



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

Authorized Official Name  Title  Email

Phone  Signature  Date

Grant Writer Name  Signature  Date

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

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**3. Shared Services Arrangements**

Shared services arrangements (SSAs) are permitted for this grant.

**Check the box below if applying as fiscal agent.**

- The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing the fiscal agent and SSA member responsibilities. All participants understand that the "Shared Services Arrangement Attachment" must be completed and signed by all SSA members, and submitted to TEA before the 80% reserve on the NOGA is lifted.

**4. Identify/Address Needs**

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
BISD has a very high at risk population (68%) compared to Texas 50%. State AA Degrees awarded is at 1.4%, region 4.6% and BISD 0%.	Create a high quality ACE design at the center level using Texas ACE Blueprint along with training and support utilizing resources from TEA, TSC and CIS to develop a STEAM focus with high set goals that move each center toward optimal operations and improved student outcomes to include academic gains.
Demographics ranked poorest in state and 5th in the nation. Racial/ethnic minority-99%; Eligible for free/reduced lunch-88%; Qualified for special education- 14%; English Language Learners 36%;	Provide program activities for 2,500 students: service learning, nutrition, health education, drug/violence prevention, counseling, mentoring, science, reading, math, writing, art, music, PE, wellness, technology, college & careers. To increase the promotion rates to the next grade level including the homeless (3.4%).
Only 1% of colonia students receive a BA/BS or higher. Brownsville's per capita income is \$14,124 as opposed to State (\$26,513) and National (\$28,555) while 63% have HS Diploma compared to Texas 82% and US 86%.	The 10 ACE sites will provide academic practice, enrichment, homework assistance to aid students who attend low-performing schools to improve academic success. Provide parents/guardians with computer literacy camps, GED classes, virtual learning, and parent/student financial literacy seminars.

**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.

All 10 ACE sites will improve academic performance, attendance, behavior and promotion rates. Measurable outcomes will be reached to include higher test scores and grades in Reading/Writing and Math, decrease disciplinary incidents, fewer school day absences, and an increase in grade promotion overall with higher grades and engaged learning. Actionable data includes CIRCLE, TPRI, STAAR, Attendance, student and guardian surveys. Relevant services will align schools needs with ACE services. Time-bound goals will start ACE on 1st week of Sept. 2021 and end on last week of July 2026. ACE will fulfill the QAP process and meet the quality indicators (1-47) as per the ACE Blueprint, CIS internal monthly evaluations, and external evaluation process.

**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**

- \*Market Program, setup budget, hire/train all staff, introduce ACE, develop forms, setup offices, and recruit. (\*QAP 24-29)
- \* Align student goals with ACE logic model with required components and ACE measures.
- \* Initiate prioritize high needs students with selection criteria to serve At-Risk, Economically Disadvantaged, ELL.
- \* Serve targeted number of students (min. 45 days) with attendance report for daily attendance by activity
- \* Collaborate between Texas ACE and School Day staff to include Partners TSC, and CIS.
- \* Use Data-Driven Decision making for recruiting with evidence of data from Grades, TAPR and PEIMS Reports.
- \* Serve for duration of attendance (120-240 min) with Attendance report that includes daily attendance by activity.
- \* Strive for impact evidence with behavioral gains as measured by school day and Texas ACE Discipline reports.

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

**Second-Quarter Benchmark**

- \* Create academic lesson plan alignment with creative learning aligned to TEKS using TEA certified teachers.
- \* Develop instructional program design with logic model with required components and approved by Principal.
- \* Create enrichment lesson plans aligned with required components and resources.
- \* Develop social and emotional learning with lesson plans with required components.
- \* 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 Campus Principals.
- \* Provide oversight of academic support services with individualized plan by student.
- \* Provide academic support services to include labs, small group tutoring and homework assistance.
- \* Strive for impact on academic gains with Logic Model with required components including MOY academic data.

**Third-Quarter Benchmark**

- \* Formulate a Texas ACE Advisory Group with Advisory group member report and Monthly Meetings.
- \* Engage Advisory Group with monthly evidence that advisory group members are engaged in programming.
- \* 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/BISD family resource center.
- \* Increase family participation outcomes with Logic model with required components to include TSC/CIS service.
- \* Create high-quality family engagement activities with data used to establish family need to include CIP.
- \* Report activity attendance with ACE Attendance Reports for each family engagement activity.
- \* Engaging partners in yearly sustainability planning with aligned resources for non-duplicated efforts.
- \* Continue partner involvement with signed formal partnership agreements approved by the BISD 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.

CIS ACE will utilize a 5 year experienced external Project Evaluator to oversee the ACE Program & conduct internal monthly 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. CIS 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. CIS 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. SMART Yearly Goals (8) with Benchmarks includes;

- \*Benchmark 1-August 2021 Launch resources and submission time-line by Training staff and calibrate monitor tools. Ongoing Attendance Monitoring. Meet Recruitment numbers through campus and teacher engagement with great service and quality staffing. Adjustments made as necessary. (Goal 250 Students/125 parents per campus)
- \*Benchmark 2-October 2021-Fall Data Collection with Fall results and feedback shared. Modifications on programming, staffing, student recruitment and budgets made to improve grant. Ongoing Attendance Monitoring
- \*Benchmark 3-February 2022-Winter Data Collection. Ongoing Attendance Monitoring. Winter results and feedback shared. Modifications on programming, staffing, student recruitment and budgets made to improve grant.
- \*Benchmark 4-April 2022 Spring Data Collection. Ongoing Attendance Monitoring. Modifications on programming, staffing, student recruitment and budgets made to improve grant. (Goal 45 days/student, 120-240 min. 40 wks/yr.)
- \*Benchmark 5- June 2022-Annual results and feedback shared. Ongoing Attendance Monitoring , and Modifications on programming, staffing, student recruitment and budgets for sustainability of grant.

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**8. Statutory/Program Assurances**

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

Check each of the following boxes to indicate your compliance.

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

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**9. Statutory/Program Requirements**

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

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

A. CIS's needs assessment process evaluated the community needs and resources by inviting 155 CIS community stakeholders to include ESC1, TSC, CIS, Campus Principals and utilized Campus Needs Assessment Surveys as 43 of the BISD schools do not have an ACE program. The multiple sources of data used included the TAPR 2019-20, Campus Improvement Plans, District Improvement Plans and current CIS Strategic Plan (Cambridge Model). The stakeholder feedback included the top 10 ACE student strategies, prioritized family needs and strategic campus activities proposed to be carried out in the centers that could best address the identified needs of students and their families. In alignment with the ACE proposal, Design Team notes identified and addressed needs to include a high standard of services. (SP Parameter#1. We will not tolerate educational apathy.) The 10 selected campuses have need to grow in the following state tested areas: 3rd-5 Reading & Math; 4th Writing; and 5th Science. The racial/ethnic minority is at 99% with 100% Eligible for free/reduced lunch (PII). Economically Disadvantaged 38,505 (89%; TX 60%); Section 504 Students 3,714 (9%; TX 7%); English Learners (EL) 15,535 (36%; TX 20%); Students w/ Disciplinary Placements 443 (1.0%); Students w/ Dyslexia 2,524 (6%; TX 4%); Immigrants/refugees 480 (1%; TX 2%); SPED 5,760 students, and Homeless (3.4%). ACE focus is College and Career Readiness to help families with workforce needs. (See Appendix E)

B. The student population deemed "most in need" and program eligible for each campus includes: Villanueva EL-(88%) 413/472; Aiken EL (97%) 681/705; Brite EL (96%) 572/599; Canales EL (99%) 525/528 ; Champion EL (94%) 734/780; El Jardin El (96% 498/515); Garden Park EL (95%) 543/569; Morningside El (94%) 550/588; Palm Grove EL (94%) 383/408; Southmost EL (94%) 337/359. The total campus enrollments for all 10 sites is 5,525 with 5,236 eligible students or 95% that meet the need-based criteria. The CIS ACE design of serving 250 students per campus appropriately addresses the needs of the target population and the total number of students proposed to be served at each center (250) is reasonably aligned to the needs assessment and overall program design. BISD, TSC and CIS created Higher Education activities towards a pathway out of poverty, dynamic college enrichment with summer and ASP college programs, cutting edge classes such as Coding & Robotics, STEAM courses, with Adjunct Research sites where college students can mentor and teach students such as the Gladys Porter Zoo, Children's Museum of Brownsville, Coastal Studies Research Labs, while creating seamless CTE services whereby BISD students and their parents can prepare for employable high paying jobs and careers while motivating an increase in student academic outcomes including literacy and related educational development.

C. The ACE Recruitment Plan will continually assess each center's enrollments by days and recruit the students most in need that meet the need-based criteria. The program will work with 48% of targeted population to include 2,500 of 5,236 eligible Economically Disadvantaged students leaving 2,736 Economically Disadvantaged students for ongoing recruitment. The Family Plan will address the needs of working families by serving 125 parents per campus or 1,250 with high quality family services to includes: Parenting Skills Classes; Outreach to solicit family and community involvement; Family Communication Links with Phone, Internet and website; Coordination with local social and health service providers; Adult parent education classes (including GED, adult financial literacy, and computer camps); Meet the Teacher/Staff event; college STEAM Events, and Cyber Safe Parent Workshops, ACE Open House, College and career awareness and field trips. Services will be provided in both Spanish and English when needed. Program Director and Site Coordinators will review all data daily, weekly and monthly to ensure ACE compliance and goals. Student recruitment will be via flyers & website.

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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 CIS 21st CCLC program supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly BISD students who attend high-poverty and lower-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 offers literacy and other educational services to the families of participating children. CIS ACE will help BISD students meet academic standards as defined by the measures of effectiveness with growth in state assessment, improved: grades, attendance, behavior, and student engagement in learning. Under the ACE guidelines and Timeliness as outlined in the 2020 ACE Blueprint, CIS will establish and expand activities in community learning centers that will positively impact student outcomes. This includes but not limited to the following services;

- \* CIS ACE will provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet the challenging state academic standards and impact the percentage of BISD students in Grades K-5 participating in ACE during the school year and summer who demonstrate growth in reading, writing, science, and math on STAAR Exams.
- \* CIS ACE will offer students 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, art music, physical fitness and wellness programs; technology education programs, financial literacy programs, environmental literacy programs, math, science, career and technical programs. The Broad array of services will increase the percentage of students in Grades K-5 attending ACE during the school year and summer with demonstrate improved grades and grade level promotion.
- \* CIS ACE will offer families of students served by community learning centers opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development. Providing services, classes, referrals, and resources such as GED, English language, workforce skills, parenting, and life skills classes. Family services will increase percentage of youth in Grades K-5th participating in ACE during the school year and summer who had a school-day attendance rate at or below 90% in prior year and demonstrate an improved attendance rate in the current school year.
- \* CIS ACE will provide opportunities for parents to foster the overall academic success of their students and will establish cooperative agreements with other programs and community resources such as other federal programs on campus, parent teacher organizations, health and mental health services, foster care resources, local colleges, financial aid offices, adult education programs, law enforcement, major employers, local funders, and local workforce development. Family Services will increase the percentage of students in Grades K-5 participating in ACE in the school year and summer who demonstrate an improvement in teacher-reported engagement in learning and experienced a decrease in-school suspensions compared to the previous year (PEIMS and School Reports).
- \* CIS ACE will provide materials for family resource centers, including instructional aids, resources for academics and other services while coordinating events, group activities, classes, and presentations for parents. ACE will provide outreach and services that are culturally and linguistically responsive connecting family, community, and school needs while facilitating input and involvement in program planning. ACE will refer families to services that address barriers to students' academic success and wellness.
- \* 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 customized programs that help students meet academic standards as defined by the measures of effectiveness.

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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.

CIS ACE Community 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. 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, academic grades and behavior, 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, (TEKS) and STAAR assessments, and other student needs so students are ready to learn and achieve. The CEP specifically includes providing engaging programming designed to encourage students to regularly attend and participate in the program with planned student activities 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, meet the goals and objectives at each center. The 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 include;

- \*Personal responsibility: Students will develop personal responsibility to avoid victim mentality
- \*Parent Connection: Ongoing communication with parents/guardians to discuss learning issues.
- \*Clear Rules: Posted clear and consistent rules with consequences and rewards will set culture
- \*Leadership: Visibility of school leaders and college mentors will enforce safe positive ACE climate
- \*PBIS: Positive Behavioral Intervention Strategies such as Peer Mediation and Ropes Challenges
- \*Goal Setting: GRIT/ZEST concepts will help make better decisions and assist with life adversities
- \*Positive Influences: Speakers and workers will instill a positive mindset and increase self-esteem
- \*Hero Program: Men will serve as campus guardians and roam the ASP on rotating schedules.
- \* Financial Literacy: Parent resources and training on how to improve their financial status.
- \*Mentoring Teachers: Certified teachers will personally mentor 5-10 at-risk students
- \*Accelerated Instruction: ACE labs will provide grade, credit and homework assistance
- \*Bilingual Staff: Staff with English/Spanish speaking abilities will help large Hispanic population.
- \*Summer Learning: Summer remedial learning will increase promotion rates and state test scores
- \*Higher Expectations: College/career awareness tours and culture will raise post-secondary expectations.
- \*No Dropout Zone: GRIT/ZEST training for all educators and participants in all ACE campuses.
- \*Parent Workshops: Customized academic bilingual workshops will train parents on promotion, strategies to avoid common pitfalls for potential low-income first generation college students.
- \* Secondary Focus: HQ/HE teachers will individualize learning to ensure post-secondary success.
- \* Role Models: successful professionals in the community will build both motivation and inspiration
- \*Tutoring: college mentors and specialized teachers in chosen fields will tutor daily
- \* IEP Incentives: Individualized rewards will encourage performance on grades and state exams.
- \*SMART labs: Creative learning labs with support for all subjects in STAAR exams.
- \*Project Based Learning (PBL): project based activities for group learning and showcasing work.
- \*Etiquette Lessons: To assist student with proper behavior.
- \*STEAM: Targeted Science, Technology, Engineering, Arts and Math instructional hands-on activities to promote critical and creative thinking.
- \*Children Museum of Brownsville and Gladys Porter Zoo: This includes school visits & field trips to both.

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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

Statutory Priority 2 - Joint Partnerships (3 points). CIS 's proposal is submitted jointly by eligible entities consisting of one LEA (BISD) receiving funds under Part A of Title I and eligible entities (CIS, TSC, ESC 1) while demonstrating that the activities proposed in the application are, as of January 21, 2021 (ACE Deadline), not accessible to students who would be served and will expand accessibility to high-quality services that are available in the community. CIS eligible partner organizations includes; Brownsville Independent School District, Texas Southmost College (TSC) and Region One Educational Service Center (ESC1) who will together contribute to achieving stated objectives and sustaining the program over time. In addition, TSC has managed a prior successful 21st CCLC grant and has agreed to assist CIS with the Nita M. Lowey 21st CCLC Cycle 11. TSC will assist CIS with students during our college tours to bring awareness of the many fields available to study. In addition, BISD will allow the CIS ACE program to service all 10 Elementary schools to provide a successful after school program. CIS ACE partnerships will 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.

- \*ESC 1 Life Skills services with family engagement to enrich understanding out of poverty
- \*CIS Community Service Learning involvement in community to indicate social responsibilities
- \*TSC Adult Continuation Education courses for ESL, GED, Computers and Wellness topics
- \*College Partnerships with early P-21 College bound planning, parent trainings and student tours
- \*Dynamic Enrichment that promotes Sports, Music, Dance, and Art with motivational performances and recitals
- \*CTE/PTECH Workforce Certifications for parents to achieve high quality demand careers with quality incomes and careers
- \*STEAM courses to offer stronger appeal and student engagement (Children's Museum of Brownsville)
- \* Summer Camps to provide positive social, cultural, recreational and interpersonal skills
- \*Adjunct research sites at Gladys Porter Zoo with BISD students learning with college students from TSC.
- \*Adjunct research sites at Gladys Porter Zoo, Coastal Studies Labs and USS Ridley for hands on Field Experience Trips for latest research on Marine Biology and Local Environmental issues.
- \*CIS will provide services with Academic Assistance, Basic Needs, Behavioral Interventions, College & Career Awareness
- \*Community and Service Learning, Enrichment, Family Engagement, Life Skills, Mental Health and Physical Health

Attached you will find our Memorandum of Understanding and Support Letters from members of our community supporting Communities In Schools once granted.

All partners will be trained on 21st CCLC regulations and agreed on helping meet the eight goals of the 21st CCLC program to include Improving: academics, behavior, attendance, promotion and graduation. In addition, CIS and TSC have agreed to help assist with program goals, contribute to achieving the stated 21st CCLC objectives and sustaining the program over time by linking existing camps, summer programs, mentors, workforce certifications, and complementary services at all campuses.  
(See Appendix B)

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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.

Best Practices research shows (Auger, Pierce, & Vandell, 2013; Durlak & Weissberg, 2007; Kauh, 2011;) the analysis of State observation data (TEA ACE Evaluation Reports). It demonstrated the three instructional approaches used to distinguish High Quality ACE activities: 1. Activities are clearly designed to achieve explicit objectives. 2. Intentional use of time is anchored in planning and pacing, found to be essential for keeping students busy and engaged throughout the observed sessions. 3. An active and interactive instructor will continually engage with students, even when students are working in small groups or on their own. Best Practices also includes; Safe and welcoming spaces, established policies and procedures, positive interactions with family members, staff who reflect the demographics of the families served and who are trained in respect for cultural differences, provide expanded opportunities through community alignment and ACE Councils at all centers to ensure engagements and K-21 College services so that all educators are moving towards higher education goals. ACE curricula is based upon best practices, evidence-based research (What Works Clearinghouse) which describe extended learning practices proven to help students meet academic achievement standards such as STAAR. ACE that combines direct teaching with indirect instruction, such as computer use, scientific experiments and other hands-on projects help students acquire a set of skills useful in school and in life. Research also shows that after school programs that provide a wide variety of enriching and engaging activities make learning fun and offer activities that will complement and enhance academic performance, achievement, post secondary and workforce preparation, and positive youth development where they follow their own interests or curiosity, explore other cultures, develop hobbies, and learn in different ways. Successful after school programs seek to involve parents in orientation sessions, workshops, volunteer opportunities, parent advisory committees and in a wide range of adult learning opportunities, such as parenting education, computer training and GED training (Safe and Smart: Making After-School Hours Work for Kids). Effective collaboration between the ACE and the community, whether through partnerships or developed networks, gives students more options and helps to extend the resources.

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.

CIS Ace/BISD will be providing customized busing transportation needs of participating students riders and will provide travel safely to and from the center(s) and/or adjunct sites and home for all students participating in the ACE program. Safe student travel from the centers to home will be ensured by strictly adhering to the forms, schedules, and rules clearly defined and outlined in CIS/BISD policies. Certified bus drivers will manage the buses and student dismissal protocols will be stringently adhered to daily. CIS ACE will ensure a reliable and safe transportation process for all ASP participants. Policy identical to the regular school process will be set for walkers who are age appropriate eligible to walk home. However, walkers may be required to be signed out by parents or authorized family members on certain days that get dark earlier, usually fall and winter, if a parent so desires. 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 and can recommend the student be expelled from the ASP. Bus drivers will maintain communication with site coordinators to report any behavioral issues. Buses used during ASP will meet all local and state inspection requirements manned with trained state certified bus drivers with emergency training procedures and first aid kits. In the event a delay or mechanical issue hindering transportation occurs, bus drivers will be required to communicate the situation with the site coordinator. Procedures will be in place for students to report to the bus pickup station or parent station upon daily ASP completion. Parents must have at least one adult present at the bus stop to supervise the children. Parents will sign an ACE agreement for Transportation privileges.

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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.

CIS will disseminate information about the community learning 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, Newsletters, KSBD TV/Radio PSA Announcements, Newspaper Articles, District Marketing Materials, New Parent Handbooks, Radio and TV Ads, Flyers, District, Campus and Project News Stories & Parent Letters, Campus Bulletin Boards posting project work, The Brownsville Herald Newspaper and ACE 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. Word of Mouth: The most important component will be word of mouth by students who will love the dynamic age appropriate activities, caring staff and a safe and bully free learning environment. Hope for the American Dream will also inspire parents towards higher expectations. ACE will be a springboard for College. Program information will be shared with the community in both English and Spanish as appropriate. In addition, program information will be shown on CIS's website and social media sites, shared through monthly/quarterly flyers made available at CIS Office, shared with Learning Centers Site-Based Decision Making Committees, placed on bulletin boards at the Learning Centers, and made available at community-based meetings. The Learning Centers will work closely with the Grants Department, Public Information Department, District Advisory Committees, and Community organizations to disseminate information.

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.

CIS Program Priority 1 (3pts) 21st CCLC Program Integration Plan includes BISD alignment and integration of the grant program with other TEA or local initiatives designed to increase specific academic student outcomes and will coordinate federal, state, and local programs and make the most effective use of public resources at each campus. The CIS ACE Integration Plan will align with the needs assessment results and present realistic short- and long-term goals for student academic achievement that includes, but is not limited to, the Additional Days School Year (ADSY) summer program, Dinner Program, Texas Home Learning, Safe Schools (COPS Grant), Sprint Million Project (Wifi Hot spots Grant) Math Innovation Zones (Blended Learning Grant) and Texas Workforce Commission (JET Grants), ED Innovative Approaches to Literacy Program (Project LIBRO), Project RISE, GEAR UP for CCMR indicators and TEA Teacher incentive grants to align extra duty pay and services. ACE will have access to all CIS Software programs for collaboration, creativity, grading, presentations, reading, reflection, and teaching, to include programs for Parent Communication, Behavior Management, Classroom Management, Game Based, Design, Journaling, Interactive Board, Lesson Development, Reading, Classroom Management Systems, and Video Reflection. These programs include but not limited to; Summit K-12, Seesaw, Google Classroom, Flipgrid, Padlet, Quizizz, Vocabulary Spelling C, ClassDoJo, Epic!, Kahoot, Nearpod, Showbie, Buncee, Canvas LMS, GoBoard, Remind, Go noodle, Matific, Thinglink, Book Creator, Wakelet, Quizlet, EDpuzzle, Canva, Kami, Pear Deck, Quizlize, Flubaroo, Formative Prodigy Maths, Learn Around the World, Playposit, Newsela, and Khan Academy. ACE long-term goals for student academic achievement will help increase completion rates for Bachelor's Degrees as Brownsville (17.2%) is significantly lower than the State (27.1%); and National (29.3%) while allowing a short term goal of all Elementary sites with less than 0.7 STAAR distinctions.

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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.

CIS will develop a broad range of strategies to secure critical fiscal and non-fiscal resources and ensure that the 21st CCLC will continue after grant funding ends. Although the success of various finance and sustainability strategies depends heavily on community characteristics, the following strategies depict the elements of success. The elements of success will serve as a resource for inspiring and financing ideas; providing the district administration sustainability strategies; and illustrating to local board members and Community Based Organizations how program leaders can tap various funding sources and employ different strategies for sustainability beyond 21st CCLC grant funding. Adequate funding will be vital to sustaining the program therefore, public and private funding at the federal, state and local levels will be explored. In addition to financing strategies, the district staff will design and implement several complementary sustainability strategies that enhance addition to financing strategies, their ability not only to raise funds but also to secure other non-fiscal resources critical to long term success. Strategies include: Maximizing In Kind Resources-to include volunteer, technical assistance, facilities, utilities, maintenance, administration and equipment will help improve programming and reduces cost of operations. Building Community Support: with a wide arrange of community organization and stakeholders will enable the program to secure resources by building support among leaders in schools, business and community. The program will benefit from strong identity in the community in building their base of support. To develop a strong identity, the district will create a clear vision of their work, state the impact intended, and become a unique niche in the community. CIS working in tandem with its partners will sustain the most critical components of the After School Program.

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)

CIS Ace plans to encourage and use appropriately qualified persons to serve as CIS Ace Volunteers with appropriate policies in place for screening and placing volunteers in targeted areas and grades levels. Volunteers will service in activities carried out through the community learning center specifically with early childhood activities that require reading stories, art, music, and chess and mentoring one on one building projects through Home Depot/Lowes for high at risk students who need a caring adult.

Volunteers, chaperone's on all school sponsored trips, booster club members, and PTA/PTO members need to fill out a volunteer application if they will have contact with students or will volunteer during school hours. Anyone interested in serving as a CIS ACE school volunteers for the school year must do the following: Submit a completed, on-line volunteer (campus clearance) application including a criminal history release form. Applications are available on the CIS website. A Social Security Number may be requested in order to verify criminal history records. District Policy GKG (Legal) requires a criminal history record of all school volunteers. Provide evidence of identity after submitting the application with a copy of a valid (unexpired) Texas Driver's License, state issued ID, United States Passport, U.S. military card or draft record, or Alien Registration Card (with picture) to the campus parent liaison. Once volunteers meet these requirements, the campus administrator or parent liaison will receive an Authority to Report to Volunteer which allows the volunteer to begin service. Volunteers from the last school year must renew their applications for the new school year. Those not cleared to volunteer can attend meetings/parent conferences but cannot stay on campus to volunteer. All participants in the ACE program will be required to sign-in and sign-out daily at each center as per ACE procedures and only authorized parents or guardians will be allowed to pick up the student. The primary understanding for ACE safety is to follow the set ACE policy and procedures in alignment with standard CIS protocol for all students, parents and teachers. This includes: Reducing the number of open doors that are accessible to outsiders once the normal school day has ended; Providing highly visible coordinators and security personnel with well lit areas for daylight savings time; Concentrating after-school and weekend activities in limited areas of the building and avoiding activities that spread out all over the school; Keeping written records of scheduled use, contracts and agreements, facility use and emergency policies and procedures.

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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.

Special efforts will be made to ensure the recruitment of regular student attendees (attend 45 days or more) and adult family members. The program will make every effort to recruit these individuals by distributing flyers to children to take to their parents notifying them of the expanding learning opportunities available. Principals will send introductory letters to the parents/guardians to enroll their children.  
 CIS ACE will serve 250 students per campus for 45 days and 125 parents (120-240 min) for 4 hours daily and 17 wk per Fall/Spring/6 wk in Summer (40 wk) and a waiting list if necessary. Great staff/services retain students such as;

- \*Selecting only top fun teachers with positive recruitment from regular school.
- \*Offering non-boring Embedded Learning (EL): Reading, Writing, Math and Science infused with creative lessons.
- \*Hiring and training encouraging tutors as i-tutors, college mentors and specialized teachers in chosen fields.
- \*Developing Project Based Learning (PBL) for real project based activities for group learning and showcasing work.
- \*Targeting STEAMS courses for Science, Tech, Education, Arts and Math with instructional hands-on activities.
- \*Create IEP Incentives with individualized rewards to encourage performance on grades and state exams.
- \* Develop Adult Classes for creating ESL, GED and Computer classes for adults to inspire students into an IHE.
- \*Schedule creative Adjunct site visits to Zoo, Coastal labs, and CATE labs for real world experiences.
- \* Open extended hours for Library and Computer labs to open for ACE research, printing and Internet services.
- \* Create a Cool Safe Place for Learning offer creative activities, caring staff in a fun enrichment learning zone.
- \*Motivate great attendance for treats and drawings for prizes donated by community sponsors and LEA.
- \* Introduce latest Mixed Virtual Reality with Ai Learning Environments, Coding, Robotics and Blended Learning
- \* Provide field trips for completion for those meeting 45-day, ACE attendance or measure.
- \* Strategic summer camps that offer real Camp experience with field trips and extended weekly hands on projects.
- \*Offer Friday potluck days for student driven activity days offering popular gaming, drones, games or treats
- \* Coordinate with popular Chess program with college Chess mentors to expand chess opportunities and wins.
- \*Fun Coding Courses for K-12 grade Coding classes for both girls and boys to advance AMT careers and Robotic.

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.

Student progress will be measured at the end of the 2021-2022 school year. 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 TX 21ST Tracking System. Program Assistants will help 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 academic progress. The site will hold meetings each term and as needed to review the status of program goals and objectives, program planning, design, and improvement. The 21" CCLC will communicate (English/Spanish) with all community stakeholders on a regular basis on grant progress.

The Budget Plan will meet the program objectives and student service targets by meeting all required personnel, meeting all performance measures and remaining at approximately \$600 per student at all sites for the 40-week period. Campus doors at BISD opens at 6:40 am Elementary, when the school day begins. ACE proposes a 40 weeks per year program with 5 days per week for Fall and Spring (34 wks.); 5 days per week (6 wks.) for summer with weekends reserved for Community Events, Community Service or college tours. CIS will extend the day to 6-7:00 pm to accommodate the needs of the students and working parents. (See Appendix A-Center Operations Schedule)

To ensure the continuous feedback and improvement of the program that aligns center-level needs assessments, informs proposed center operations and schedule, corresponds to staffing and budget plans, ACE will meet the measures of effectiveness and student service targets with center-level quality as outlined in 2020 ACE Blueprint. The FTE Project Director (PD) will use a "Continuous Evaluation Model" Teacher observations will be conducted on a daily basis by Site Coordinators (SC). CIS will be aligning the regular school day instructional program to include center-level needs assessments (CIP) to after school instruction to ensure a continuous flow in learning and budgeted resources to receive full support from Principals to include aligned funds with Title I-IV, Migrant, SPED other grants and local initiatives . (See Appendix D-Needs Assessment)

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**10. Equitable Access and Participation**

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

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

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

**11. PNP Equitable Services**

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

- Yes  No

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

Are any private nonprofit schools participating in the grant?

- Yes  No

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

**Assurances**

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

**Equitable Services Calculation**

1. Total 21st CCLC program enrollment for all centers	<input type="text"/>
2. Enrollment in 21st CCLC of students attending participating private schools	<input type="text"/>
3. Total 21st CCLC program and participating private school students (line 1 plus line 2)	<input type="text"/>
4. Total year 1 proposed grant budget for serving students in all centers	<input type="text"/>
5. Applicant reservation for required staff payroll.	<input type="text"/>
6. Total grant amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text"/>
7. Per-pupil grantee amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text"/>
<b>Grantee's total required ESSA PNP equitable services reservation (line 7 times line 2)</b>	<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) 6 Years Adm/ACE Experience, MS/PHD Preferred w/benefits	\$75,552
2.	Family Engagement Specialist (100% FTE)4 Years SW Experience, BA/MS Preferred	\$54,918
3.	Secretary/Clerk (100% FTE) 4 Years Sec Experience, MS/PHD Preferred w/benefits	\$49,488
4.	Site Coordinators @ \$45,000 (100% FTE) 2 Years ACE Experience, BA Required w/Benefits	\$599,755
5.		

**Professional and Contracted Services**

6.	Academic/Enrichment Teachers (TEA Certified) \$30/hr. Extra Duty; \$599,887/Campus w/bene	\$599,887
7.	External Evaluator \$2,300/site (5 yrs or more ACE Evaluation Experience)	\$23,000
8.	Lights on Campus open house events/College Tours and Career Workshops @ \$1,000/site	\$10,000
9.	Cultural/Zoo/Museum/Field Experience @ \$500/site to include C&I Materials	\$5,000
10.		

**Supplies and Materials**

11.	Office/Teaching Supplies @ \$5k/site; Sports supplies @ 500/yr; PR/Printing \$1,000/site	\$65,000
12.	Computers/Software with laptops for TEAL entry @ \$1,050/site; In Kind for Office Setup	\$10,500
13.		
14.		

**Other Operating Costs**

15.	Kick off meeting/Director Mtg/OSTC to include food, travel, hotels etc @ \$1,132/site	\$11,320
16.	Awards/CSL and Special food costs for parent events as allowed by RFP @ \$1,058/site	\$10,580
17.	Transportation Support @ \$10,000/campus/yr. BISD will offset all additional travel costs	\$100,000

**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:

### 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	0319011 17	VILLA NUEVA EL, 7455 Old Military Road	0	PK-5	250	125
2	0319011 33	AIKEN EL, 6290 Southmost Road	0	PK-5	250	125
3	0319011 40	BRITE EL, 450 S. Browne Ave	0	Pk-5	250	125
4	0319011 01	CANALES EL, 1811 International Blvd	0	PK-5	250	125
5	0319011 36	CHAMPION EL, 4750 Bowie Road	0	PK-5	250	125
6	0319011 05	EL JARDIN EL, 6911 Boca Chica Blvd.	0	PK-5	250	125
7	0319011 06	GARDEN PARK EL, 855 Military Highway	0	PK-5	250	125
8	0319011 29	MORNINGSIDE EL, 1025 Morningside Road	0	PK-5	250	125
9	0319011 22	PALM GROVE EL, 7942 Southmost Road	0	PK-5	250	125
10	0319011 31	SOUTHMOST EL, 5245 Southmost Road	0	PK-5	250	125

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 #					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target				
Center	031901117 V	VILLA NUEVA EL, 7455 Old Military Road				PK-5	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		17						
Spring Term		01/10/22		05/20/22		17						
Summer Term		06/06/22		07/08/22		6						
Total number of weeks:						40						
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	7:05	8:05	3:15	6:15	7:05	8:05	3:15	6:15	8:00	12:00	1:00	2:00
Tuesday	7:05	8:05	3:15	6:15	7:05	8:05	3:15	6:15	8:00	12:00	1:00	2:00
Wednesday	7:05	8:05	3:15	6:15	7:05	8:05	3:15	6:15	8:00	12:00	1:00	2:00
Thursday	7:05	8:05	3:15	6:15	7:05	8:05	3:15	6:15	8:00	12:00	1:00	2:00
Friday	7:05	8:05	3:15	6:15	7:05	8:05	3:15	6:15	8:00	12:00	1:00	2:00
Saturday												
Sunday												
<b>Total Hours Per Week:</b>												
<b>Adjunct Sites, If applicable (site name and full address)</b>	Gladys Porter Zoo, 500 E Ringgold St, Brownsville, TX 78520											
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Field Trips, Saturday Events, College Tours											
<b>Parent/Legal Guardian Activities</b>	Career Sessions, ESL/Ged Classes, College Preparation, School Engagement Sessions											

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	031901133	AIKEN EL, 6290 Southmost Road				PK-5	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		17						
Spring Term		01/10/22		05/20/22		17						
Summer Term		06/06/22		07/08/22		6						
Total number of weeks:						40						
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	7:05	8:05	3:15	6:15	7:05	8:05	3:15	6:15	8:00	12:00	1:00	2:00
Tuesday	7:05	8:05	3:15	6:15	7:05	8:05	3:15	6:15	8:00	12:00	1:00	2:00
Wednesday	7:05	8:05	3:15	6:15	7:05	8:05	3:15	6:15	8:00	12:00	1:00	2:00
Thursday	7:05	8:05	3:15	6:15	7:05	8:05	3:15	6:15	8:00	12:00	1:00	2:00
Friday	7:05	8:05	3:15	6:15	7:05	8:05	3:15	6:15	8:00	12:00	1:00	2:00
Saturday												
Sunday												
<b>Total Hours Per Week:</b>												
<b>Adjunct Sites, If applicable (site name and full address)</b>	Gladys Porter Zoo, 500 E Ringgold St, Brownsville, TX 78520											
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Field Trips, Saturday Events, College Tours											
<b>Parent/Legal Guardian Activities</b>	Career Sessions, ESL/Ged Classes, College Preparation, School Engagement Sessions											

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	031901140	BRITE EL, 450 S. Browne Ave				PK-5	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		17						
Spring Term		01/10/22		05/20/22		17						
Summer Term		06/06/22		07/08/22		6						
Total number of weeks:						40						
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	7:05	8:05	3:15	6:15	7:05	8:05	3:15	6:15	8:00	12:00	1:00	2:00
Tuesday	7:05	8:05	3:15	6:15	7:05	8:05	3:15	6:15	8:00	12:00	1:00	2:00
Wednesday	7:05	8:05	3:15	6:15	7:05	8:05	3:15	6:15	8:00	12:00	1:00	2:00
Thursday	7:05	8:05	3:15	6:15	7:05	8:05	3:15	6:15	8:00	12:00	1:00	2:00
Friday	7:05	8:05	3:15	6:15	7:05	8:05	3:15	6:15	8:00	12:00	1:00	2:00
Saturday												
Sunday												
<b>Total Hours Per Week:</b>												
<b>Adjunct Sites, If applicable (site name and full address)</b>	Gladys Porter Zoo, 500 E Ringgold St, Brownsville, TX 78520											
<b>Special Schedules</b> <i>(i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)</i>	Field Trips, Saturday Events, College Tours											
<b>Parent/Legal Guardian Activities</b>	Career Sessions, ESL/Ged Classes, College Preparation, School Engagement Sessions											

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	031901101	CANALES EL, 1811 International Blvd						PK-5	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			17					
Spring Term		01/10/22			05/20/22			17					
Summer Term		06/06/22			07/08/22			6					
Total number of weeks:								40					
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	7:05	8:05	3:15	6:15	7:05	8:05	3:15	6:15	8:00	12:00	1:00	2:00	
Tuesday	7:05	8:05	3:15	6:15	7:05	8:05	3:15	6:15	8:00	12:00	1:00	2:00	
Wednesday	7:05	8:05	3:15	6:15	7:05	8:05	3:15	6:15	8:00	12:00	1:00	2:00	
Thursday	7:05	8:05	3:15	6:15	7:05	8:05	3:15	6:15	8:00	12:00	1:00	2:00	
Friday	7:05	8:05	3:15	6:15	7:05	8:05	3:15	6:15	8:00	12:00	1:00	2:00	
Saturday													
Sunday													
Total Hours Per Week:													
Adjunct Sites, If applicable (site name and full address)		Gladys Porter Zoo, 500 E Ringgold St, Brownsville, TX 78520											
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Field Trips, Saturday Events, College Tours											
Parent/Legal Guardian Activities		Career Sessions, ESL/Ged Classes, College Preparation, School Engagement Sessions											

<b>Texas ACE</b>	<b>Program Year</b>
<b>Center Operations Schedule (one per center)</b>	<b>2021-2022</b>

*(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.*

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	031901136	CHAMPION EL, 4750 Bowie Road	PK-5	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	17
Spring Term	01/10/22	05/20/22	17
Summer Term	06/06/22	07/08/22	6
Total number of weeks:			40

**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	7:05	8:05	3:15	6:15	7:05	8:05	3:15	6:15	8:00	12:00	1:00	2:00
Tuesday	7:05	8:05	3:15	6:15	7:05	8:05	3:15	6:15	8:00	12:00	1:00	2:00
Wednesday	7:05	8:05	3:15	6:15	7:05	8:05	3:15	6:15	8:00	12:00	1:00	2:00
Thursday	7:05	8:05	3:15	6:15	7:05	8:05	3:15	6:15	8:00	12:00	1:00	2:00
Friday	7:05	8:05	3:15	6:15	7:05	8:05	3:15	6:15	8:00	12:00	1:00	2:00
Saturday												
Sunday												
<b>Total Hours Per Week:</b>												

<b>Adjunct Sites, If applicable (site name and full address)</b>	Gladys Porter Zoo, 500 E Ringgold St, Brownsville, TX 78520
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Field Trips, Saturday Events, College Tours
<b>Parent/Legal Guardian Activities</b>	Career Sessions, ESL/Ged Classes, College Preparation, School Engagement Sessions

Texas ACE Center Operations Schedule (one per center)						Program Year 2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 6	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP				Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target				
Center	031901105	EL JARDIN EL, 6911 Boca Chica Blvd.				PK-5	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		17						
Spring Term		01/10/22		05/20/22		17						
Summer Term		06/06/22		07/08/22		6						
Total number of weeks:						40						
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	7:05	8:05	3:15	6:15	7:05	8:05	3:15	6:15	8:00	12:00	1:00	2:00
Tuesday	7:05	8:05	3:15	6:15	7:05	8:05	3:15	6:15	8:00	12:00	1:00	2:00
Wednesday	7:05	8:05	3:15	6:15	7:05	8:05	3:15	6:15	8:00	12:00	1:00	2:00
Thursday	7:05	8:05	3:15	6:15	7:05	8:05	3:15	6:15	8:00	12:00	1:00	2:00
Friday	7:05	8:05	3:15	6:15	7:05	8:05	3:15	6:15	8:00	12:00	1:00	2:00
Saturday												
Sunday												
<b>Total Hours Per Week:</b>												
<b>Adjunct Sites, If applicable (site name and full address)</b>	Gladys Porter Zoo, 500 E Ringgold St, Brownsville, TX 78520											
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Field Trips, Saturday Events, College Tours											
<b>Parent/Legal Guardian Activities</b>	Career Sessions, ESL/Ged Classes, College Preparation, School Engagement Sessions											

Texas ACE Center Operations Schedule (one per center)						Program Year 2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 7	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP				Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target				
Center	031901106	GARDEN PARK EL, 855 Military Highway				PK-5	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		17						
Spring Term		01/10/22		05/20/22		17						
Summer Term		06/06/22		07/08/22		6						
Total number of weeks:						40						
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	7:05	8:05	3:15	6:15	7:05	8:05	3:15	6:15	8:00	12:00	1:00	2:00
Tuesday	7:05	8:05	3:15	6:15	7:05	8:05	3:15	6:15	8:00	12:00	1:00	2:00
Wednesday	7:05	8:05	3:15	6:15	7:05	8:05	3:15	6:15	8:00	12:00	1:00	2:00
Thursday	7:05	8:05	3:15	6:15	7:05	8:05	3:15	6:15	8:00	12:00	1:00	2:00
Friday	7:05	8:05	3:15	6:15	7:05	8:05	3:15	6:15	8:00	12:00	1:00	2:00
Saturday												
Sunday												
<b>Total Hours Per Week:</b>												
<b>Adjunct Sites, If applicable (site name and full address)</b>	Gladys Porter Zoo, 500 E Ringgold St, Brownsville, TX 78520											
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Field Trips, Saturday Events, College Tours											
<b>Parent/Legal Guardian Activities</b>	Career Sessions, ESL/Ged Classes, College Preparation, School Engagement Sessions											

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	031901129	MORNINGSIDE EL, 1025 Morningside Road				PK-5	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		17						
Spring Term		01/10/22		05/20/22		17						
Summer Term		06/06/22		07/08/22		6						
Total number of weeks:						40						
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	7:05	8:05	3:15	6:15	7:05	8:05	3:15	6:15	8:00	12:00	1:00	2:00
Tuesday	7:05	8:05	3:15	6:15	7:05	8:05	3:15	6:15	8:00	12:00	1:00	2:00
Wednesday	7:05	8:05	3:15	6:15	7:05	8:05	3:15	6:15	8:00	12:00	1:00	2:00
Thursday	7:05	8:05	3:15	6:15	7:05	8:05	3:15	6:15	8:00	12:00	1:00	2:00
Friday	7:05	8:05	3:15	6:15	7:05	8:05	3:15	6:15	8:00	12:00	1:00	2:00
Saturday												
Sunday												
<b>Total Hours Per Week:</b>												
<b>Adjunct Sites, If applicable (site name and full address)</b>	Gladys Porter Zoo, 500 E Ringgold St, Brownsville, TX 78520											
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Field Trips, Saturday Events, College Tours											
<b>Parent/Legal Guardian Activities</b>	Career Sessions, ESL/Ged Classes, College Preparation, School Engagement Sessions											

<b>Texas ACE</b>	<b>Program Year</b>
<b>Center Operations Schedule (one per center)</b>	<b>2021-2022</b>

*(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.*

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	031901122	PALM GROVE EL, 7942 Southmost Road	PK-5	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	17
Spring Term	01/10/22	05/20/22	17
Summer Term	06/06/22	07/08/22	6
Total number of weeks:			40

**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	7:05	8:05	3:15	6:15	7:05	8:05	3:15	6:15	8:00	12:00	1:00	2:00
Tuesday	7:05	8:05	3:15	6:15	7:05	8:05	3:15	6:15	8:00	12:00	1:00	2:00
Wednesday	7:05	8:05	3:15	6:15	7:05	8:05	3:15	6:15	8:00	12:00	1:00	2:00
Thursday	7:05	8:05	3:15	6:15	7:05	8:05	3:15	6:15	8:00	12:00	1:00	2:00
Friday	7:05	8:05	3:15	6:15	7:05	8:05	3:15	6:15	8:00	12:00	1:00	2:00
Saturday												
Sunday												
<b>Total Hours Per Week:</b>												

<b>Adjunct Sites, If applicable (site name and full address)</b>	Gladys Porter Zoo, 500 E Ringgold St, Brownsville, TX 78520
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<b>Special Schedules</b> <small>(i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)</small>	Field Trips, Saturday Events, College Tours
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<b>Parent/Legal Guardian Activities</b>	Career Sessions, ESL/Ged Classes, College Preparation, School Engagement Sessions
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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	031901131	SOUTHMOST EL, 5245 Southmost Road				PK-5	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		17						
Spring Term		01/10/22		05/20/22		17						
Summer Term		06/06/22		07/08/22		6						
Total number of weeks:						40						
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	7:05	8:05	3:15	6:15	7:05	8:05	3:15	6:15	8:00	12:00	1:00	2:00
Tuesday	7:05	8:05	3:15	6:15	7:05	8:05	3:15	6:15	8:00	12:00	1:00	2:00
Wednesday	7:05	8:05	3:15	6:15	7:05	8:05	3:15	6:15	8:00	12:00	1:00	2:00
Thursday	7:05	8:05	3:15	6:15	7:05	8:05	3:15	6:15	8:00	12:00	1:00	2:00
Friday	7:05	8:05	3:15	6:15	7:05	8:05	3:15	6:15	8:00	12:00	1:00	2:00
Saturday												
Sunday												
<b>Total Hours Per Week:</b>												
<b>Adjunct Sites, If applicable (site name and full address)</b>	Gladys Porter Zoo, 500 E Ringgold St, Brownsville, TX 78520											
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Field Trips, Saturday Events, College Tours											
<b>Parent/Legal Guardian Activities</b>	Career Sessions, ESL/Ged Classes, College Preparation, School Engagement Sessions											



## Texas ACE/21<sup>st</sup> Century Community Learning Center Memorandum of Understanding

This agreement is entered effective July 2021 through the end of the 5 year grant period between the **Communities In Schools (CIS) 21<sup>st</sup> CCLC Program, Cycle 11**, contingent on grant funding and:

- I. Myrta Garza [*Canales Elementary*] agrees to:
  - a. 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
  - b. Identify and recruit students for participation based on need
  - c. 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
  - d. Attend planning, review meetings, and special events
  - e. Communicate with teachers and families to gain support
  - f. Assist with teacher recruitment and support for the program
  - g. Ensure that rooms and adequate space (gym, cafeteria, classrooms, computer labs, auditorium, office, and storage) are available for program implementation
  - h. Assist in interviews and make recommendations for Site Coordinator
  - i. Have Data Clerk or PEIMS Clerk partner with Site Coordinator for appropriate data collection to meet necessary reporting, compliance, and evaluation needs
  - j. Welcome the Site Coordinator as part of your Leadership Team, and
  - k. Budget annually to ensure that transportation is safe and free to families.

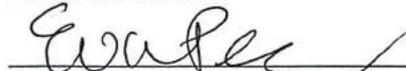
II. **Community in Schools (CIS) in Partnership with Brownsville Independent School District, and Texas Southmost College (TSC)** agree to:

- a. Write the 21<sup>st</sup> CCLC grant application and subsequent continuation proposals
- b. Monitor the program for grant compliance
- c. Provide training on district policies and procedures, best practices, and youth development
- d. Supervise Site Coordinator, program instructors, and community partners
- e. Implement program that is aligned with the CIP, district and school initiatives, and integrated into school culture
- f. Serve on the appropriate campus committees
- g. Supervise purchasing, payroll, contracts, and hiring of staff
- h. Maintain the grant records for fiscal accountability and grant reporting
- i. Assist in completing all evaluation reports, and
- j. 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.

III. It is mutually agreed:

- a. That all parties will comply with all state and federal guidelines and requirements for the Texas 21<sup>st</sup> Century Learning Centers Grant Program
- b. That funding provided by the 21<sup>st</sup> Century Learning Center Grant will supplement not supplant existing staff, support materials and supplies, or programs, and
- c. That the program will be aligned with the CIP, district and school initiatives, and integrated into the school culture.

Agreed:

  
\_\_\_\_\_  
Eva R. Perez, CIS Executive Director  
  
\_\_\_\_\_  
Myrta Garza, *Canales Elementary*

1-21-21  
\_\_\_\_\_  
Date  
January 19, 2021  
\_\_\_\_\_  
Date

## Canales Elementary Campus ACE Staff

The Teachers listed below support the opportunity for a 21<sup>st</sup> 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	Signature	Date
1.	Margarita Gonzalez	Life Skills Teacher		1/20/21
2.	Zuri Sierra	Life Skills Teacher		1/20/21
3.	Maria M. Aguilar-Crandall	Librarian		1/20/21
4.	Jose O. Chapa	P. E. Teacher		1/20/21
5.	Nancy Villarreal	Life Skills Teacher		1/20/21
6.	Dorina Lopez	Kindergarten		1/20/21
7.	Norma Velasquez	Pre-Kindergarten		1/20/21
8.	Yolanda Rangel	Pre-Kindergarten		1/20/21
9.	Maria M. Mendoza	First Grade		1/20/21
10.	Maria Falcon	First Grade		1/20/21
11.	Diana Vera	Second Grade		1/20/21
12.	Carmen Garcia	Second Grade		1/20/21
13.	Maria C. Martinez	Third Grade		1/20/21
14.	Noemi Garza	Third Grade		1/20/21
15.	Marilyn Martinez	Fourth Grade		1/20/21
16.	Daira Barron	Fifth Grade		1/20/21
17.	Michelle Gardner-Vidal	Fifth Grade		1/20/21
18.	Enelda Brown	Fifth Grade		1/20/21
19.	Graciela Uhles	Fifth Grade		1/20/21
20.				
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**Texas ACE/21<sup>st</sup> Century Community Learning Center  
Memorandum of Understanding**

This agreement is entered effective July 2021 through the end of the 5 year grant period between the Communities In Schools (CIS) 21<sup>st</sup> CCLC Program, Cycle 11, contingent on grant funding and:

- I. Morningside Elementary agrees to:
- a. 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
  - b. Identify and recruit students for participation based on need
  - c. 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
  - d. Attend planning, review meetings, and special events
  - e. Communicate with teachers and families to gain support
  - f. Assist with teacher recruitment and support for the program
  - g. Ensure that rooms and adequate space (gym, cafeteria, classrooms, computer labs, auditorium, office, and storage) are available for program implementation
  - h. Assist in interviews and make recommendations for Site Coordinator
  - i. Have Data Clerk or PEIMS Clerk partner with Site Coordinator for appropriate data collection to meet necessary reporting, compliance, and evaluation needs
  - j. Welcome the Site Coordinator as part of your Leadership Team, and
  - k. Budget annually to ensure that transportation is safe and free to families.

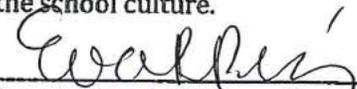
II. **Community in Schools (CIS) in Partnership with Brownsville Independent School District, and Texas Southmost College (TSC)** agree to:

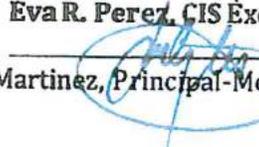
- a. Write the 21<sup>st</sup> CCLC grant application and subsequent continuation proposals
- b. Monitor the program for grant compliance
- c. Provide training on district policies and procedures, best practices, and youth development
- d. Supervise Site Coordinator, program instructors, and community partners
- e. Implement program that is aligned with the CIP, district and school initiatives, and integrated into school culture
- f. Serve on the appropriate campus committees
- g. Supervise purchasing, payroll, contracts, and hiring of staff
- h. Maintain the grant records for fiscal accountability and grant reporting
- i. Assist in completing all evaluation reports, and
- j. 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.

III. It is mutually agreed:

- a. That all parties will comply with all state and federal guidelines and requirements for the Texas 21<sup>st</sup> Century Learning Centers Grant Program
- b. That funding provided by the 21<sup>st</sup> Century Learning Center Grant will supplement not supplant existing staff, support materials and supplies, or programs, and
- c. That the program will be aligned with the CIP, district and school initiatives, and integrated into the school culture.

Agreed:

  
Eva R. Perez, CIS Executive Director

  
Jose H. Martinez, Principal-Morningside Elementary

1-2021

Date

1-20-2021

Date

# Morningside Elementary

# Campus ACE Staff

The Teachers listed below support the opportunity for a 21<sup>st</sup> 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.

#	Teacher Name	Teacher Position	Signature	Date
1.	Aguillon, Olga	Kinder		
2.	Alaniz, Perla	COVID LEAVE		
3.	Alaniz, Rebecca	3rd		
4.	Avila, Angelica	Resource		
5.	Cruz, Maria	2nd		
6.	De la Cruz, Alma	3rd		
7.	Ezequiel, Larissa	SPED		
8.	Gonzalez, Dolores	Pre-K 4		
9.	Gonzalez, Maria	Diag.		
10.	Gracia, Marcela	2nd		
11.	Granado, Rosalva	Resource	Absent	
12.	Guajardo, Victor	2nd		
13.	Lara, Ana	SE		
14.	Macias, Elisa	5th		
15.	Meza, Rosario	4th		
16.	Montes, Patricia	Librarian		
17.	Moran, Marina	<del>5th</del>		
18.	Mascorro, Miriam	MUSIC		
19.	Najera, Maria	Kinder		
20.	Ortega, Reina			
21.	Preciado, Nora	Fifth		
22.	Ramos, Norma	Dyslexia		
23.	Rodriguez, Yolanda	5th Grade		
24.	Salazar, Mayra	4th, Core		
25.	Serna, Agustin	2nd		
26.	Torres, Elizabeth	PK 3		
27.	Trejo, Viviana	4th		
28.	Urteaga, Maria	1st		
29.	Valdez, Noemi	Kinder		
30.	Varela, Hilda	4th		
31.	Vela, Rebecca	SPED		
32.	Vera, Julian	PE		
33.	Zuniga, Carmen	3rd		
34.				



## Texas ACE/21<sup>st</sup> Century Community Learning Center Memorandum of Understanding

This agreement is entered effective July 2021 through the end of the 5 year grant period between the **Communities In Schools (CIS) 21<sup>st</sup> CCLC Program, Cycle 11**, contingent on grant funding and:

I. Villa Nueva Elementary agrees to:

- a. 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
- b. Identify and recruit students for participation based on need
- c. 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
- d. Attend planning, review meetings, and special events
- e. Communicate with teachers and families to gain support
- f. Assist with teacher recruitment and support for the program
- g. Ensure that rooms and adequate space (gym, cafeteria, classrooms, computer labs, auditorium, office, and storage) are available for program implementation
- h. Assist in interviews and make recommendations for Site Coordinator
- i. Have Data Clerk or PEIMS Clerk partner with Site Coordinator for appropriate data collection to meet necessary reporting, compliance, and evaluation needs
- j. Welcome the Site Coordinator as part of your Leadership Team, and
- k. Budget annually to ensure that transportation is safe and free to families.

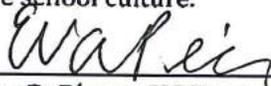
II. **Community in Schools (CIS) in Partnership with Brownsville Independent School District, and Texas Southmost College (TSC)** agree to:

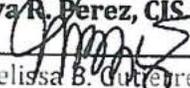
- a. Write the 21<sup>st</sup> CCLC grant application and subsequent continuation proposals
- b. Monitor the program for grant compliance
- c. Provide training on district policies and procedures, best practices, and youth development
- d. Supervise Site Coordinator, program instructors, and community partners
- e. Implement program that is aligned with the CIP, district and school initiatives, and integrated into school culture
- f. Serve on the appropriate campus committees
- g. Supervise purchasing, payroll, contracts, and hiring of staff
- h. Maintain the grant records for fiscal accountability and grant reporting
- i. Assist in completing all evaluation reports, and
- j. 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.

III. It is mutually agreed:

- a. That all parties will comply with all state and federal guidelines and requirements for the Texas 21<sup>st</sup> Century Learning Centers Grant Program
- b. That funding provided by the 21<sup>st</sup> Century Learning Center Grant will supplement not supplant existing staff, support materials and supplies, or programs, and
- c. That the program will be aligned with the CIP, district and school initiatives, and integrated into the school culture.

Agreed:

  
\_\_\_\_\_  
Eva R. Perez, CIS Executive Director

  
\_\_\_\_\_  
Melissa B. Gutierrez, Villa Nueva ES

1-18-21  
\_\_\_\_\_  
Date  
1/13/21  
\_\_\_\_\_  
Date

## Villa Nueva ES Campus ACE Staff

The Teachers listed below support the opportunity for a 21<sup>st</sup> 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	Signature	Date
1.	Veronica De La Fuente	Kindergarten		01/08/21
2.	Javier Eguia, Jr.	Music		01/08/21
3.	Alma Perez	4 <sup>th</sup> Grade		01/08/21
4.	Cynthia Perez	PreK 4		01/08/21
5.	Laura Vasquez	Kindergarten		01/11/21
6.	Rose Ann Ruiz	3 <sup>rd</sup> Grade		01/11/21
7.	Nancy Beltran	3 <sup>rd</sup> Grade		01/11/21
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**Texas ACE/21<sup>st</sup> Century Community Learning Center  
Memorandum of Understanding**

This agreement is entered effective July 2021 through the end of the 5 year grant period between the **Communities In Schools (CIS) 21<sup>st</sup> CCLC Program, Cycle 11**, contingent on grant funding and:

- I. Southmost Elementary School agrees to:
  - a. 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
  - b. Identify and recruit students for participation based on need
  - c. 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
  - d. Attend planning, review meetings, and special events
  - e. Communicate with teachers and families to gain support
  - f. Assist with teacher recruitment and support for the program
  - g. Ensure that rooms and adequate space (gym, cafeteria, classrooms, computer labs, auditorium, office, and storage) are available for program implementation
  - h. Assist in interviews and make recommendations for Site Coordinator
  - i. Have Data Clerk or PEIMS Clerk partner with Site Coordinator for appropriate data collection to meet necessary reporting, compliance, and evaluation needs
  - j. Welcome the Site Coordinator as part of your Leadership Team, and
  - k. Budget annually to ensure that transportation is safe and free to families.

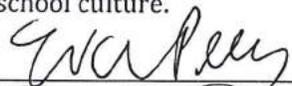
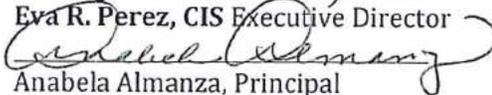
II. **Community in Schools (CIS) in Partnership with Brownsville Independent School District, and Texas Southmost College (TSC)** agree to:

- a. Write the 21<sup>st</sup> CCLC grant application and subsequent continuation proposals
- b. Monitor the program for grant compliance
- c. Provide training on district policies and procedures, best practices, and youth development
- d. Supervise Site Coordinator, program instructors, and community partners
- e. Implement program that is aligned with the CIP, district and school initiatives, and integrated into school culture
- f. Serve on the appropriate campus committees
- g. Supervise purchasing, payroll, contracts, and hiring of staff
- h. Maintain the grant records for fiscal accountability and grant reporting
- i. Assist in completing all evaluation reports, and
- j. 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.

III. It is mutually agreed:

- a. That all parties will comply with all state and federal guidelines and requirements for the Texas 21<sup>st</sup> Century Learning Centers Grant Program
- b. That funding provided by the 21<sup>st</sup> Century Learning Center Grant will supplement not supplant existing staff, support materials and supplies, or programs, and
- c. That the program will be aligned with the CIP, district and school initiatives, and integrated into the school culture.

Agreed:

  
 Eva R. Perez, CIS Executive Director  
  
 Anabela Almanza, Principal

1-18-21  
 Date  
1-14-21  
 Date



## Texas ACE/21<sup>st</sup> Century Community Learning Center Memorandum of Understanding

This agreement is entered effective July 2021 through the end of the 5 year grant period between the **Communities In Schools (CIS) 21<sup>st</sup> CCLC Program, Cycle 11**, contingent on grant funding and:

- I. [Palm Grove Elementary] agrees to:
- 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
  - Identify and recruit students for participation based on need
  - 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
  - Attend planning, review meetings, and special events
  - Communicate with teachers and families to gain support
  - Assist with teacher recruitment and support for the program
  - Ensure that rooms and adequate space (gym, cafeteria, classrooms, computer labs, auditorium, office, and storage) are available for program implementation
  - Assist in interviews and make recommendations for Site Coordinator
  - Have Data Clerk or PEIMS Clerk partner with Site Coordinator for appropriate data collection to meet necessary reporting, compliance, and evaluation needs
  - Welcome the Site Coordinator as part of your Leadership Team, and
  - Budget annually to ensure that transportation is safe and free to families.

II. **Community in Schools (CIS) in Partnership with Brownsville Independent School District, and Texas Southmost College (TSC)** agree to:

- Write the 21<sup>st</sup> CCLC grant application and subsequent continuation proposals
- Monitor the program for grant compliance
- Provide training on district policies and procedures, best practices, and youth development
- 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
- Supervise purchasing, payroll, contracts, and hiring of staff
- Maintain the grant records for fiscal accountability and grant reporting
- Assist in completing all evaluation reports, and
- 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.

III. It is mutually agreed:

- That all parties will comply with all state and federal guidelines and requirements for the Texas 21<sup>st</sup> Century Learning Centers Grant Program
- That funding provided by the 21<sup>st</sup> Century Learning Center Grant will supplement not supplant existing staff, support materials and supplies, or programs, and
- That the program will be aligned with the CIP, district and school initiatives, and integrated into the school culture.

Agreed:

Eva R. Perez  
Eva R. Perez, CIS Executive Director

Patricia M. Chacon  
Patricia M. Chacon, Palm Grove Eleme.

7-18-21

Date  
7/12/21

Date

## Palm Grove Elementary (122) Campus ACE Staff

The Teachers listed below support the opportunity for a 21<sup>st</sup> 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	Signature	Date
1.	Alvarez, Baltazar	Kinder		01/08/2021
2.	Benavidez, Reina	5 <sup>th</sup> Grade	<i>Reina Benavidez</i>	01/08/2021
3.	Bennett, Nancy	5 <sup>th</sup> Grade	<i>Nancy Bennett</i>	
4.	Campos, Sandra	SP ED		01/08/2021
5.	Cantu, Mayra	Pre-K 3yr		
6.	Chamberlain, Sylvia	SP ED		01/08/2021
7.	Chavez, Liliana	4 <sup>th</sup> Grade	<i>Liliana Chavez</i>	01/08/2021
8.	Flores, Margarita	Kinder	<i>Margarita Flores</i>	01/08/2021
9.	Garza, Eliseo	Kinder	<i>Eliseo Garza</i>	01/08/2021
10.	Gomez, Uvaldo	Coach		
11.	Gonzalez, Nohemi	4 <sup>th</sup> Grade		01/08/2021
12.	Granado, Sandra	2 <sup>nd</sup> Grade	<i>Sandra Granado</i>	
13.	Hernandez, Frances	3 <sup>rd</sup> Grade		01/08/2021
14.	Juarez, Maria	1 <sup>st</sup> Grade	<i>Maria Juarez</i>	01/08/2021
15.	Lopez, Melissa	2 <sup>nd</sup> Grade	<i>Melissa Lopez</i>	01/08/2021
16.	Lozano, Angeles	Pre-K		01/08/2021
17.	Mejia, Josefina	1 <sup>st</sup> Grade	<i>Josefina Mejia</i>	01/08/2021
18.	Montalvo, Maria C.	1 <sup>st</sup> Grade		01/08/2021
19.	Ochoa, Abigail	Librarian		01/08/2021
20.	Salazar, Margarita	5 <sup>th</sup> Grade	<i>Margarita Salazar</i>	01/08/2021
21.	Saldivar, Erica	4 <sup>th</sup> Grade	<i>Erica Saldivar</i>	01/08/2021
22.	Treviño, Homero	TST	<i>Homero Treviño</i>	01/08/2021
23.	Villagomez, Yadira	3 <sup>rd</sup> Grade	<i>Yadira Villagomez</i>	01/08/2021
24.	Ybarra, Melissa	3 <sup>rd</sup> Grade	<i>Melissa Ybarra</i>	01/08/2021
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**Texas ACE/21<sup>st</sup> Century Community Learning Center  
Memorandum of Understanding**

This agreement is entered effective July 2021 through the end of the 5 year grant period between the Communities In Schools (CIS) 21<sup>st</sup> CCLC Program, Cycle 11, contingent on grant funding and:

**I. Ben Brite Elementary agrees to:**

- a. 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
- b. Identify and recruit students for participation based on need
- c. 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
- d. Attend planning, review meetings, and special events
- e. Communicate with teachers and families to gain support
- f. Assist with teacher recruitment and support for the program
- g. Ensure that rooms and adequate space (gym, cafeteria, classrooms, computer labs, auditorium, office, and storage) are available for program implementation
- h. Assist in interviews and make recommendations for Site Coordinator
- i. Have Data Clerk or PEIMS Clerk partner with Site Coordinator for appropriate data collection to meet necessary reporting, compliance, and evaluation needs
- j. Welcome the Site Coordinator as part of your Leadership Team, and
- k. Budget annually to ensure that transportation is safe and free to families.

**II. Community in Schools (CIS) in Partnership with Brownsville Independent School District, and Texas Southmost College (TSC) agree to:**

- a. Write the 21<sup>st</sup> CCLC grant application and subsequent continuation proposals
- b. Monitor the program for grant compliance
- c. Provide training on district policies and procedures, best practices, and youth development
- d. Supervise Site Coordinator, program instructors, and community partners
- e. Implement program that is aligned with the CIP, district and school initiatives, and integrated into school culture
- f. Serve on the appropriate campus committees
- g. Supervise purchasing, payroll, contracts, and hiring of staff
- h. Maintain the grant records for fiscal accountability and grant reporting
- i. Assist in completing all evaluation reports, and
- j. 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.

**III. It is mutually agreed:**

- a. That all parties will comply with all state and federal guidelines and requirements for the Texas 21<sup>st</sup> Century Learning Centers Grant Program
- b. That funding provided by the 21<sup>st</sup> Century Learning Center Grant will supplement not supplant existing staff, support materials and supplies, or programs, and
- c. That the program will be aligned with the CIP, district and school initiatives, and integrated into the school culture.

Agreed:

Eva R. Perez  
Eva R. Perez, CIS Executive Director  
Nicole Clint  
Nicole Clint, Ben Brite Elementary

1-20-21  
Date  
01/19/21  
Date



**Texas ACE/21<sup>st</sup> Century Community Learning Center  
Memorandum of Understanding**

This agreement is entered effective July 2021 through the end of the 5 year grant period between the Communities In Schools (CIS) 21<sup>st</sup> CCLC Program, Cycle 11, contingent on grant funding and:

**I. Champion Elementary agrees to:**

- a. 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
- b. Identify and recruit students for participation based on need
- c. 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
- d. Attend planning, review meetings, and special events
- e. Communicate with teachers and families to gain support
- f. Assist with teacher recruitment and support for the program
- g. Ensure that rooms and adequate space (gym, cafeteria, classrooms, computer labs, auditorium, office, and storage) are available for program implementation
- h. Assist in interviews and make recommendations for Site Coordinator
- i. Have Data Clerk or PEIMS Clerk partner with Site Coordinator for appropriate data collection to meet necessary reporting, compliance, and evaluation needs
- j. Welcome the Site Coordinator as part of your Leadership Team, and
- k. Budget annually to ensure that transportation is safe and free to families.

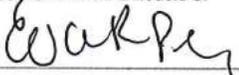
**II. Community in Schools (CIS) in Partnership with Brownsville Independent School District, and Texas Southmost College (TSC) agree to:**

- a. Write the 21<sup>st</sup> CCLC grant application and subsequent continuation proposals
- b. Monitor the program for grant compliance
- c. Provide training on district policies and procedures, best practices, and youth development
- d. Supervise Site Coordinator, program instructors, and community partners
- e. Implement program that is aligned with the CIP, district and school initiatives, and integrated into school culture
- f. Serve on the appropriate campus committees
- g. Supervise purchasing, payroll, contracts, and hiring of staff
- h. Maintain the grant records for fiscal accountability and grant reporting
- i. Assist in completing all evaluation reports, and
- j. 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.

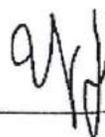
**III. It is mutually agreed:**

- a. That all parties will comply with all state and federal guidelines and requirements for the Texas 21<sup>st</sup> Century Learning Centers Grant Program
- b. That funding provided by the 21<sup>st</sup> Century Learning Center Grant will supplement not supplant existing staff, support materials and supplies, or programs, and
- c. That the program will be aligned with the CIP, district and school initiatives, and integrated into the school culture.

Agreed:

  
 \_\_\_\_\_  
 Eva R. Perez, CIS Executive Director  
 \_\_\_\_\_  
 Ricardo Torres, Jr.

EDIT Principal Name, School Name

1-20-21  
 \_\_\_\_\_  
 Date  
 1/19/2021  
 \_\_\_\_\_  
 Date

## Champion Elementary Campus ACE Staff

The Teachers listed below support the opportunity for a 21<sup>st</sup> 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	Signature	Date
1.	Apolonia Trejo	Teacher	Apolonia Trejo	1-19-21
2.	Olga R. Barrera	Teacher	Olga R. Barrera	1-19-21
3.	Mónica DelaFuente	Teacher	M. DelaFuente	1-19-21
4.	Laura Moreno	Teacher	L. Moreno	1-19-21
5.	David Salas	Teacher	David Salas	1-19-21
6.	Norma Ramos	Teacher	Norma Ramos	1-19-21
7.	Alma Trott	Counselor	Alma Trott	1-19-21
8.	Noemi DelaFuente	Teacher	Noemi DelaFuente	1-19-21
9.	Delia Lopez	Teacher	Delia Lopez	01/19/21
10.	Virginia Ortiz Camacho	Teacher	Virginia O. Camacho	1-19-21
11.	Maria G. Ruiz	Teacher	Maria G. Ruiz	1-19-21
12.	Enka Hincosa	Teacher	E. Hincosa	1-19-21
13.	Esmeralda Villarreal	Teacher	E. Villarreal	1-19-21
14.	Angelica Cobos	Teacher	A. Cobos	1-19-21
15.	Ofelia Conza	Teacher	O. Conza	1-19-21
16.	Olivia Moreno	Teacher	O. Moreno	1-19-21
17.	Gabriela Herrera	Teacher	G. Herrera	1-19-21
18.	Maria G. Cisneros	Teacher	M. G. Cisneros	1-19-21
19.	Jose J. Dominguez	Teacher	J. Dominguez	1-17-21
20.	Lorena Guajardo	Teacher	L. Guajardo	1-19-21
21.	Adela Vera	Teacher	Adela Vera	1-19-21
22.	Claudia Delgado	Teacher	Claudia Delgado	1-19-21
23.	Sara Aldape	Teacher	Sara Aldape	1-19-21
24.	Maira Romero	Teacher	M. Romero	1-19-21
25.	Erika Fernandez	Teacher	E. Fernandez	1-19-21
26.	Stella Hesselring	Teacher	Stella Hesselring	1-19-21
27.	Gonzalo Ruiz	Teacher	G. Ruiz	1-19-21
28.	Linda Torres	Teacher	L. Torres	1-19-21
29.	Javier Abrego	Teacher	J. Abrego	1-19-21
30.	J. in Belleville	Teacher	J. Belleville	1-19-21
31.	Velma E. Olivera	Teacher	Velma E. Olivera	1-19-21
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**Texas ACE/21<sup>st</sup> Century Community Learning Center  
Memorandum of Understanding**

This agreement is entered effective July 2021 through the end of the 5 year grant period between the Communities In Schools (CIS) 21<sup>st</sup> CCLC Program, Cycle 11, contingent on grant funding and:

- I. Bruce Aiken Elementary agrees to:
- a. 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
  - b. Identify and recruit students for participation based on need
  - c. 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
  - d. Attend planning, review meetings, and special events
  - e. Communicate with teachers and families to gain support
  - f. Assist with teacher recruitment and support for the program
  - g. Ensure that rooms and adequate space (gym, cafeteria, classrooms, computer labs, auditorium, office, and storage) are available for program implementation
  - h. Assist in interviews and make recommendations for Site Coordinator
  - i. Have Data Clerk or PEIMS Clerk partner with Site Coordinator for appropriate data collection to meet necessary reporting, compliance, and evaluation needs
  - j. Welcome the Site Coordinator as part of your Leadership Team, and
  - k. Budget annually to ensure that transportation is safe and free to families.

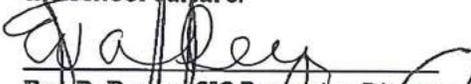
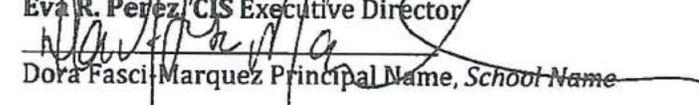
II. **Community in Schools (CIS) in Partnership with Brownsville Independent School District, and Texas Southmost College (TSC) agree to:**

- a. Write the 21<sup>st</sup> CCLC grant application and subsequent continuation proposals
- b. Monitor the program for grant compliance
- c. Provide training on district policies and procedures, best practices, and youth development
- d. Supervise Site Coordinator, program instructors, and community partners
- e. Implement program that is aligned with the CIP, district and school initiatives, and integrated into school culture
- f. Serve on the appropriate campus committees
- g. Supervise purchasing, payroll, contracts, and hiring of staff
- h. Maintain the grant records for fiscal accountability and grant reporting
- i. Assist in completing all evaluation reports, and
- j. 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.

III. It is mutually agreed:

- a. That all parties will comply with all state and federal guidelines and requirements for the Texas 21<sup>st</sup> Century Learning Centers Grant Program
- b. That funding provided by the 21<sup>st</sup> Century Learning Center Grant will supplement not supplant existing staff, support materials and supplies, or programs, and
- c. That the program will be aligned with the CIP, district and school initiatives, and integrated into the school culture.

Agreed:

  
 Eva R. Perez, CIS Executive Director  
  
 Dora Fasci-Marquez Principal Name, School Name

1-19-21  
 Date  
 1-19-2021  
 Date

# Aiken

# Campus ACE Staff

The Teachers listed below support the opportunity for a 21<sup>st</sup> 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	Signature	Date
1.	Fidelonso Saucedo	PK 3	Fidelonso Saucedo	1-19-21
2.	Gloria R. Najera	Sp. Ed	Gloria Najera	1-19-21
3.	Eric Rodenbaugh	5 <sup>th</sup>	Eric Rodenbaugh	1-19-21
4.	Mary DeLeon	Sp. Ed.	Mary DeLeon	1-19-21
5.	Mary Gutierrez	Art	Mary Gutierrez	1/19/21
6.	Annaset Williams	Sp. Ed	Annaset Williams	1/19/21
7.	Karla Pizarro	4 <sup>th</sup>	Karla Pizarro	1/19/21
8.	Manuela Jasso	3 <sup>rd</sup>	Manuela Jasso	1/19/21
9.	Cecilia Hernandez	3 <sup>rd</sup>	Cecilia Hernandez	1/19/21
10.	Claudia Tapata	Dyslexia	Claudia Tapata	1-19-21
11.	Jessica West	3 <sup>rd</sup>	Jessica West	1-19-21
12.	Ann Marie Vitorica	3 <sup>rd</sup>	Ann Marie Vitorica	1-19-21
13.	Melissa Alvarado	Kinder	Melissa Alvarado	1-19-21
14.	Jennifer Cuevas	4 <sup>th</sup>	Jennifer Cuevas	1-19-21
15.	VERONICA GARCIA	1st	Veronica Garcia	1-19-21
16.	JoAnn Sandoval	Kinder	JoAnn Sandoval	1-19-21
17.	Eriselda Yarez	4 <sup>th</sup>	Eriselda Yarez	1-19-21
18.	Maricela Schuetze	PK	Maricela Schuetze	1-19-21
19.	Dora Chavez	PK	Dora Chavez	1-19-21
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## Texas ACE/21<sup>st</sup> Century Community Learning Center Memorandum of Understanding

This agreement is entered effective July 2021 through the end of the 5 year grant period between the **Communities In Schools (CIS) 21<sup>st</sup> CCLC Program, Cycle 11**, contingent on grant funding and:

I. Garden Park Elementary agrees to:

- a. 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
- b. Identify and recruit students for participation based on need
- c. 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
- d. Attend planning, review meetings, and special events
- e. Communicate with teachers and families to gain support
- f. Assist with teacher recruitment and support for the program
- g. Ensure that rooms and adequate space (gym, cafeteria, classrooms, computer labs, auditorium, office, and storage) are available for program implementation
- h. Assist in interviews and make recommendations for Site Coordinator
- i. Have Data Clerk or PEIMS Clerk partner with Site Coordinator for appropriate data collection to meet necessary reporting, compliance, and evaluation needs
- j. Welcome the Site Coordinator as part of your Leadership Team, and
- k. Budget annually to ensure that transportation is safe and free to families.

II. **Community in Schools (CIS) in Partnership with Brownsville Independent School District, and Texas Southmost College (TSC)** agree to:

- a. Write the 21<sup>st</sup> CCLC grant application and subsequent continuation proposals
- b. Monitor the program for grant compliance
- c. Provide training on district policies and procedures, best practices, and youth development
- d. Supervise Site Coordinator, program instructors, and community partners
- e. Implement program that is aligned with the CIP, district and school initiatives, and integrated into school culture
- f. Serve on the appropriate campus committees
- g. Supervise purchasing, payroll, contracts, and hiring of staff
- h. Maintain the grant records for fiscal accountability and grant reporting
- i. Assist in completing all evaluation reports, and
- j. 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.

III. It is mutually agreed:

- a. That all parties will comply with all state and federal guidelines and requirements for the Texas 21<sup>st</sup> Century Learning Centers Grant Program
- b. That funding provided by the 21<sup>st</sup> Century Learning Center Grant will supplement not supplant existing staff, support materials and supplies, or programs, and
- c. That the program will be aligned with the CIP, district and school initiatives, and integrated into the school culture.

Agreed:

Eva R. Perez  
Eva R. Perez, CIS Executive Director

Victor M. Caballero  
Victor M. Caballero, Garden Park Elementary

1-18-21  
Date

1-8-2021  
Date

## Garden Park Elementary Campus ACE Staff

The Teachers listed below support the opportunity for a 21<sup>st</sup> 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	Signature	Date
1.	Miriam Garza	Dyslexia	Miriam Garza	1-8-2021
2.	Leticia Martinez	Teacher	Leticia Martinez	1-8-2021
3.	Claudia Davis	Teacher	Claudia Davis	1-8-2021
4.	Aleida Esparza	Teacher	Aleida Esparza	1-8-2021
5.	Blanca Orozco	Teacher	Blanca Orozco	1-8-2021
6.	Henry Villalon	PE Teacher	Henry Villalon	1-14-2021
7.	Brianna Arteaga	Counselor	Brianna Arteaga	1-15-2021
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**Texas ACE/21<sup>st</sup> Century Community Learning Center  
Memorandum of Understanding**

This agreement is entered effective July 2021 through the end of the 5 year grant period between the Communities In Schools (CIS) 21<sup>st</sup> CCLC Program, Cycle 11, contingent on grant funding and:

**I. El Jardín Elementary agrees to:**

- a. 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
- b. Identify and recruit students for participation based on need
- c. 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
- d. Attend planning, review meetings, and special events
- e. Communicate with teachers and families to gain support
- f. Assist with teacher recruitment and support for the program
- g. Ensure that rooms and adequate space (gym, cafeteria, classrooms, computer labs, auditorium, office, and storage) are available for program implementation
- h. Assist in interviews and make recommendations for Site Coordinator
- i. Have Data Clerk or PEIMS Clerk partner with Site Coordinator for appropriate data collection to meet necessary reporting, compliance, and evaluation needs
- j. Welcome the Site Coordinator as part of your Leadership Team, and
- k. Budget annually to ensure that transportation is safe and free to families.

**II. Community in Schools (CIS) in Partnership with Brownsville Independent School District, and Texas Southmost College (TSC) agree to:**

- a. Write the 21<sup>st</sup> CCLC grant application and subsequent continuation proposals
- b. Monitor the program for grant compliance
- c. Provide training on district policies and procedures, best practices, and youth development
- d. Supervise Site Coordinator, program instructors, and community partners
- e. Implement program that is aligned with the CIP, district and school initiatives, and integrated into school culture
- f. Serve on the appropriate campus committees
- g. Supervise purchasing, payroll, contracts, and hiring of staff
- h. Maintain the grant records for fiscal accountability and grant reporting
- i. Assist in completing all evaluation reports, and
- j. 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.

**III. It is mutually agreed:**

- a. That all parties will comply with all state and federal guidelines and requirements for the Texas 21<sup>st</sup> Century Learning Centers Grant Program
- b. That funding provided by the 21<sup>st</sup> Century Learning Center Grant will supplement not supplant existing staff, support materials and supplies, or programs, and
- c. That the program will be aligned with the CIP, district and school initiatives, and integrated into the school culture.

Agreed:

Eva R. Perez  
Eva R. Perez, CIS Executive Director  
Marina Flores, El Jardín Elementary  
Marina Flores

1-18-21  
Date  
1/13/2021  
Date



# Memorandum of Agreement

This agreement is entered effective July 1, 2021, through July 31, 2026 between **Communities In Schools (CIS)** and **Perez Financial Group**. The agreement is effective only upon notification of the grant award by the Texas Education Agency of the Nita M. Lowey 21<sup>st</sup> Century Community Learning Centers (CCLC), Cycle 11 grant program as an Official Board approval will be pending the official ACE award and Notification of Grant Award (NOGA) as required under organizational policy.

**Communities In Schools (CIS)** has applied for federal 21<sup>st</sup> CCLC grant funds from TEA to provide out-of-school programs in 10 Title 1 schools across the Brownsville Independent School District. Upon receiving the requested funds, CIS and **Perez Financial Group** will enter into a partnership to provide out-of-school programs to meet the requirements of the Texas ACE grant program, benefiting 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.

### Communities In Schools (CIS), 21<sup>st</sup> CCLC Staff agree to:

- Implement the 21st CCLC grant application and subsequent continuation proposals;
- Offer academic and enrichment activities as designed by the Community Needs Assessment and Surveys;
- Design customized services for both students and adults based on the 21<sup>st</sup> 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;
- Supervise Site Coordinator, program instructors, and community partners;
- Implement program that is aligned with the Campus Improvement Plans, district and school initiatives, and integrated into school culture;
- Serve on the appropriate campus committees;
- 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; and;
- Communicate 21<sup>st</sup> CCLC progress to all 21<sup>st</sup> CCLC councils

### Perez Financial Group, 21<sup>st</sup> CCLC Grant Partner agrees to:

- 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 contact person to serve as a partnership Liaison/Advisor to the program
- Attend planning, review meetings, and special events when possible
- Communicate with the community and families to gain 21<sup>st</sup> CCLC support
- Provide services and resources to compliment the goals of the 21<sup>st</sup> CCLC program
- Offer incentives, awards, volunteers and or discounts for the program whenever 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.

Christy Reef  
 (insert partner name and title)  
 1/12/21  
 \_\_\_\_\_  
 Date

Eva Perez  
 Eva Perez-Executive Director  
 1/12/21  
 \_\_\_\_\_  
 Date





## Memorandum of Agreement

This agreement is entered effective July 1, 2021, through July 31, 2026 between Communities In Schools (CIS) and VIDA (Valley Initiative for Development and Advancement). The agreement is effective only upon notification of the grant award by the Texas Education Agency of the Nita M. Lowey 21<sup>st</sup> Century Community Learning Centers (CCLC), Cycle 11 grant program as an Official Board approval will be pending the official ACE award and Notification of Grant Award (NOGA) as required under organizational policy.

Communities In Schools (CIS) has applied for federal 21<sup>st</sup> CCLC grant funds from TEA to provide out-of-school programs in 10 Title 1 schools across the Brownsville Independent School District. Upon receiving the requested funds, CIS and VIDA (Valley Initiative for Development and Advancement) will enter into a partnership to provide out-of-school programs to meet the requirements of the Texas ACE grant program, benefiting 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.

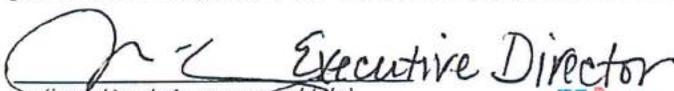
Communities In Schools (CIS), 21<sup>st</sup> CCLC Staff agree to:

- Implement the 21<sup>st</sup> CCLC grant application and subsequent continuation proposals;
- Offer academic and enrichment activities as designed by the Community Needs Assessment and Surveys;
- Design customized services for both students and adults based on the 21<sup>st</sup> 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;
- Supervise Site Coordinator, program instructors, and community partners;
- Implement program that is aligned with the Campus Improvement Plans, district and school initiatives, and integrated into school culture;
- Serve on the appropriate campus committees;
- 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; and;
- Communicate 21<sup>st</sup> CCLC progress to all 21<sup>st</sup> CCLC councils

VIDA (Valley Initiative for Development and Advancement), 21<sup>st</sup> CCLC Grant Partner agrees to:

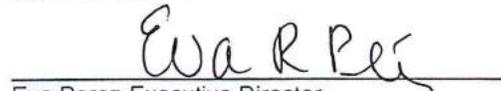
- Ensure that the afterschool program partnership services are aligned with district and school initiatives
- Help identify and recruit students and adults for participation based on need
- Assign a contact person to serve as a partnership Liaison/Advisor to the program
- Attend planning, review meetings, and special events when possible
- Communicate with the community and families to gain 21<sup>st</sup> CCLC support
- Provide services and resources to compliment the goals of the 21<sup>st</sup> CCLC program
- Offer incentives, awards, volunteers and or discounts for the program whenever possible
- Formulate new institutional relationships in the Rio Grande Valley that simultaneously address employers' needs for skilled workers and prepare the area's unemployed and underemployed residents with high-skill, high-wage jobs identified in the region.

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.

  
(insert partner name and title)  
12.14.21

Date



  
Eva Perez-Executive Director  
1-15-20

Date



# Memorandum of Agreement

This agreement is entered effective July 1, 2021, through July 31, 2026 between **Communities In Schools (CIS)** and **Children's Museum of Brownsville**. The agreement is effective only upon notification of the grant award by the Texas Education Agency of the Nita M. Lowey 21<sup>st</sup> Century Community Learning Centers (CCLC), Cycle 11 grant program as an Official Board approval will be pending the official ACE award and Notification of Grant Award (NOGA) as required under organizational policy.

**Communities In Schools (CIS)** has applied for federal 21<sup>st</sup> CCLC grant funds from TEA to provide out-of-school programs in 10 Title 1 schools across the Brownsville Independent School District. Upon receiving the requested funds, CIS and **Children's Museum of Brownsville** will enter into a partnership to provide out-of-school programs to meet the requirements of the Texas ACE grant program, benefiting 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.

### Communities In Schools (CIS), 21<sup>st</sup> CCLC Staff agree to:

- Implement the 21<sup>st</sup> CCLC grant application and subsequent continuation proposals;
- Offer academic and enrichment activities as designed by the Community Needs Assessment and Surveys;
- Design customized services for both students and adults based on the 21<sup>st</sup> 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;
- Supervise Site Coordinator, program instructors, and community partners;
- Implement program that is aligned with the Campus Improvement Plans, district and school initiatives, and integrated into school culture;
- Serve on the appropriate campus committees;
- 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; and;
- Communicate 21<sup>st</sup> CCLC progress to all 21<sup>st</sup> CCLC councils

### Children's Museum of Brownsville, 21<sup>st</sup> CCLC Grant Partner agrees to:

- 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 contact person to serve as a partnership Liaison/Advisor to the program
- Attend planning, review meetings, and special events when possible
- Provide Museum visitors to exhibits that are TEKS aligned
- Provide STEM to accommodate different age groups
- Communicate with the community and families to gain 21<sup>st</sup> CCLC support
- Provide services and resources to compliment the goals of the 21<sup>st</sup> CCLC program
- Offer incentives, awards, volunteers and or discounts for the program whenever 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.



*Felipe Peña*

Digitally signed by Felipe Peña  
DN: cn=Felipe Peña, ou=Children's Museum of  
Brownsville, email=felipe@childrensmuseumofbrownsville.com,  
c=US  
Date: 2021.01.15 09:37:07 -0600

(insert partner name and title)  
1/15/2021

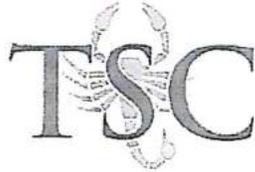
Date

*Eva R. Perez*

Eva Perez-Executive Director

1-15-21

Date



## Memorandum of Agreement

This agreement is entered effective July 1, 2021, through July 31, 2026 between Communities In Schools (CIS) and Tip of Texas Family Outreach. The agreement is effective only upon notification of the grant award by the Texas Education Agency of the Nita M. Lowey 21<sup>st</sup> Century Community Learning Centers (CCLC), Cycle 11 grant program as an Official Board approval will be pending the official ACE award and Notification of Grant Award (NOGA) as required under organizational policy.

Communities In Schools (CIS) has applied for federal 21<sup>st</sup> CCLC grant funds from TEA to provide out-of-school programs in 10 Title 1 schools across the Brownsville Independent School District. Upon receiving the requested funds, CIS and Tip of Texas Family Outreach will enter into a partnership to provide out-of-school programs to meet the requirements of the Texas ACE grant program, benefiting 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.

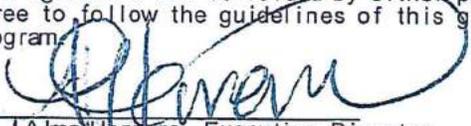
Communities In Schools (CIS), 21<sup>st</sup> CCLC Staff agree to:

- Implement the 21<sup>st</sup> CCLC grant application and subsequent continuation proposals;
- Offer academic and enrichment activities as designed by the Community Needs Assessment and Surveys;
- Design customized services for both students and adults based on the 21<sup>st</sup> 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;
- Supervise Site Coordinator, program instructors, and community partners;
- Implement program that is aligned with the Campus Improvement Plans, district and school initiatives, and integrated into school culture;
- Serve on the appropriate campus committees;
- 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; and;
- Communicate 21<sup>st</sup> CCLC progress to all 21<sup>st</sup> CCLC councils

Tip of Texas Family Outreach, 21<sup>st</sup> CCLC Grant Partner agrees to:

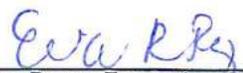
- Refer eligible students to Communities in Schools
- Conduct virtual and in-person presentations pertaining to Family Outreach program services
- Assign a contact person to serve as a partnership Liaison to the program
- Provide community outreach services at different Communities in Schools events when possible
- Assist in strengthening families and prevent child abuse and neglect by providing supportive services
- Help connect families to other community resources

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.

  
Alma Herrera, Executive Director

Date: 11/15/21



  
Eva Perez-Executive Director

Date: 11/15/21



## Memorandum of Agreement

This agreement is entered effective July 1, 2021, through July 31, 2026 between **Communities In Schools (CIS)** and **RCCC, Inc. dba Recovery Center of Cameron County (RCCC)**. The agreement is effective only upon notification of the grant award by the Texas Education Agency of the Nita M. Lowey 21<sup>st</sup> Century Community Learning Centers (CCLC), Cycle 11 grant program as an Official Board approval will be pending the official ACE award and Notification of Grant Award (NOGA) as required under organizational policy.

**Communities In Schools (CIS)** has applied for federal 21<sup>st</sup> CCLC grant funds from TEA to provide out-of-school programs in 10 Title 1 schools across the Brownsville Independent School District. Upon receiving the requested funds, CIS and RCCC will enter into a partnership to provide out-of-school programs to meet the requirements of the Texas ACE grant program, benefiting 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.

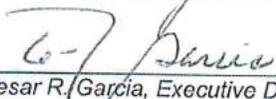
### Communities In Schools (CIS), 21<sup>st</sup> CCLC Staff agree to:

- Implement the 21st CCLC grant application and subsequent continuation proposals;
- Offer academic and enrichment activities as designed by the Community Needs Assessment and Surveys;
- Design customized services for both students and adults based on the 21<sup>st</sup> 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;
- Supervise Site Coordinator, program instructors, and community partners;
- Implement program that is aligned with the Campus Improvement Plans, district and school initiatives, and integrated into school culture;
- Serve on the appropriate campus committees;
- 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; and;
- Communicate 21<sup>st</sup> CCLC progress to all 21<sup>st</sup> CCLC councils

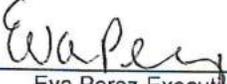
### RCCC, Inc. dba Recovery Center of Cameron County, 21<sup>st</sup> CCLC Grant Partner agrees to:

- 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 contact person to serve as a partnership Liaison/Advisor to the program
- Attend planning, review meetings, and special events when possible
- Communicate with the community and families to gain 21<sup>st</sup> CCLC support
- Provide a safe, therapeutic setting for individuals desiring to make a change in their lives from addiction, mental and emotional disorders.
- Provide services and resources to compliment the goals of the 21<sup>st</sup> CCLC program
- Offer incentives, awards, volunteers and or discounts for the program whenever 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.

  
Cesar R. Garcia, Executive Director  
1-11-2021  
Date



  
Eva Perez-Executive Director  
1-11-21  
Date



## Memorandum of Agreement

This agreement is entered effective July 1, 2021, through July 31, 2026 between **Communities In Schools (CIS)** and **Luz del Cielo Church**. The agreement is effective only upon notification of the grant award by the Texas Education Agency of the Nita M. Lowey 21<sup>st</sup> Century Community Learning Centers (CCLC), Cycle 11 grant program as an Official Board approval will be pending the official ACE award and Notification of Grant Award (NOGA) as required under organizational policy.

**Communities In Schools (CIS)** has applied for federal 21<sup>st</sup> CCLC grant funds from TEA to provide out-of-school programs in 10 Title 1 schools across the Brownsville Independent School District. Upon receiving the requested funds, CIS and **Luz del Cielo Church** will enter into a partnership to provide out-of-school programs to meet the requirements of the Texas ACE grant program, benefiting 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.

### Communities In Schools (CIS), 21<sup>st</sup> CCLC Staff agree to:

- Implement the 21st CCLC grant application and subsequent continuation proposals;
- Offer academic and enrichment activities as designed by the Community Needs Assessment and Surveys;
- Design customized services for both students and adults based on the 21<sup>st</sup> 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;
- Supervise Site Coordinator, program instructors, and community partners;
- Implement program that is aligned with the Campus Improvement Plans, district and school initiatives, and integrated into school culture;
- Serve on the appropriate campus committees;
- 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; and;
- Communicate 21<sup>st</sup> CCLC progress to all 21<sup>st</sup> CCLC councils

### Luz del Cielo, 21<sup>st</sup> CCLC Grant Partner agrees to:

- 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 contact person to serve as a partnership Liaison/Advisor to the program
- Attend planning, review meetings, and special events when possible
- Communicate with the community and families to gain 21<sup>st</sup> CCLC support
- Provide services and resources to compliment the goals of the 21<sup>st</sup> CCLC program
- Offer incentives, awards, volunteers and or discounts for the program whenever 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.

*Eva Castillo*

(insert partner name and title)

1/12/21

Date

*Eva Perez*

Eva Perez-Executive Director

1-12-21

Date



## Memorandum of Agreement

This agreement is entered effective July 1, 2021, through July 31, 2026 between **Communities In Schools (CIS)** and **Behavioral Health Solutions of South Texas**. The agreement is effective only upon notification of the grant award by the Texas Education Agency of the Nita M. Lowey 21<sup>st</sup> Century Community Learning Centers (CCLC), Cycle 11 grant program as an Official Board approval will be pending the official ACE award and Notification of Grant Award (NOGA) as required under organizational policy.

**Communities In Schools (CIS)** has applied for federal 21<sup>st</sup> CCLC grant funds from TEA to provide out-of-school programs in 10 Title 1 schools across the Brownsville Independent School District. Upon receiving the requested funds, CIS and **Behavioral Health Solutions of South Texas** will enter into a partnership to provide out-of-school programs to meet the requirements of the Texas ACE grant program, benefiting 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.

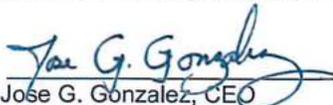
### Communities In Schools (CIS), 21<sup>st</sup> CCLC Staff agree to:

- Implement the 21st CCLC grant application and subsequent continuation proposals;
- Offer academic and enrichment activities as designed by the Community Needs Assessment and Surveys;
- Design customized services for both students and adults based on the 21<sup>st</sup> 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;
- Supervise Site Coordinator, program instructors, and community partners;
- Implement program that is aligned with the Campus Improvement Plans, district and school initiatives, and integrated into school culture;
- Serve on the appropriate campus committees;
- 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; and;
- Communicate 21<sup>st</sup> CCLC progress to all 21<sup>st</sup> CCLC councils

### Behavioral Health Solutions of South Texas, 21<sup>st</sup> CCLC Grant Partner agrees to:

- Ensure that the afterschool program partnership services are aligned with district and school initiatives
- Help identify and refer students and adults for participation based on need
- Assign a contact person to serve as a partnership Liaison/Advisor to the program
- Attend planning, review meetings, and special events when possible
- Work collaboratively with CCLC team members to communicate with the community and families to gain 21<sup>st</sup> CCLC support
- Provide services and resources to compliment the goals of the 21<sup>st</sup> CCLC program
- Serve as a referral source to provide prevention and intervention services to reduce substance use and related co-existing conditions for CCLC program participants.

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.

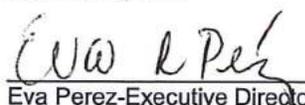
  
Jose G. Gonzalez, CEO

Behavioral Health Solutions of South Texas

01/12/2021

Date



  
Eva Perez-Executive Director  
Communities In Schools

1/12/21

Date



## Memorandum of Agreement

This agreement is entered effective July 1, 2021, through July 31, 2026 between **Communities In Schools (CIS)** and **Workforce Solutions Cameron**. The agreement is effective only upon notification of the grant award by the Texas Education Agency of the Nita M. Lowey 21<sup>st</sup> Century Community Learning Centers (CCLC), Cycle 11 grant program as an Official Board approval will be pending the official ACE award and Notification of Grant Award (NOGA) as required under organizational policy.

**Communities In Schools (CIS)** has applied for federal 21<sup>st</sup> CCLC grant funds from TEA to provide out-of-school programs in 10 Title 1 schools across the Brownsville Independent School District. Upon receiving the requested funds, CIS and **Workforce Solutions Cameron** will enter into a partnership to provide out-of-school programs to meet the requirements of the Texas ACE grant program, benefiting 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.

### Communities In Schools (CIS), 21<sup>st</sup> CCLC Staff agree to:

- Implement the 21<sup>st</sup> CCLC grant application and subsequent continuation proposals;
- Offer academic and enrichment activities as designed by the Community Needs Assessment and Surveys;
- Design customized services for both students and adults based on the 21<sup>st</sup> 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;
- Supervise Site Coordinator, program instructors, and community partners;
- Implement program that is aligned with the Campus Improvement Plans, district and school initiatives, and integrated into school culture;
- Serve on the appropriate campus committees;
- 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; and;
- Communicate 21<sup>st</sup> CCLC progress to all 21<sup>st</sup> CCLC councils

### Workforce Solutions Cameron, 21<sup>st</sup> CCLC Grant Partner agrees to:

- 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 contact person to serve as a partnership Liaison/Advisor to the program
- Attend planning, review meetings, and special events when possible
- Communicate with the community and families to gain 21<sup>st</sup> CCLC support
- Provide services and resources to compliment the goals of the 21<sup>st</sup> CCLC program
- Offer incentives, awards, volunteers and or discounts for the program whenever possible
- Assist in providing employers and individuals of Cameron County the opportunity to achieve and sustain economic prosperity.

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.

  
Pat Hobbs, Executive Director, WFS Cameron  
January 11, 2021

Date



  
Eva R. Perez-Executive Director  
1/8/21

Date



## Memorandum of Agreement

This agreement is entered effective July 1, 2021, through July 31, 2026 between **Communities In Schools (CIS)** and **Kohl's**. The agreement is effective only upon notification of the grant award by the Texas Education Agency of the Nita M. Lowey 21<sup>st</sup> Century Community Learning Centers (CCLC), Cycle 11 grant program as an Official Board approval will be pending the official ACE award and Notification of Grant Award (NOGA) as required under organizational policy.

**Communities In Schools (CIS)** has applied for federal 21<sup>st</sup> CCLC grant funds from TEA to provide out-of-school programs in 10 Title 1 schools across the Brownsville Independent School District. Upon receiving the requested funds, **CIS** and **Kohl's** will enter into a partnership to provide out-of-school programs to meet the requirements of the Texas ACE grant program, benefiting 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.

### Communities In Schools (CIS), 21<sup>st</sup> CCLC Staff agree to:

- Implement the 21<sup>st</sup> CCLC grant application and subsequent continuation proposals;
- Offer academic and enrichment activities as designed by the Community Needs Assessment and Surveys;
- Design customized services for both students and adults based on the 21<sup>st</sup> 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;
- Supervise Site Coordinator, program instructors, and community partners;
- Implement program that is aligned with the Campus Improvement Plans, district and school initiatives, and integrated into school culture;
- Serve on the appropriate campus committees;
- 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; and;
- Communicate 21<sup>st</sup> CCLC progress to all 21<sup>st</sup> CCLC councils

### Kohl's, 21<sup>st</sup> CCLC Grant Partner agrees to:

- 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 contact person to serve as a partnership Liaison/Advisor to the program
- Attend planning, review meetings, and special events when possible
- Assist in providing Volunteers to train on Resumes/Interviews
- Communicate with the community and families to gain 21<sup>st</sup> CCLC support
- Provide services and resources to compliment the goals of the 21<sup>st</sup> CCLC program
- Offer incentives, awards, volunteers and or discounts for the program whenever 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.

Jason Olivo Secretary  
(insert partner name and title)

Date 1/13/2021



Eva Perez  
Eva Perez-Executive Director

Date 01/13/21



## Memorandum of Agreement

This agreement is entered effective July 1, 2021, through July 31, 2026 between **Communities In Schools (CIS)** and **Proyecto Juan Diego**. The agreement is effective only upon notification of the grant award by the Texas Education Agency of the Nita M. Lowey 21<sup>st</sup> Century Community Learning Centers (CCLC), Cycle 11 grant program as an Official Board approval will be pending the official ACE award and Notification of Grant Award (NOGA) as required under organizational policy.

**Communities In Schools (CIS)** has applied for federal 21<sup>st</sup> CCLC grant funds from TEA to provide out-of-school programs in 10 Title 1 schools across the Brownsville Independent School District. Upon receiving the requested funds, CIS and **Proyecto Juan Diego** will enter into a partnership to provide out-of-school programs to meet the requirements of the Texas ACE grant program, benefiting 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.

### **Communities In Schools (CIS), 21<sup>st</sup> CCLC Staff agree to:**

- Implement the 21st CCLC grant application and subsequent continuation proposals;
- Offer academic and enrichment activities as designed by the Community Needs Assessment and Surveys;
- Design customized services for both students and adults based on the 21<sup>st</sup> 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;
- Supervise Site Coordinator, program instructors, and community partners;
- Implement program that is aligned with the Campus Improvement Plans, district and school initiatives, and integrated into school culture;
- Serve on the appropriate campus committees;
- 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; and;
- Communicate 21<sup>st</sup> CCLC progress to all 21<sup>st</sup> CCLC councils

### **Proyecto Juan Diego (PJD), 21<sup>st</sup> CCLC Grant Partner agrees to:**

- Make presentations of Proyecto Juan Diego's programs (based on availability of PJD's staff and time) to the parents of children enrolled in the 21<sup>st</sup> CCLC with the goal to empower low-income families to become healthy and self-sufficient community members through educational programs, family activities and preventative health services.
- Communities in School will advise PJD of presentation at least with 1 (one) business week in advance.

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.

Danielle P. Salgado, CEO Proyecto Juan Diego

11/19/2021

Date

Eva Perez-Executive Director

01/19/21

Date





## Memorandum of Agreement

This agreement is entered effective July 1, 2021, through July 31, 2026 between **Communities In Schools (CIS)** and **Gladys Porter Zoo**. The agreement is effective only upon notification of the grant award by the Texas Education Agency of the Nita M. Lowey 21<sup>st</sup> Century Community Learning Centers (CCLC), Cycle 11 grant program as an Official Board approval will be pending the official ACE award and Notification of Grant Award (NOGA) as required under organizational policy.

**Communities In Schools (CIS)** has applied for federal 21<sup>st</sup> CCLC grant funds from TEA to provide out-of-school programs in 10 Title 1 schools across the Brownsville Independent School District. Upon receiving the requested funds, **CIS** and **Gladys Porter Zoo** will enter into a partnership to provide out-of-school programs to meet the requirements of the Texas ACE grant program, benefiting 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.

### Communities In Schools (CIS), 21<sup>st</sup> CCLC Staff agree to:

- Implement the 21<sup>st</sup> CCLC grant application and subsequent continuation proposals;
- Offer academic and enrichment activities as designed by the Community Needs Assessment and Surveys;
- Design customized services for both students and adults based on the 21<sup>st</sup> 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;
- Supervise Site Coordinator, program instructors, and community partners;
- Implement program that is aligned with the Campus Improvement Plans, district and school initiatives, and integrated into school culture;
- Serve on the appropriate campus committees;
- 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; and;
- Communicate 21<sup>st</sup> CCLC progress to all 21<sup>st</sup> CCLC councils

### Gladys Porter Zoo, 21<sup>st</sup> CCLC Grant Partner agrees to:

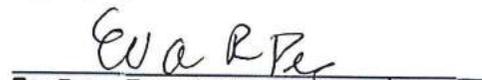
- Ensure that the afterschool program partnership services are aligned with district and school initiatives
- Help identify and recruit students and adults for participation based on need
- Help provide educational presentations and field trips
- Assign a contact person to serve as a partnership Liaison/Advisor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

  
Pat Burchfield-Gladys Porter Zoo Director

JAN 21, 2021  
Date



  
Eva Perez-Executive Director  
1-20-21  
Date



## Memorandum of Agreement

This agreement is entered effective July 1, 2021, through July 31, 2026 between **Communities In Schools (CIS)** and **United Way of Southern Cameron County**. The agreement is effective only upon notification of the grant award by the Texas Education Agency of the Nita M. Lowey 21<sup>st</sup> Century Community Learning Centers (CCLC), Cycle 11 grant program as an Official Board approval will be pending the official ACE award and Notification of Grant Award (NOGA) as required under organizational policy.

**Communities In Schools (CIS)** has applied for federal 21<sup>st</sup> CCLC grant funds from TEA to provide out-of-school programs in 10 Title 1 schools across the Brownsville Independent School District. Upon receiving the requested funds, CIS and **United Way of Southern Cameron County** will enter into a partnership to provide out-of-school programs to meet the requirements of the Texas ACE grant program, benefiting 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.

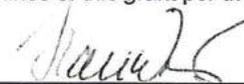
### Communities In Schools (CIS), 21<sup>st</sup> CCLC Staff agree to:

- Implement the 21<sup>st</sup> CCLC grant application and subsequent continuation proposals;
- Offer academic and enrichment activities as designed by the Community Needs Assessment and Surveys;
- Design customized services for both students and adults based on the 21<sup>st</sup> 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;
- Supervise Site Coordinator, program instructors, and community partners;
- Implement program that is aligned with the Campus Improvement Plans, district and school initiatives, and integrated into school culture;
- Serve on the appropriate campus committees;
- 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; and;
- Communicate 21<sup>st</sup> CCLC progress to all 21<sup>st</sup> CCLC councils

### United Way of Southern Cameron County, 21<sup>st</sup> CCLC Grant Partner agrees to:

- 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
- Assist in fighting for the health, education and financial stability of every person in the community
- Assist in helping children get a good start in school and in life. Helping families become more self-sufficient.
- Assign a contact person to serve as a partnership Liaison/Advisor to the program
- Attend planning, review meetings, and special events when possible
- Communicate with the community and families to gain 21<sup>st</sup> CCLC support
- Provide services and resources to compliment the goals of the 21<sup>st</sup> CCLC program
- Offer incentives, awards, volunteers and or discounts for the program whenever 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.

  
\_\_\_\_\_  
Traci Wickett, CEO  
1-15-21  
\_\_\_\_\_  
Date



  
\_\_\_\_\_  
Eva Perez-Executive Director  
\_\_\_\_\_  
Date



## Communities In Schools

Cameron County

*A nationally accredited affiliate*

356 N. Sam Houston Blvd.  
San Benito, TX 78586

PH: 956.554.7954  
FX: 956.554.9144

[www.cis.org](http://www.cis.org)

January 18, 2021

Dear Grant Committee:

I am a CIS Board of Director Member:

I am writing to state our organizational support of the Communities In Schools of Cameron County/ACE 2021-2022 Nita M. Lowey 21<sup>st</sup> CCLC Cycle 11, Year 1 grant. Services to Students with an after school program is crucial to our students we service. With the opportunity to apply for the this grant, CIS has an opportunity to invest in education programs that can help our community succeed. The grant will serve our community schools to include 10 Elementary Schools. A broad body of research has established the ways in which wrap around student and family services in coordination with education addresses many of the the priorities of our district specifically for our at risk students, including:

The relationship between CIS and Brownsville ISD is truly collaborative. CIS works closely with principals, counselors, social workers and teachers allowing for a holistic approach. Through these partnerships, CIS meets a plethora of needs in our schools. Whether assisting with food, clothing or utility assistance, CIS is constantly focused on removing barriers to resources and academic, behavioral and social success. CIS underpins the goals of the Brownsville ISD and more importantly, contributes vitally to student success.

Frequently in the educational system, student success for at risk students can be tied back to a significant relationship with an educator or adult mentor. CIS workers often play this critical role for our students by teaching conflict resolution skills, coping skills and interpersonal skills which naturally leads to students developing the resiliency and tenacity needed to continue their educational journey. Whether the student is involved in a traditional day program or an afterschool program, the importance of CIS is in the lives of these children is immeasurable. In the words of one our CIS Site Coordinators, "It really does take a village."

As the CIS moves ahead with planning, we support the CIS efforts to consider funding projects to improve the district's education programs.

I am available to assist and evaluate what makes the most sense as a first step. Thank you for your time, service and consideration.

Sincerely,

Olg I Figueroa/ CIS Board Member/Director of Sales Marriott



Communities  
In Schools

January 18, 2021

Dear Grant Committee:

I am a CIS Board of Director Member:

I am writing to state our organizational support of the Communities In Schools of Cameron County/ACE 2021-2022 Nita M. Lowey 21<sup>st</sup> CCLC Cycle 11, Year 1 grant. Services to Students with an after school program is crucial to our students we service. With the opportunity to apply for the this grant, CIS has an opportunity to invest in education programs that can help our community succeed. The grant will serve our community schools to include 10 Elementary Schools. A broad body of research has established the ways in which wrap around student and family services in coordination with education addresses many of the the priorities of our district specifically for our at risk students, including:

The relationship between CIS and Brownsville ISD is truly collaborative. CIS works closely with principals, counselors, social workers and teachers allowing for a holistic approach. Through these partnerships, CIS meets a plethora of needs in our schools. Whether assisting with food, clothing or utility assistance, CIS is constantly focused on removing barriers to resources and academic, behavioral and social success. CIS underpins the goals of the Brownsville ISD and more importantly, contributes vitally to student success.

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As the CIS moves ahead with planning, we support the CIS efforts to consider funding projects to improve the district's education programs.

I am available to assist and evaluate what makes the most sense as a first step. Thank you for your time, service and consideration.

Sincerely,

Type Name and Title

Jason Chris Secretary



*A nationally accredited affiliate*

January 18, 2021

Dear Grant Committee:

I am a CIS Board of Director Member:

I am writing to state our organizational support of the Communities In Schools of Cameron County/ACE 2021-2022 Nita M. Lowey 21<sup>st</sup> CCLC Cycle 11, Year 1 grant. Services to Students with an after school program is crucial to our students we service. With the opportunity to apply for the this grant, CIS has an opportunity to invest in education programs that can help our community succeed. The grant will serve our community schools to include 10 Elementary Schools. A broad body of research has established the ways in which wrap around student and family services in coordination with education addresses many of the the priorities of our district specifically for our at risk students, including:

The relationship between CIS and Brownsville ISD is truly collaborative. CIS works closely with principals, counselors, social workers and teachers allowing for a holistic approach. Through these partnerships, CIS meets a plethora of needs in our schools. Whether assisting with food, clothing or utility assistance, CIS is constantly focused on removing barriers to resources and academic, behavioral and social success. CIS underpins the goals of the Brownsville ISD and more importantly, contributes vitally to student success.

Frequently in the educational system, student success for at risk students can be tied back to a significant relationship with an educator or adult mentor. CIS workers often play this critical role for our students by teaching conflict resolution skills, coping skills and interpersonal skills which naturally leads to students developing the resiliency and tenacity needed to continue their educational journey. Whether the student is involved in a traditional day program or an afterschool program, the importance of CIS is in the lives of these children is immeasurable. In the words of one our CIS Site Coordinators, "It really does take a village."

As the CIS moves ahead with planning, we support the CIS efforts to consider funding projects to improve the district's education programs.

I am available to assist and evaluate what makes the most sense as a first step. Thank you for your time, service and consideration.

Sincerely,

A handwritten signature in black ink that reads "Celeste Sanchez". The signature is written in a cursive style with a large, flowing "C" at the beginning.

Celeste Sanchez  
CIS Board Member



## Communities In Schools

Cameron County

*A nationally accredited affiliate*

356 N. Sam Houston Blvd.  
San Benito, TX 78586

PH: 956.554-7954  
FX: 956.554-9144  
[www.ciscamc.ccmcc.org](http://www.ciscamc.ccmcc.org)

January 18, 2021

Dear Grant Committee:

I am a CIS Board of Director Member:

I am writing to state our organizational support of the Communities In Schools of Cameron County/ACE 2021-2022 Nita M. Lowey 21<sup>st</sup> CCLC Cycle 11, Year 1 grant. Services to Students with an after school program is crucial to our students we service. With the opportunity to apply for the this grant, CIS has an opportunity to invest in education programs that can help our community succeed. The grant will serve our community schools to include 10 Elementary Schools. A broad body of research has established the ways in which wrap around student and family services in coordination with education addresses many of the the priorities of our district specifically for our at risk students, including:

The relationship between CIS and Brownsville ISD is truly collaborative. CIS works closely with principals, counselors, social workers and teachers allowing for a holistic approach. Through these partnerships, CIS meets a plethora of needs in our schools. Whether assisting with food, clothing or utility assistance, CIS is constantly focused on removing barriers to resources and academic, behavioral and social success. CIS underpins the goals of the Brownsville ISD and more importantly, contributes vitally to student success.

Frequently in the educational system, student success for at risk students can be tied back to a significant relationship with an educator or adult mentor. CIS workers often play this critical role for our students by teaching conflict resolution skills, coping skills and interpersonal skills which naturally leads to students developing the resiliency and tenacity needed to continue their educational journey. Whether the student is involved in a traditional day program or an afterschool program, the importance of CIS is in the lives of these children is immeasurable. In the words of one our CIS Site Coordinators, "It really does take a village."

As the CIS moves ahead with planning, we support the CIS efforts to consider funding projects to improve the district's education programs.

I am available to assist and evaluate what makes the most sense as a first step. Thank you for your time, service and consideration.

Sincerely,

Type Name and Title

Albert Robledo - Board Member