM End</b>	<b>AM Start</b>	<b>AM End</b>	<b>PM Start</b>	<b>PM End</b>	
Monday			3:30	6:30			3:30	6:30	8:00			2:00	
Tuesday			3:30	6:30			3:30	6:30	8:00			2:00	
Wednesday			3:30	6:30			3:30	6:30	8:00			2:00	
Thursday			3:30	6:30			3:30	6:30	8:00			2:00	
Friday			3:30	6:30			3:30	6:30					
Saturday													
Sunday													
<b>Total Hours Per Week:</b>	15				15				24				
<b>Adjunct Sites, If applicable (site name and full address)</b>													
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)													
The Jump Start program will be offered Monday – Thursday from 8:00 a.m. – 2:00 p.m. for two-weeks in August.													
<b>Parent/Legal Guardian Activities</b>													
Parents will participate in various activities to develop a home to school connection such as social emotional learning activities for the family, identifying bullying, social media awareness, self-defense, financial literacy, Zumba, providing academic support at home, etc.													

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022					
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 5	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target			
Center	101924043	Michael R. Null Middle School 12117 Garrett Rd. Houston, Texas 77044					6 <sup>th</sup> – 8 <sup>th</sup>	90	55			
Feeder												
Feeder												
Program Operations			Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks			
Summer Term Jump Start <i>(Must be approved in NOGA)</i>			08/09/21			08/19/21			2 weeks			
Fall Term			09/07/21			12/16/21			13 weeks			
Spring Term			01/04/22			05/27/22			19 weeks			
Summer Term			06/06/22			06/30/22			4 weeks			
Total number of weeks:									38 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	4:00	6:00	7:00	8:00	4:00	6:00	8:00			2:00
Tuesday	7:00	8:00	4:00	6:00	7:00	8:00	4:00	6:00	8:00			2:00
Wednesday	7:00	8:00	4:00	6:00	7:00	8:00	4:00	6:00	8:00			2:00
Thursday	7:00	8:00	4:00	6:00	7:00	8:00	4:00	6:00	8:00			2:00
Friday	7:00	8:00	4:00	6:00	7:00	8:00	4:00	6:00				
Saturday												
Sunday												
<b>Total Hours Per Week:</b>	15				15				24			
<b>Adjunct Sites, If applicable (site name and full address)</b>												
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		The Jump Start program will be offered Monday – Thursday from 8:00 a.m.– 2:00 p.m. for two-weeks in August.										
<b>Parent/Legal Guardian Activities</b>		Parents will participate in various activities to develop a home to school connection such as social emotional learning activities for the family, identifying bullying, social media awareness, self-defense, financial literacy, Zumba, providing academic support at home, etc.										

**Partnership Agreement**

This Partnership Agreement (hereafter "Agreement"), shall be made effective as of July 1, 2021, by and between Sheldon ISD After-School Program and North Channel Branch Library (hereafter the "Partners") if the district is a recipient of the 2020-2021 Nita M. Lowey 21st Century Community Learning Centers Grant.

Sheldon ISD plan to submit an application to the Texas Education Agency for the 2020-2021 Nita M. Lowey 21st Century Community Learning Centers, Cycle 11, Year 1 Grant to support students in grades PK-8. This federal program supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. The program helps students meet state and local student standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that can complement their regular academic programs; and offer literacy and other educational services to the families of participating children.

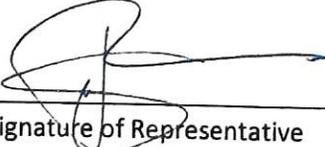
**North Channel Branch Library** supports Sheldon ISD goal of providing academic and enrichment opportunities for students and parents. This agreement is provided in support of the collaborative partnership of the Sheldon Independent School District and North Channel Branch Library as Sheldon ISD pursue opportunities that will assist in creating and sustaining a high-quality after school program for high-need students.

North Channel Branch Library will support the efforts of Sheldon ISD by providing the following:

- Storytime
- Steam Activities
- And other Literacy needs of the students

With the assistance of the Nita M. Lowey 21st Century Community Learning Centers grant; our partnership will have a direct impact on meeting the needs of all participating students while also positively impacting the Sheldon community.

Maria Rawls  
Name of Organization's Representative

  
Signature of Representative

Branch Manager  
(Print) Representative's Title

12/14/2020  
Date

## Partnership Agreement

This Partnership Agreement (hereafter "Agreement"), shall be made effective as of July 1, 2021, by and between Sheldon ISD After-School Program and East Harris County Empowerment Council (hereafter the "Partners") if the district is a recipient of the 2020-2021 Nita M. Lowey 21<sup>st</sup> Century Community Learning Centers Grant.

Sheldon ISD plan to submit an application to the Texas Education Agency for the 2020-2021 Nita M. Lowey 21<sup>st</sup> Century Community Learning Centers, Cycle 11, Year 1 Grant to support students in grades PK-8. This federal program supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. The program helps students meet state and local student standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that can complement their regular academic programs; and offer literacy and other educational services to the families of participating children.

East Harris County Empowerment Council supports Sheldon ISD goal of providing academic and enrichment opportunities for students and parents. This agreement is provided in support of the collaborative partnership of the Sheldon Independent School District and East Harris County Empowerment Council as Sheldon ISD pursue opportunities that will assist in creating and sustaining a high-quality after school program for high-need students.

East Harris County Empowerment Council will support the efforts of Sheldon ISD by providing the following:

- Two "EmpowerU: A Parent & Community Engagement" events that convenes social service providers and government agencies & nonprofits to increase awareness of and access to opportunities and resources.
- A Community Resource Guide to assist students, parents and educators.
- Ongoing support and resources based on program needs and available opportunities.

With the assistance of the Nita M. Lowey 21<sup>st</sup> Century Community Learning Centers grant; our partnership will have a direct impact on meeting the needs of all participating students while also positively impacting the Sheldon community.

Terence Narcisse  
East Harris County Empowerment Council's Representative

[Signature]  
Signature of Representative

Executive Director  
Representative's Title

12-9-2020  
Date

## Partnership Agreement

This Partnership Agreement (hereafter "Agreement"), shall be made effective as of July 1, 2021, by and between Sheldon ISD After-School Program and Wendel D. Ley YMCA (hereafter the "Partners") if the district is a recipient of the 2020-2021 Nita M. Lowey 21<sup>st</sup> Century Community Learning Centers Grant.

Sheldon ISD plan to submit an application to the Texas Education Agency for the 2020-2021 Nita M. Lowey 21<sup>st</sup> Century Community Learning Centers, Cycle 11, Year 1 Grant to support students in grades PK-8. This federal program supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. The program helps students meet state and local student standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that can complement their regular academic programs; and offer literacy and other educational services to the families of participating children.

(Name of Organization) supports Sheldon ISD goal of providing academic and enrichment opportunities for students and parents. This agreement is provided in support of the collaborative partnership of the Sheldon Independent School District and Wendel D. Ley YMCA as Sheldon ISD pursue opportunities that will assist in creating and sustaining a high-quality after school program for high-need students.

Wendel D. Ley YMCA will support the efforts of Sheldon ISD by providing the following:

- \* Safety Around Water Classes
- \* Sports Clinics
- \* Wellness Classes
- \* Enrichment Programs

With the assistance of the Nita M. Lowey 21<sup>st</sup> Century Community Learning Centers grant; our partnership will have a direct impact on meeting the needs of all participating students while also positively impacting the Sheldon community.

Wendel D. Ley YMCA  
Name of Organization's Representative (Print)

VP of Programs and Operations  
Representative's Title

  
Signature of Representative

1/6/21  
Date



## Partnership Agreement

This Partnership Agreement (hereafter “Agreement”), shall be made effective as of July 1, 2021, by and between Sheldon ISD After-School Program and United Community Credit Union (hereafter the “Partners”) if the district is a recipient of the 2020-2021 Nita M. Lowey 21<sup>st</sup> Century Community Learning Centers Grant.

Sheldon ISD plan to submit an application to the Texas Education Agency for the 2020-2021 Nita M. Lowey 21<sup>st</sup> Century Community Learning Centers, Cycle 11, Year 1 Grant to support students in grades PK-8. This federal program supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. The program helps students meet state and local student standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that can complement their regular academic programs; and offer literacy and other educational services to the families of participating children.

United Community Credit Union supports Sheldon ISD goal of providing academic and enrichment opportunities for students and parents. This agreement is provided in support of the collaborative partnership of the Sheldon Independent School District and United Community Credit Union as Sheldon ISD pursue opportunities that will assist in creating and sustaining a high-quality after school program for high-need students.

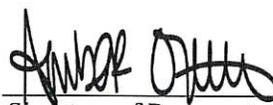
United Community Credit Union will support the efforts of Sheldon ISD by providing the following:

- \* Certified Credit Union Financial Counselor
- \* Onsite Financial Counseling Designed to Serve Appropriate Age Demographic
- \* Dual Language Financial Counseling Options
- \* Presented and Taught Using Hand-On Learning such as Check Writing or Account Balancing
- \* Supporting Documentation and Resources Provided, When Applicable

With the assistance of the Nita M. Lowey 21<sup>st</sup> Century Community Learning Centers grant; our partnership will have a direct impact on meeting the needs of all participating students while also positively impacting the Sheldon community.

Amber Ottele  
Name of Organization’s Representative (Print)

VP of Marketing & Business Development  
Representative’s Title

  
Signature of Representative

1/5/2021  
Date

**NORMANDY**  
771 Normandy  
Houston, Texas 77015

**GALENA PARK**  
1700 16th Street  
Galena Park, Texas 77547

**SUMMERWOOD**  
13700 E. Sam Houston Pkwy N.  
Houston, Texas 77044

**CROSBY**  
14028 FM 2100  
Crosby, Texas 77532



**C-STEM**

Office: (713) 443-4521 • Fax: (713) 748-7454 • info@cstem.org • www.cstem.org  
Houston Headquarters: 3226 Alabama Street, Houston, TX 77004

### Partnership Agreement

This Partnership Agreement (hereafter “Agreement”) shall be made effective as of July 1, 2021, by and between Sheldon ISD After-School Program and C-STEM Teacher and Student Support Services, Inc. (hereafter the “Partners”) if the district is a recipient of the 2020-2021 Nita M. Lowey 21<sup>st</sup> Century Community Learning Centers Grant.

Sheldon ISD plans to submit an application to the Texas Education Agency for the 2020-2021 Nita M. Lowey 21<sup>st</sup> Century Community Learning Centers, Cycle 11, Year 1 Grant to support students in grades PK-8. This federal program supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. The program helps students meet state and local student standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that can complement their regular academic programs; and offer literacy and other educational services to the families of participating children.

C-STEM Teacher and Student Supports Services, Inc. supports Sheldon ISD goal of providing academic and enrichment opportunities for students and parents. This agreement is provided in support of the collaborative partnership of the Sheldon Independent School District and C-STEM Teacher and Student Support Services, Inc. as Sheldon ISD pursue opportunities that will assist in creating and sustaining a high-quality after school program for high-need students.

C-STEM Teacher and Student Support Services, Inc. will support the efforts of Sheldon ISD by providing the following:

- C-STEM will provide two workshops focused on ways parents can engage in hands-on project-based problem-based learning at home to support and reinforce instruction that is taking place in their student classroom and along their learning journey to workforce, career, and college readiness.

With the assistance of the Nita M. Lowey 21<sup>st</sup> Century Community Learning Centers grant; our partnership will have a direct impact on meeting the needs of all participating students while also positively impacting the Sheldon community.

C-STEM Teacher and Student Support Services, Inc.

President and CEO

**Name of Organization’s Representative (Print)**

**Representative’s Title**

  
 \_\_\_\_\_  
**Signature of Representative**

January 15, 2021

\_\_\_\_\_  
**Date**