



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

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

NOGA ID

Application stamp-in date and time

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

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

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

Grant period: From to **Pre-award costs:** permitted for this grant

Required attachments:

Amendment Number

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

1. Applicant Information

Name of organization

Campus name CDN Vendor ID ESC DUNS

Address City ZIP Phone

Primary Contact Email Phone

Secondary Contact Email Phone

2. Certification and Incorporation

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

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

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

Authorized Official Name Title Email

Phone Signature Digitally signed by Carlos Rios Date: 2021.01.21 17:31:08 -06'00' Date

Grant Writer Name Signature Digitally signed by Aida Gomez Date: 2021.01.21 16:48:21 -06'00' Date

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

For TEA Use Only:

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

3. Shared Services Arrangements

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

Check the box below if applying as fiscal agent.

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

4. Identify/Address Needs

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

Quantifiable Need	Plan for Addressing Need
In order to meet math and reading HB3 Goals in grades 3 - 8, our students will require significant improvement in student achievement. As many as 70% of our students currently require intensive remediation.	SFDRICISD will promote and engage participation of at-risk students in academically rigorous interventions and homework assistance to close learning gaps during prearranged times during the summer months and throughout the school year. Lesson planning, instructional delivery and academic support services will be specifically targeted to meet individual student needs.
Success in Algebra 1 is the precursor to many high school STEM courses. However, less than 25% of current (and less than 10% of Eco. Dis.) students are prepared for the rigors of advanced math.	SFDRICISD will promote and offer a variety of opportunities for students to gain access to homework assistance, tutorial sessions or math clubs. Plans are included for staff training in lesson delivery to encourage "safe zone" classrooms and promote positive learning, plans for hosting and gaining parent support.
Increased high school graduation rates, especially amongst economically disadvantaged students, is dependent on introducing and engaging them (and their parents) in meaningful activities that lead to committing to the entire high school program.	Utilizing the student interest survey, conducted in preparation for this grant, we will create opportunities for students to actively engage in meaningful activities that center around academics, enrichment, support and identified interests. These activities will correlate to the high school programs that are available (i.e. robotics, fine arts, athletics, U.I.L academic competition).

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.

The SFDRICISD 21st Century Community Learning Center's (CCLC) primary goal is to strengthen and increase our students and parents academic commitment to learning. Through the program described below, we aspire to improve student achievement in math and reading to ensure that students achieving the Meets expectation in reading and math is improved by 10% each year as compared to the 2019 baseline year. Furthermore, we aim to increase the number of economically disadvantaged students participating in Algebra I by a minimum of 5% each year as compared to 2020 Algebra I enrollment to ensure a participation in more rigorous high school pathways such as Engineering, Health Careers, Cyber Security and other career certifications (Aviation, HVAC, Welding, and Automotive technology).

6. Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

1. Identify and engage a minimum of 105 students, who meet the qualifying criteria at each of the ten centers.
2. 95% of students recruited are attending the required hours per week during the school year.
3. To measure initial progress students will demonstrate an increase in academic growth when comparing beginning of the year assessments with weekly progress monitoring.
4. Participating students in Algebra 1 (8th grade) will demonstrate a passing rate equal to or greater than the campus average for the 1st and 2nd six weeks.
5. Family Specialists will host a minimum of six parent meetings (program orientation) to ensure a minimum of 85% of parents are informed of program opportunities.

For TEA Use Only:

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

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

1. 95% of CCLC students will participate and attend the after school activities offered.
2. Participating students will demonstrate expected growth (30%) when comparing middle of the year assessment to their beginning of the year assessment in grades K-8th grade.
3. Participating students enrolled in Algebra I will demonstrate significant academic growth (30%) when comparing middle of the year assessment to their beginning of the year assessment.
4. A minimum 95% of students participating in the CCLC program will be engaged in academic clubs, robotics, fine arts, and/or athletic events.
5. Family Engagement Specialist will host at least two Parent Engagement Activities per site.
6. A minimum of 30% of families will participate in one of the adult learning activities or adult support sessions.

Third-Quarter Benchmark

1. 95% of CCLC students continue to participate and attend the after school activities offered.
2. 95% of participating students (in grades K – 3rd) will demonstrate grade level proficiency as measured by local assessments data and reflected in DMAC reports.
3. 95% of participating students (in grades 4 – 8) will demonstrate significant academic growth in STAAR Reading & Math.
4. Participating students enrolled in Algebra I will achieve a "Meets" rating in the Algebra I EOC.
5. Center Coordinator will ensure that new students are recruited to ensure each center serves a minimum of 105 students during the school year and throughout the summer.
6. The Family Engagement Specialist will recruit parents to ensure 30% parents participate in summer opportunities.

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.

Multiple objective performance measures will be reviewed and analyzed in test scores, participation, attendance, and behavior to improve program quality. Monthly evaluation of the program site report will occur in the following ways: 1. Scheduled observations by the program director of program sessions will occur weekly. These will identify program and teacher needs such as fidelity of implementation and overall participation. A weekly discussion of feedback will allow the director, site coordinator, teachers, and support staff to discuss improvements in lesson planning, teacher/staff training, and daily operations. 2. Scheduled observations will review participation in sessions, attendance, and school behavior by program participants. These observations will also allow the director, site coordinator, and family engagement specialist to engage with families, assess student needs, monitor and adjust as needed for maximum student attendance and success. The director, program evaluators, and advisory committee will use the results from individual student, program, and family/community data to make recommendations for any needed changes that will improve the goals set forth for the program.

Quantitative Data Reviews: 1. Individual student data in (a) performance on local district level (progress monitoring and benchmarks) or STAAR assessments; (b) performance on TX-KEA and TPRI assessments; (c) participation in activities (academic interventions & extra-curricular activities); (d) school attendance record; and (e) discipline data related to referral-based incidents. 2. Program data will include percentages of increase/decrease achieved by program participants in STAAR performance, participation, attendance, and discipline but also to include: (a) number of students promoted to next grade level; (b) the number of students on track with grade-level expectations; and (c) the number of families engaged in the program. Qualitative data will include: surveys, discussions, and focused feedback from students, parents, teachers, support staff and representatives from extra-curricular organizations (i.e. athletic director & fine arts director). The CCLC program will assess program operations and improve quality every quarter through quarterly reports, including a semester report, with participant data as a source. The overall goal is to assure student and family success and sustainability as the focus.

For TEA Use Only:

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

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.

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

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.

SFDRICSD conducted a multi-faceted assessment of our students and community to determine the best course of action and resources to support our needs. In our most recent study of each identified learning center, we have identified at least 150 students whose reading levels are at least two grade levels below the average and current target; and at least 2.5 grade levels below average and the current target in math. The community of Del Rio lies in a rural area on the Texas border. In essence, the town lacks many outside resources; thus, the community struggles to cope. To further examine our community's needs, SFDRICSD used parent surveys, City of Del Rio census data, the TAPR report, and TDS PEIMS data. The reports collectively concluded that the community lacks substantial and effective after-school and summer programs for Del Rio students. Del Rio's community would benefit greatly if SFDRICSD were to establish a sustainable CCLC program for families. HB3 establishes a requirement for school districts to focus on reading and math. SFDRICSD has established specific goals for learning and improving students' outcomes in grades 3-8 in reading and math, STEM programs, and improving graduation rates for the 85% of Hispanic students below grade level and economically disadvantaged. In reviewing the support available, we determined that the highest interest of students connected with the most available resources. These available resources are the District's fine arts, athletics, CTE programs. Additionally, the students expressed interest in city of Del Rio organizations such as Council for the Arts, Boys & Girls club and City swimming pools. However, most of the programs are tuition-based and often unattainable to the average family in Del Rio, where the poverty rate is 23%, which is an exponentially high rate compared to the state's 13.9%. Further analysis reveals that over 39.7% of our residents rent their home rather than own one, attributing to a stark 11.3% mobility rate across our schools. These rates have consistently negatively impacted student attendance and have significantly impacted academic performance and graduation rates. The Texas ACE grant would afford families in this community the access needed for continuous support for our children and their families during the most critical and essential time in their education. In response to these findings, SFDRICSD is committed to examining and providing interventions that could assist families financially beyond what is currently available. A survey was launched to parents and students in grades PK-8 to assess family needs. Of those who responded, 77% stated that academic support for reading in math was its greatest need (our district state report shows we are 10% below the state average). In line with these deficits are the long term effects which impact our high school graduation rates. To date, our district has fallen behind the state graduation rate by 6%. Historically, Hispanic students in our community only have a 62% graduation rate. To create a paradigm shift in our community, perennial recruitment and successful implementation of the SFDRICSD's CCLC program would encourage continued participation and college and career readiness. Each of the ten centers would implement select research-based programs to enhance math and reading to ensure our students are college, military, and career-ready. The programs would support STEM development. This would enable new extracurricular activities, leading to increased participation and higher graduation rates. These learning centers will respond to our diverse population of students with social and learning needs. SFDRICSD aims to support students within our Hispanic and at-risk populations through recruitment and strategic planning. This process will be ongoing and based on data, consisting of review of grades, grade level performance in reading/math, attendance, behavior and at-risk for retention or not graduating. SFDRICSD will increase access to technology resources allowing students an opportunity to enhance their STEM skills, leading to other interests in current and future CTE programs or organizations and a more rounded and successful high school experience. Transportation will be provided to participants to and from centers to assist working families, along with snacks, fees and other associated costs.

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

9. Statutory/Program Requirements (Cont.)

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.

CCLCs will positively impact the learning experience for students who participate utilizing short term and long term goals by reducing the number of struggling students (Tier 3) from 67% to 55% by the end of the first year of program implementation; and further reduce by 10% each year thereafter. For example, a 3rd grade struggling learner (Tier 3) who starts this program in Year 1 (Fall 2021) would participate in the first cycle of after school academic support. The student's expected outcome would be to improve their reading and math skills to move them from a Tier 3 level to a Tier 2 level concerning the identified areas of need. In collaboration with program tutors, teachers will continuously monitor and track student participation, development, and growth at various progress points throughout the program implementation. Data collected would show progression in academic growth. In collaboration with program tutors, teachers would continuously use the data to evaluate interventions and the need for realignment. Each campus/center would train staff to track data utilizing the Student Portfolio section in our current data program, DMAC. The use of this data tool would allow the grade level (Tier 1 teacher) and the program teacher/tutors (Tier 2 or Tier 3 teacher) to keep current, live data to track growth from grading period/cycle/year and would allow for communication of student progress from campus to campus in the district. By the time the student enters 8th grade, the expectation is that the child would now be on grade level (Tier 1) and would be on track to score at the "Meets" level or above on the STAAR assessment. Students who participate and follow this program's pathway would meet growth and readiness for success in Algebra by their 8th-grade year.

In a similar example, a 7th grade struggling learner (Tier 3) would also participate in the first cycle of after school tutorials in the Fall (2021). Each explicitly designed tutoring session will support individualized instruction in small groups. Additionally, each student will be assigned a mentor who will support the student's progress throughout the scholastic year. The small group approach is designed to encourage student participation in Pre-Algebra and Algebra I summer boot camps, focusing on prerequisite skills that accelerate students' learning of basic Algebra skills. This accelerated program's expected outcome is to maximize closing the gap for Algebra I readiness by the time the student reaches the end of 8th grade or beginning of 9th grade.

While these two scenarios explain the expected outcomes for students at either end of the program, the same data cycle would apply to each scenario:

- Identify student needs to address instruction
- Collaboration amongst school personnel and program support personnel
- Identify time frame for implementation of interventions
- Progress monitor utilizing program tools and assessments
- Reflect, evaluate, and regroup based on student growth

Looking at the program's enrichment aspect, opportunities for students to experience success at an early age in programs such as art, music, athletics, robotics, and CTE courses will be available as an after school and summer program. Student interest inventories would be conducted for proper placement in a program that can be carried forward and developed into a graduation distinction plan. Targeting students' peak interest would lead to a development in leadership and achievement in college and career readiness pathways. The program would specifically target at-risk students and provide students with an opportunity to build self-confidence and their ability to achieve outside of the classroom. The expected outcome is many at-risk students participating and committing to various extracurricular groups that would have typically not been available to them without this grant.

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

9. Statutory/Program Requirements (Cont.)

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.

CCLCs will fund expanded learning opportunities for students identified as most at risk at campuses serving Kinder-8th grade students. Activities will be supplemental to the school day, scheduled after school at each participating campus, and six weeks during the summer. Learning activities will be closely aligned with the regular school day curriculum. However, they will supplement regular academic activities and curriculum by meeting students academically and expanding both their math and reading literacy skills through engaging and enriching learning experiences that provide a greater depth of understanding.

The academic portion of the after-school program would consist of a small student to teacher ratios. Each teacher would have no more than fifteen students in their after-school program. This grouping allows students to create meaningful relationships with their peers and teacher to ensure program success. Teachers will utilize programs currently accessible in resources such as Education Galaxy, Comprehension Toolkit, Lexia, TPRI, and the district math curriculum. These instructional components have additional resources above what is used in the classroom during the regular instructional day. These components would provide continuity and redundancy in the after-school program. Students would participate in high quality, in-depth learning activities that mirror what they currently do in the classroom.

The SFDRCID CCLC Program will also provide parental support. This parental support will include parent newsletters and parent meetings. Newsletters will include suggested activities that families can engage outside of the school setting to help expose students to high interest and background building experiences. Newsletters will also include conversation topics to encourage students to talk about what they are learning at school. Parental newsletters will be sent out once a month. Parents will be invited to join students on-site to participate in informational meetings about the District Initiatives such as Del Rio CARES, STEM 2020, graduation plans, state assessment requirements; and the benefits of joining extracurricular teams/clubs/groups.

SFDRCID has identified critical needs through thoughtful and careful analysis of multiple data sources. These sources include but are not limited to Texas Academic Performance Report (TAPR), TEA School Report Cards, PEIMS data, student discipline data, promotion, and retention data, attendance data, parent and student surveys, six-week assessment data, Star Renaissance test data, MOY reading assessment data along with TELPAS data. Proposed grant activities and programs were chosen based on data from this multifaceted needs assessment. High-quality academic enrichment is the primary goal of the SFDRCID program. The evaluation measures addressed will directly assess these strategies and will be analyzed monthly and quarterly to measure progress and make the necessary adjustments to ensure student academic growth.

The SFDRCID CCLC Program activities will be implemented in collaboration with extra-curricular programs in the district, such as Athletics, Fine Arts, and various CTE & STEM organizations. The SFDRCID CCLC program will also encourage student participation in District established programs such as The Dexter's Science Club and Fishing on the Creek. The school district is already in communication with the City of Del Rio to collaborate in this initiative and with other community organizations such as La Casa de la Cultura, Parks and Recreation, Texas A&M Agrilife Extension, Boys and Girls Club of Del Rio, Council for the Arts at the Firehouse, and the Val Verde County Library. These organizations will help support students to participate in programs that interest them and provide an early experience in extra-curricular programs available in High School. Research shows that students who participate in group sports or other activities are at a lower risk of dropping out of school, and those who belong to a club or group perform better academically than those who do not.

For TEA Use Only:

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

9. Statutory/Program Requirements (Cont.)

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

SFDRCIDSD plans to establish multiple partnerships to create opportunities to engage, support, and empower our most at-risk students. Such partnerships will include those with entities such as the City of Del Rio, Val Verde County, and Laughlin Air Force Base, along with other local community organizations, including the Boys and Girls Club, Texas A&M Agrilife Extension, Casa de Cultura, Del Rio Council for the Arts, and BCFS Health and Human Services. With over 75% of our students identified as economically disadvantaged, we are committed to coming together as a community to provide our students with meaningful summer and after-school activities unattainable for them due to economic hardships, even a source of transportation. Our goal is to remove these obstacles for our families and cultivate a positive support system that will encourage and build our students' confidence and recovery from learning loss and achievement towards completing their high school program.

In a recent survey issued to students and their parents, students showed a high interest in participating in summer sports, fine arts activities, STEM and robotics activities, and social and emotional learning opportunities. SFDRCIDSD will collaborate with our local entities and community organizations to tailor high-interest programs based on our students' and parents' feedback. These programs will begin in Fall of 2021 and be sustained continuously throughout the 2021-2022 school year and into the summer.

Given our rural border town location and limited resources, SFDRCIDSD will work collectively and creatively with its local partners to establish a dynamic 21st Century Community Learning Center program to not only offer supplemental assistance to strengthen and enrich students academically but would offer and expose our elementary and middle school students to a variety of cultural interests and real-world experiences by pairing with the school district's CTE, fine arts, and athletic programs. For example, the Boys and Girls Club would pair with the district's athletic department to offer intramural sports during the summer. These students would be monitored and encouraged to continue participating in intramural sports (elementary grades) or joining the athletic program at the middle and high school levels. In another example, Laughlin Airforce Base (LAFB) and the Texas A&M Agrilife Extension would collaborate with the district's CTE department to create opportunities for students to explore STEM, Robotics, Aircraft Maintenance, Agriculture, Consumer Science, and other CTE areas. These students would be monitored and encouraged to enroll in CTE courses and participate in CTE Clubs during the school year. Finally, the Casa de Cultura and the Del Rio Council for the Arts would partner with the district's Fine Arts department to develop a music and art program. These students would be monitored and encouraged to participate in fine arts clubs and programs offered at their schools.

Bringing the community together into partnerships will enhance SFDRCIDSD's programming ability to cultivate and nurture the necessary positive relationships needed to address learning loss and motivate our students to achieve academically and finish high school successfully.

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

9. Statutory/Program Requirements (Cont.)

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.

SFDRICSD will apply evidence-based practices to create the foundation of its CCLC program, partnering with Hanover Research for various studies. Using their research library, SFDRICSD has learned that there is sufficient evidence to indicate that learning loss recovery in math and reading are more likely to occur when remediation is provided during extended learning hours, in small groups, provided consistently over time and in a setting with meaningful relationships between the adults (teachers and parents) and the learner.

Using this methodology, SFDRICSD will offer multiple opportunities for remediation to address learning loss by

1. Offering academic enrichment programming and individualized tutoring five times per week during the school year and in a six-week summer program.
2. The teacher to student ratio will be no larger than 1:15, and smaller with higher at-risk groups.
3. Students will be assigned a mentor (school or community based) to encourage continued participation.
4. Parents will be engaged in both the learning process; as well as provided opportunities for literacy or related educational support.

Materials for academic support sessions will also be prepared using research-based practices. To better address learning loss, only evidence-based resources will be used during academic support sessions, and the construct of the lessons would reflect the needs of the students as indicated by data analysis for each student.

In addition to activities that provide academic support, research indicates that when students are physically active, they can better retain information long-term. Using this research, SFDRICSD will engage students using hands-on activities or other physical activities to complement academic learning.

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.

SFDRICSD will leverage various technologies to ensure students are transported safely and efficiently. In doing so, the district will expand its Transfinder Routing Software to integrate available technologies such as GPS sensors, Geo Fencing, and Geo Alerts. A clear understanding of these technologies is detailed below.

First, buses used for the 21st Century Community Learning Center Program (CCLC) Program will be equipped with GPS Tracking systems. A host of information will be available to include: driving patterns, travel distances, ride times, pickups, and the delivery times for each student. This information will be instrumental in validating that each student does not experience extended transportation times between the campus and the activities associated with the CCLC Program.

Second, using GEO Fence technology, boundaries will be configured at each location participating in the CCLC Program. This virtual fence will trigger the parents' notifications once students have entered into an area outlined within the digital fence. In doing so, parents will know the exact location and time a student was transported to the program.

Third, Geo Alerts will be used to notify parents when students return from activities (away from the center) via a mobile app easily set up on a smartphone or other mobile devices. These alerts can be sent via text or email, notifying the parents of any delays due to weather, traffic, or mechanical issues that would alter the drop off times for students returning from an event.

In addition to the technologies described, the SFDRICSD Transportation Department will also increase its operational hours to provide services to students enrolled in the program either before or after school. During the summer months, additional routes and drivers will also be provided to support the CCLC Program's needs.

For TEA Use Only:

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

9. Statutory/Program Requirements (Cont.)

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.

SFDRICSD administration presented a detailed grant summary to our Board of Trustees on Tuesday, January 19th during the monthly board meeting and issued a press release to all media sources notifying our community of our intent to submit an application for the 2021-2022 Nita M. Lowey 21st CCLC Cycle 11, Year 1 grant.

The notice provided our community with a first-hand description of the grant specifics and invited all stakeholders to review the grant by visiting our website; and further encouraged stakeholders to provide comments and suggestions. Furthermore, If awarded the grant, SFDRICSD will immediately inform the community through a follow-up press release and disseminate detailed plans that will set the SFDRICSD CCLC Program into motion. Detailed information will be created in English and Spanish and shared with parents, particularly parents of students who would benefit the most from these services. Parents will receive information concerning the qualification process in determining selection and requirements for continued participation.

This district currently employs parental liaisons (family engagement specialists) at each of its centers who will assist campus principals with recruitment efforts through telephone calls and virtual conferencing. The district will develop public service announcements for radio and social media blasts launched continuously throughout its program cycle.

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.

Through strategic planning and collaboration amongst School Board of Trustees, Superintendent’s Cabinet, District, and School Leadership teams and committees, all federal, state, and local programs will coordinate utilizing the Comprehensive Needs Assessment (CNA) framework process. District and campus planning protocol teams and RTI will facilitate extended learning services for all student populations by disaggregating data that targets specific areas of need. This data will drive planning for differentiated instructional strategies.

Academic tutoring, STEM lessons, and activities, specifically in the areas of math, science, career, and technology, with established community partnerships including university, law enforcement, health service providers, and local military base, will integrate into ACE (HB3 Improving College, Career and Military Readiness). Del Rio Cares, our district initiative to promote student well-being, will help ACE strengthen student connections that produce higher grades, better attendance, and increased graduation rates. A Parental Liaison is assigned to each campus, providing the gateway to open communication, increased family and community engagement through Title I, Part A (98.59%). A one-to-one relationship with daily phone calls, emails, texts, home visits, and monthly meaningful training will continue in ACE.

Adult Education classes will include GED, Ingles Sin Barreras, Citizenship, Basic Computer, and Literacy to all families, including LEP households (17.09%), as parents gain the necessary skills to become advocates for their children's successes. Through ACE student, family, and community events, our district will reach additional economically disadvantaged students and families (72.64%) in our border community, promoting a culture of educational partnership ensuring students gain necessary skills for high school and beyond.

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

9. Statutory/Program Requirements (Cont.)

9. Describe a preliminary plan for how the community learning center will continue after funding under this grant ends. Include how the resources provided by this grant will assist the program in local sustainability efforts.

The district's leadership will ensure that the program's activities are integrated into daily operations and incorporated into the district's annual budget as necessary, before the CCLC funding expires. The leadership team will continue to apply for competitive grants to further support the continuation of similar projects and services. District leadership will also ensure all support positions are aligned with the same goals in mind.

Beyond the financial support, the District's leadership team recognizes that business and community support is essential for the continued success of the grant's goals. To this end, SFDRICSD has shared its vision for our students by communicating with focus groups that include parents, businesses, and community representatives. The resources provided by this grant will allow us to make all citizens aware of the goals that we strive to achieve and the importance of their continued support. Ten of the 14 campuses will participate in this grant, and updates will be shared through monthly school board meetings, social media, and radio station talks. Notification of events and activities will ensure all stakeholder awareness and encourage them to participate.

The intricateness of the application process, to include the needs assessment, has led to vital conversations and awareness of what we need to provide our students, ensuring their success through graduation and beyond. We are confident that the lessons and information acquired through the grant's five-year process will cause a shift in mindsets to focused clarity, ensuring the support for students and parents, planning more effectively and equitably to ensure long-range success. By developing new systems and processes throughout these phases, the district can begin utilizing resources more efficiently. Once solidified with a strong community and business support, the district is committed to doing everything possible to continue the strong partnerships and communication platforms with our community to ensure all students have a successful future beyond graduation.

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)

SFDRICSD is not planning on using volunteers in activities carried out through the community learning centers. We will utilize community programs (i.e. swimming pools and firehouse), invite guest speakers, and host presenters and presentations, but all activities will be under the direction and supervision of the staff that will be hired.

For TEA Use Only:

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

9. Statutory/Program Requirements (Cont.)

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

SFDRICSD will accomplish student retention and will reach 100% of students through successful implementation of the CCLC Program during the school year by consistently implementing five core components: Monitor Data, Engage Students and Families, Recognize Good and Improved Attendance, Provide Personalized Outreach and Remove Barriers. The site coordinator and campus principal (as a collaborative team) will monitor and review the percentage of participating students twice a month. Data will help the team determine students who should be recognized for high levels of participation (at campus assemblies); and also determine any students who may need assistance in order to continue participation. Direct calls will be made to parents to discuss attendance concerns and provide further assistance to maintain good school attendance. SFDRICSD's CCLC Program will accomplish student retention during the Summer Program and reach 100% of students using the same five core ingredients: Monitor Data, Engage Students and Families, Recognize Good and Improved Attendance, Provide Personalized Outreach and Remove Barriers. The administrative team will utilize the Family Engagement Specialist to monitor attendance and personally call parents when a student has missed a day of tutoring. The CCLC coordinator and Family Engagement Specialist will work with the parent to quickly determine avenues of support to re-engage the student into the summer programming. Rewards and incentives will be given to students who exhibit and reach 100% weekly participation in summer learning camps. Homeroom teachers will monitor students academic growth through a school period. Students would be rated on a scale of qualifying criteria to determine student academic need. In order to best serve selected students in the CCLC teachers would analyze student data. Once the student qualifies the student would complete an interest survey to be matched with appropriate high interest activities to enrich their overall experience. Students will then be assigned a Mentor so that the student feel supported and nurtured throughout their all around participation in school.

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.

In preparation for program design and to guarantee program effectiveness, each proposed center launched a survey to K-8th grade parents and students in 6th-8th grade. The survey responses helped determine a preference for operation times with students' academic areas of need for assistance. Indicative of survey results, the hours of operation should be 9:00 AM through 3:00 PM in the summer, and immediately after school during the school year. Survey results also indicated an overwhelming concern that Math was the highest area of deficiency, followed by Reading. Therefore, based on the survey responses, the District's House Bill 3 goals were reviewed to determine if the parent and student perceptions would be substantiated. Based on our review, it was determined that for each participating campus to meet the adopted House Bill 3 goals, tutoring in Math and Reading is to be consistently available during the next five years. Survey questions also asked which extra-curricular activity programs had the most interest amongst participants, including which community organizations they believed most appropriately proved as practical activities. Overwhelmingly, respondents indicated the highest interest among potential participants was fine arts, athletics, and STEM activities. As such, the centers will coordinate with the city's Parks and Recreation Department to use swimming pools and provide other tournament activities. Additionally, collaboration with community organizations, such as Casa de la Cultura and Council for the Arts, will be established to further enhance programs in the fine arts. Finally, the school district has formulated a plan to extend the Robotics competitions to include teams from participating centers. Next, parents and students were asked which resources should be provided by each center in order to secure maximum participation. Parents overwhelmingly indicated that the provision of meals, fees for activities and access to transportation to and from centers be available for children to participate. Finally, the survey asked for parent interest in adult literacy classes or other related educational training sessions. Responses indicated they would engage in and benefit from computer skills and Parenting & Life Skills courses.

For TEA Use Only:

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

10. Equitable Access and Participation

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

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

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

11. PNP Equitable Services

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

- Yes No

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

Are any private nonprofit schools participating in the grant?

- Yes No

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

Assurances

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

Equitable Services Calculation

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

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

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	\$78,479
2.	Center Coordinators: (10 Centers)	\$450,000
3.	Family Engagement Specialist	\$26,397
4.	Program Extra Duty: 28 weeks after school and 6 week summer program	\$794,520
5.	Employee Benefits	\$20,529

Professional and Contracted Services

6.	Fees: City/County of Del Rio (Casa de la Cultura, City Pools, Boys and Girls Club, Library)	\$130,000
7.	Enrichment activities and sessions at 10 centers (\$1,500.00 per center)	\$15,000
8.		
9.		
10.		

Supplies and Materials

11.	STEM Kits for Camps	\$6,075
12.	Supplies for 10 Centers (parent/student activities) (1,500.00 per center)	\$15,000
13.	Adult Education Software Licenses or Instructional Material for Classes	\$3,000
14.		

Other Operating Costs

15.	ACE Conference for 3-4 individuals	\$5,000
16.	Transportation	\$68,200
17.		

Capital Outlay

18.	Desktops or Laptops (for required staff: Director, Coordinators and Family Specialist)	\$11,000
19.	Printers (2)	\$1,800
20.		

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

For TEA Use Only:

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

Appendix I: Negotiation and Amendments

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

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

You may duplicate this page.

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

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

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

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

Center Operations Schedule

County-district number or vendor ID: 233901

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	233901102	Garfield Elementary School, 300 W. Martin Street, Del Rio, Texas 78840 830-778-4700	0	K-5	105	50
2	233901103	North Heights Elementary School, 2003 N. Main Street, Del Rio, Texas 78840 830-778-4777	0	K-5	105	50
3	233901106	Lamar Elementary School, 301 Waters Avenue, Del Rio, Texas 78840 830-778-4730	0	K-5	105	50
4	233901110	Buena Vista Elementary School, 100 Echo Valley Drive, Del Rio, Texas 78840 830-778-4600	0	K-5	105	50
5	233901111	Ruben Chavira Elementary School, 2253 U.S. 277, Del Rio, Texas 78840 830-778-4660	0	K-5	105	50
6	233901112	Dr. Fermin Calderon Elementary School, 1900 Hwy 90 E., Del Rio, Texas 78840 830-778-4620	0	K-5	105	50
7	233901113	Dr. Lonnie Green Elementary School, 905 W. Cantu Road, Del Rio, Texas 78840 830-778-4750	0	K-5	105	50
8	233901104	San Felipe Memorial Middle School, 1207 W. Garza Street, Del Rio, Texas 78840 830-778-4560	0	6th	105	50
9	233901044	Del Rio Middle School, 720 Raymond Lozano Blvd., Del Rio, Texas 78840 830-778-4551	0	7th	105	50
10	233901043	Del Rio Middle School, 720 Raymond Lozano Blvd., Del Rio, Texas 78840 830-778-4542	0	8th	105	50

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022						
<i>(Part 3) Applicant will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>													
Center 1	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP						Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target			
Center	233901102	Garfield Elementary School, 300 W. Martin Street, Del Rio, Texas 78840						K-5	105	50			
Feeder													
Feeder													
Program Operations			Start Date (MM/DD/YY):				End Date (MM/DD/YY):				Total Weeks		
Summer Term Jump Start <i>(Must be approved in NOGA)</i>													
Fall Term			09/06/2021				12/03/2021				12		
Spring Term			01/17/2022				05/13/2022				16		
Summer Term			05/25/2022				07/01/2022				6		
Total number of weeks:											34		
Center Schedule													
Day of the Week	Fall Term				Spring Term				Summer Term				
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	
Monday			3:00	6:00			3:00	6:00	8:00			2:00	
Tuesday			3:00	6:00			3:00	6:00	8:00			2:00	
Wednesday			3:00	6:00			3:00	6:00	8:00			2:00	
Thursday			3:00	6:00			3:00	6:00	8:00			2:00	
Friday			3:00	6:00			3:00	6:00					
Saturday													
Sunday													
Total Hours Per Week:	15				15				24				
Adjunct Sites, If applicable (site name and full address)	None												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Remote Learning, Saturday Camps, Community and District Based Enrichment Activities, Organizational Presentations, Fine Arts/ Music, Sports/Athletics, Personal Development, Computer Technology, Social and Emotional Support, Science and Technology												
Parent/Legal Guardian Activities	English Language Acquisition Courses, Citizenship Support, Workforce Skills, Parenting and Life Skills, Basic Computer Skills, Mental Health Dealing with Trauma and Crisis, Financial Literacy, Health and Nutrition, Adult Education, Fatherhood Training												

Texas ACE							Program Year					
Center Operations Schedule (one per center)							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	233901103	North Heights Elementary School, 2003 N. Main Street, Del Rio, Texas 78840					K-5	105	50			
Feeder												
Feeder												
Program Operations			Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks			
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term			09/06/2021			12/03/2021			12			
Spring Term			01/17/2022			05/13/2022			16			
Summer Term			05/25//2022			07/01/2022			6			
Total number of weeks:									34			
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday			3:00	6:00			3:00	6:00	8:00			2:00
Tuesday			3:00	6:00			3:00	6:00	8:00			2:00
Wednesday			3:00	6:00			3:00	6:00	8:00			2:00
Thursday			3:00	6:00			3:00	6:00	8:00			2:00
Friday			3:00	6:00			3:00	6:00				
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			
Adjunct Sites, If applicable (site name and full address)	None											
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Remote Learning, Saturday Camps, Community and District Based Enrichment Activities, Organizational Presentations, Fine Arts/ Music, Sports/Athletics, Personal Development, Computer Technology, Social and Emotional Support, Science and Technology											
Parent/Legal Guardian Activities	English Language Acquisition Courses, Citizenship Support, Workforce Skills, Parenting and Life Skills, Basic Computer Skills, Mental Health/Dealing with Trauma and Crisis, Financial Literacy, Health and Nutrition, Adult Education, Fatherhood Training											

Texas ACE							Program Year						
Center Operations Schedule (one per center)							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	233901106	Lamar Elementary School, 301 Waters Avenue, Del Rio, Texas 78840					K-5	105	50				
Feeder													
Feeder													
Program Operations				Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks			
Summer Term Jump Start <i>(Must be approved in NOGA)</i>													
Fall Term				09/06/2021			12/03/2021			12			
Spring Term				01/17/2022			05/13/2022			16			
Summer Term				05/25/2022			07/01/2022			6			
Total number of weeks:										34			
Center Schedule													
Day of the Week	Fall Term				Spring Term				Summer Term				
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	
Monday			3:00	6:00			3:00	6:00	8:00			2:00	
Tuesday			3:00	6:00			3:00	6:00	8:00			2:00	
Wednesday			3:00	6:00			3:00	6:00	8:00			2:00	
Thursday			3:00	6:00			3:00	6:00	8:00			2:00	
Friday			3:00	6:00			3:00	6:00					
Saturday													
Sunday													
Total Hours Per Week:	15				15				24				
Adjunct Sites, If applicable (site name and full address)	None												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Remote Learning, Saturday Camps, Community and District Based Enrichment Activities, Organizational Presentations, Fine Arts/ Music, Sports/Athletics, Personal Development, Computer Technology, Social and Emotional Support, Science and Technology												
Parent/Legal Guardian Activities	English Language Acquisition Courses, Citizenship Support, Workforce Skills, Parenting and Life Skills, Basic Computer Skills, Mental Health/Dealing with Trauma and Crisis, Financial Literacy, Health and Nutrition, Adult Education, Fatherhood Training												

Texas ACE							Program Year					
Center Operations Schedule (one per center)							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	233901110	Buena Vista Elementary School, 100 Echo Valley Drive, Del Rio, Texas 78840					K-5	105	50			
Feeder												
Feeder												
Program Operations		Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks				
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term		09/06/2021			12/03/2021			12				
Spring Term		01/17/2022			05/13/2022			16				
Summer Term		05/25/2022			07/01/2022			6				
Total number of weeks:								34				
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday			3:00	6:00			3:00	6:00	8:00			2:00
Tuesday			3:00	6:00			3:00	6:00	8:00			2:00
Wednesday			3:00	6:00			3:00	6:00	8:00			2:00
Thursday			3:00	6:00			3:00	6:00	8:00			2:00
Friday			3:00	6:00			3:00	6:00				
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			
Adjunct Sites, If applicable (site name and full address)	None											
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Remote Learning, Saturday Camps, Community and District Based Enrichment Activities, Organizational Presentations, Fine Arts/ Music, Sports/Athletics, Personal Development, Computer Technology, Social and Emotional Support, Science and Technology											
Parent/Legal Guardian Activities	English Language Acquisition Courses, Citizenship Support, Workforce Skills, Parenting and Life Skills, Basic Computer Skills, Mental Health, Dealing with Trauma and Crisis, Financial Literacy, Health and Nutrition, Adult Education, Fatherhood Training											

Texas ACE							Program Year					
Center Operations Schedule (one per center)							2021-2022					
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 5	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target			
Center	233901111	Ruben Chavira Elementary School, 2253 U.S. 277, Del Rio, Texas 78840					K-5	105	50			
Feeder												
Feeder												
Program Operations		Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks				
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term		09/06/2021			12/03/2021			12				
Spring Term		01/17/2022			05/13/2022			16				
Summer Term		05/25/2022			07/01/2022			6				
Total number of weeks:								34				
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday			3:00	6:00			3:00	6:00	8:00			2:00
Tuesday			3:00	6:00			3:00	6:00	8:00			2:00
Wednesday			3:00	6:00			3:00	6:00	8:00			2:00
Thursday			3:00	6:00			3:00	6:00	8:00			2:00
Friday			3:00	6:00			3:00	6:00				
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			
Adjunct Sites, If applicable (site name and full address)	None											
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Remote Learning, Saturday Camps, Community and District Based Enrichment Activities, Organizational Presentations, Fine Arts/ Music, Sports/Athletics, Personal Development, Computer Technology, Social and Emotional Support, Science and Technology											
Parent/Legal Guardian Activities	English Language Acquisition Courses, Citizenship Support, Workforce Skills, Parenting and Life Skills, Basic Computer Skills, Mental Health/Dealing with Trauma and Crisis, Financial Literacy, Health and Nutrition, Adult Education, Fatherhood Training											

Texas ACE							Program Year						
Center Operations Schedule (one per center)							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	233901112	Dr. Fermin Calderon Elementary School, 1900 Hwy 90 E., Del Rio, Texas 78840					K-5	105	50				
Feeder													
Feeder													
Program Operations			Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks				
Summer Term Jump Start <i>(Must be approved in NOGA)</i>													
Fall Term			09/06/2021			12/03/2021			12				
Spring Term			01/17/2022			05/13/2022			16				
Summer Term			05/25/2022			07/01/2022			6				
Total number of weeks:									34				
Center Schedule													
Day of the Week	Fall Term				Spring Term				Summer Term				
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	
Monday			3:00	6:00			3:00	6:00	8:00			2:00	
Tuesday			3:00	6:00			3:00	6:00	8:00			2:00	
Wednesday			3:00	6:00			3:00	6:00	8:00			2:00	
Thursday			3:00	6:00			3:00	6:00	8:00			2:00	
Friday			3:00	6:00			3:00	6:00					
Saturday													
Sunday													
Total Hours Per Week:	15				15				24				
Adjunct Sites, If applicable (site name and full address)	None												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Remote Learning, Saturday Camps, Community and District Based Enrichment Activities, Organizational Presentations, Fine Arts/ Music, Sports/Athletics, Personal Development, Computer Technology, Social and Emotional Support, Science and Technology												
Parent/Legal Guardian Activities	English Language Acquisition Courses, Citizenship Support, Workforce Skills, Parenting and Life Skills, Basic Computer Skills, Mental Health/Dealing with Trauma and Crisis, Financial Literacy, Health and Nutrition, Adult Education, Fatherhood Training												

Texas ACE							Program Year					
Center Operations Schedule (one per center)							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	233901113	Dr. Lonnie Green Elementary School, 905 W. Cantu Road, Del Rio, Texas 78840					K-5	105	50			
Feeder												
Feeder												
Program Operations			Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks			
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term			09/06/2021			12/03/2021			12			
Spring Term			01/17/2022			05/13/2022			16			
Summer Term			05/25/2022			07/01/2022			6			
Total number of weeks:									34			
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday			3:00	6:00			3:00	6:00	8:00			2:00
Tuesday			3:00	6:00			3:00	6:00	8:00			2:00
Wednesday			3:00	6:00			3:00	6:00	8:00			2:00
Thursday			3:00	6:00			3:00	6:00	8:00			2:00
Friday			3:00	6:00			3:00	6:00				
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			
Adjunct Sites, If applicable (site name and full address)	None											
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Remote Learning, Saturday Camps, Community and District Based Enrichment Activities, Organizational Presentations, Fine Arts/ Music, Sports/Athletics, Personal Development, Computer Technology, Social and Emotional Support, Science and Technology											
Parent/Legal Guardian Activities	English Language Acquisition Courses, Citizenship Support, Workforce Skills, Parenting and Life Skills, Basic Computer Skills, Mental Health/Dealing with Trauma and Crisis, Financial Literacy, Health and Nutrition, Adult Education, Fatherhood Training											

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 8	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	233901104	San Felipe Memorial Middle School, 1207 W. Garza Street, Del Rio, Texas 78840					6	105	50			
Feeder												
Feeder												
Program Operations		Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks				
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term		09/06/2021			12/03/2021			12				
Spring Term		01/17/2022			05/13/2022			16				
Summer Term		05/25/2022			07/15/2022			6				
Total number of weeks:								34				
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday			3:00	6:00			3:00	6:00	8:00			2:00
Tuesday			3:00	6:00			3:00	6:00	8:00			2:00
Wednesday			3:00	6:00			3:00	6:00	8:00			2:00
Thursday			3:00	6:00			3:00	6:00	8:00			2:00
Friday			3:00	6:00			3:00	6:00				
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			
Adjunct Sites, If applicable (site name and full address)	None											
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Remote Learning, Saturday Camps, Community and District Based Enrichment Activities, Organizational Presentations, Fine Arts/ Music, Sports/Athletics, Personal Development, Computer Technology, Social and Emotional Support, Science and Technology, Preparing Students for High School and College with Skills, Knowledge and Support											
Parent/Legal Guardian Activities	English Language Acquisition Courses, Citizenship Support, Workforce Skills, Parenting and Life Skills, Basic Computer Skills, Mental Health/Dealing with Trauma and Crisis, Financial Literacy, Health and Nutrition, Adult Education, College Readiness Training											

Texas ACE							Program Year						
Center Operations Schedule (one per center)							2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>													
Center 9	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target				
Center	233901044	Del Rio Middle School, 720 Raymond Lozano Blvd., Del Rio, Texas 78840					7	105	50				
Feeder													
Feeder													
Program Operations				Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks			
Summer Term Jump Start <i>(Must be approved in NOGA)</i>													
Fall Term				09/06/2021			12/03/2021			12			
Spring Term				01/17/2022			05/13/2022			16			
Summer Term				05/25/2022			07/01/2022			6			
Total number of weeks:										34			
Center Schedule													
Day of the Week	Fall Term				Spring Term				Summer Term				
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	
Monday			3:00	6:00			3:00	6:00	8:00			2:00	
Tuesday			3:00	6:00			3:00	6:00	8:00			2:00	
Wednesday			3:00	6:00			3:00	6:00	8:00			2:00	
Thursday			3:00	6:00			3:00	6:00	8:00			2:00	
Friday			3:00	6:00			3:00	6:00					
Saturday													
Sunday													
Total Hours Per Week:	15				15				24				
Adjunct Sites, If applicable (site name and full address)		None											
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Remote Learning, Saturday Camps, Community and District Based Enrichment Activities, Organizational Presentations, Fine Arts/ Music, Sports/Athletics, Personal Development, Computer Technology, Social and Emotional Support, Science and Technology, Preparing Students for High School and College with Skills, Knowledge and Support											
Parent/Legal Guardian Activities		English Language Acquisition Courses, Citizenship Support, Workforce Skills, Parenting and Life Skills, Basic Computer Skills, Mental Health/Dealing with Trauma and Crisis, Financial Literacy, Health and Nutrition, Adult Education, College Readiness Training											

Texas ACE							Program Year						
Center Operations Schedule (one per center)							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	233901043	Del Rio Middle School, 720 Raymond Lozano Blvd., Del Rio, Texas 78840					8	105	50				
Feeder													
Feeder													
Program Operations			Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks				
Summer Term Jump Start <i>(Must be approved in NOGA)</i>													
Fall Term			09/06/2021			12/03/2021			12				
Spring Term			01/17/2022			05/13/2022			16				
Summer Term			05/25/2022			07/01/2022			6				
Total number of weeks:									34				
Center Schedule													
Day of the Week	Fall Term				Spring Term				Summer Term				
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	
Monday			3:00	6:00			3:00	6:00	8:00			2:00	
Tuesday			3:00	6:00			3:00	6:00	8:00			2:00	
Wednesday			3:00	6:00			3:00	6:00	8:00			2:00	
Thursday			3:00	6:00			3:00	6:00	8:00			2:00	
Friday			3:00	6:00			3:00	6:00					
Saturday													
Sunday													
Total Hours Per Week:	15				15				24				
Adjunct Sites, If applicable (site name and full address)	None												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Remote Learning, Saturday Camps, Community and District Based Enrichment Activities, Organizational Presentations, Fine Arts/ Music, Sports/Athletics, Personal Development, Computer Technology, Social and Emotional Support, Science and Technology, Preparing Students for High School and College with Skills, Knowledge and Support												
Parent/Legal Guardian Activities	English Language Acquisition Courses, Citizenship Support, Workforce Skills, Parenting and Life Skills, Basic Computer Skills, Mental Health/Dealing with Trauma and Crisis, Financial Literacy, Health and Nutrition, Adult Education, College Readiness Training												

SFDR CISD Community Learning Centers Memorandum of Understanding (MOU) Between SFDR CISD and the Boys and Girls Club of Del Rio

I. Parties of the Memorandum of Agreement

The parties would include the partners who are providing services and/or financial support to the afterschool program.

II. Purpose

The purpose of this MOU is to establish an agreement among the above-mentioned parties concerning their respective roles and responsibilities for implementation of the SFDR CISD's 2021-2022 Nita M. Lowey 21st Century Community Learning Centers, Cycle 11 Year 1 Grant. This agreement is to establish and coordinate joint processes and procedures for the provision of afterschool (including summer, evenings, in-service days, vacation breaks, etc.) programs for students, family engagement activities, staff development, supervision, and program evaluation.

III. Duration of the Agreement

The agreement should be for a period of at least one year and up to five years.

IV. 21st Century Community Learning Centers Vision and Overview

Since the MOU is intended to describe and detail how partners will contribute to the establishment and maintenance of the afterschool program, it is important that all partners to the MOU share a collective vision for the program and have a common understanding as to the scope and purpose of the program. The description provided under this section will serve as a critical framework for the program as it makes decisions on the implementation of the 2021-2022 Nita M. Lowey 21st Century Community Learning Centers, Cycle 11 Year 1 investment.

V. Duties of Parties

In this section, the responsibilities and agreements of each party are described separately. For the lead applicant (San Felipe Del Rio CISD), the responsibilities and agreements could include:

- Serve as the fiduciary for the grant.
- Hire, fund, supervise, and evaluate the position of the project Director and any other position hired through that agency.
- Provide needed support including office space, telephone use, and computer use for afterschool staff.

- Provide classroom space and all other appropriate space to accommodate the afterschool program.
- Provide custodial support, office support, and other appropriate support to ensure the program runs smoothly and that children are safe afterschool.
- Be responsible for purchasing necessary materials/supplies for designated components in accordance with the 21st CCLC budget.
- Support staff in trainings and professional development opportunities in areas related to afterschool programming and issues.
- Participate in the evaluation of the afterschool program at the local, state, and federal levels.
- Complete paperwork related to any association with the program.
- Provide access to assessment and other available data for the purposes of program evaluation.
- Assist the program in developing, implementing, and making progress on its sustainability plan.
- The Program Director will participate in statewide meetings, workshops, and conferences.
- Recruit and refer students to the afterschool program.
- The Program Director or other appropriate person will participate on the after school Advisory Team.
- Assume payroll responsibilities for afterschool positions, as budgeted.
- Communicate and collaborate with all partners.
- Support the afterschool program in developing appropriate curricula, running an effective learning lab and/or tutoring program, and establishing clear linkages with the school day.
- Establish a collaborative relationship between school day staff and afterschool staff including having a significant number of school based staff committed to working in the program.

For the partner (**Boys and Girls Club of Del Rio**), the following *may* apply:

- Hire, supervise, and evaluate designated afterschool positions in consultation with the Program Director.
- Provide appropriate space or programming to accommodate the afterschool program.
- Recruit and refer students to the afterschool program.
- Communicate and collaborate with all partners about rules, expectations, and norms.
- Communicate and collaborate with school partners about curriculum and instruction.

- Establish a collaborative relationship between organization staff and afterschool staff.
- Complete paperwork related to and associated with the program.
- Provide access to assessment and other available data for the purposes of program evaluation.
- Participate in the evaluation of the afterschool program at the local, state, and federal levels.
- Assist the program in developing, implementing, and making progress on its sustainability plan.
- The Program Director or other appropriate person will participate on the Afterschool Advisory Team.

VI. Decision Making Process

- All major administrative decisions concerning policy and personnel of the afterschool program shall be brought to the Afterschool Advisory Team. The Advisory Team consists of (list partners) and the Program Director. Decisions will be reached by group consensus whenever possible and appropriate. The Advisory Team will meet at least four times per year or as needed, if necessary. The Program Director will oversee and make all day-to-day decisions, when appropriate for the operations of the program. If partners cannot come to a mutual agreement, the Executive of the lead agency will have final decision-making authority.
- The Program Director will bring issues to the Advisory Team. They will be responsible for clarifying policies and program goals with the direct service team. The Program Director will supervise all afterschool staff in their role with the afterschool program. Collaborators will have program and technical oversight of staff in their agencies.
- Hiring and firing of the appropriate staff will be the responsibility of the agency for which they are employed. The Program Director will assist partners in interviewing and hiring staff that will be working in the afterschool program through their respective agencies. In addition, the Program Director will provide input into the performance evaluation of all partner agency staff working with the afterschool program.

VII. Meetings

- The Afterschool Advisory Team will meet four times per year (or more if necessary) about key decisions and issues related to successful program implementation.

- The Afterschool Program direct service staff will meet regularly to discuss program issues and planning and to participate in professional development opportunities.

VIII. Funding

Funding for the project will be provided through the 2021-2022 Nita M. Lowey 21st Century Community Learning Centers, Cycle 11 Year 1 Grant in accordance with any approved grant award and required federal and state applicable policies and procedures. In addition, key partners will provide:

IX. Procedures for Modification and Termination

- The MOU may be modified, revised, extended, or renewed by mutual written consent of all parties, by the issuance of a written amendment signed and dated by all parties. Submission of a revised MOU does not necessarily require a modification to the local plan.
- Any party of the MOU may terminate their participation in this MOU by giving not less than (90) calendar days' prior written notice of intent to terminate to each of the partners. In such case, termination by one or more of the parties to this MOU does not alter the terms or obligations of the other parties to this MOU.
- An individual partners' participation in the afterschool program may be terminated for non-compliance with the MOU provided the other parties provide thirty days' written notice clearly outlining the reasons for the termination. The termination letter shall be sent to all parties via certified mail. The partner to be terminated may appeal this decision by responding in writing to the termination notice within fourteen days of receipt. The partners shall then convene a meeting, prior to the thirty-day termination date, to discuss the appeal. If the partners cannot come to a mutual agreement to terminate the partner or alter their responsibilities so they can adequately participate in the MOU, the Director of the SFDR CISD Community Learning Centers Texas ACE Program shall make the final determination.

X. Severance Clause

- If any part of this agreement becomes unenforceable or illegal, then the agreement will continue in force, but the offending provision(s) shall be severed from the agreement and will have no effect on the remaining services agreed to and associated performance.
- This MOU is a zero-dollar exchange agreement. If there is an anticipated monetary exchange of goods and services outside of this MOU, local, state, and federal procurement policies and procedures must be followed.

XI. Signatures (All partners in this Agreement must sign to confirm their acceptance of its terms by its signature)

San Felipe Del Rio Consolidated Independent School District

<u>Carla K</u>	<u>2-10-21</u>
Superintendent	Date

Boys and Girls Club of Del Rio

<u>Director</u>	<u>Date</u>
<u>Matt W</u>	<u>2-9-2021</u>
City Manager	Date

**SFDRCIDSD Community Learning Centers Memorandum of Understanding
(MOU) Between SFDRCIDSD and City of Del Rio Parks and Recreation
Department**

I. Parties of the Memorandum of Agreement

The parties would include the partners who are providing services and/or financial support to the afterschool program.

II. Purpose

The purpose of this MOU is to establish an agreement among the above-mentioned parties concerning their respective roles and responsibilities for implementation of the SFDRCIDSD's 2021-2022 Nita M. Lowey 21st Century Community Learning Centers, Cycle 11 Year 1 Grant. This agreement is to establish and coordinate joint processes and procedures for the provision of afterschool (including summer, evenings, in-service days, vacation breaks, etc.) programs for students, family engagement activities, staff development, supervision, and program evaluation.

III. Duration of the Agreement

The agreement should be for a period of at least one year and up to five years.

IV. 21st Century Community Learning Centers Vision and Overview

Since the MOU is intended to describe and detail how partners will contribute to the establishment and maintenance of the afterschool program, it is important that all partners to the MOU share a collective vision for the program and have a common understanding as to the scope and purpose of the program. The description provided under this section will serve as a critical framework for the program as it makes decisions on the implementation of the 2021-2022 Nita M. Lowey 21st Century Community Learning Centers, Cycle 11 Year 1 investment.

V. Duties of Parties

In this section, the responsibilities and agreements of each party are described separately. For the lead applicant (**San Felipe Del Rio CISD**), the responsibilities and agreements could include:

- Serve as the fiduciary for the grant.
- Hire, fund, supervise, and evaluate the position of the project Director and any other position hired through that agency.
- Provide needed support including office space, telephone use, and computer use for afterschool staff.

- Provide classroom space and all other appropriate space to accommodate the afterschool program.
- Provide custodial support, office support, and other appropriate support to ensure the program runs smoothly and that children are safe afterschool.
- Be responsible for purchasing necessary materials/supplies for designated components in accordance with the 21st CCLC budget.
- Support staff in trainings and professional development opportunities in areas related to afterschool programming and issues.
- Participate in the evaluation of the afterschool program at the local, state, and federal levels.
- Complete paperwork related to any association with the program.
- Provide access to assessment and other available data for the purposes of program evaluation.
- Assist the program in developing, implementing, and making progress on its sustainability plan.
- The Program Director will participate in statewide meetings, workshops, and conferences.
- Recruit and refer students to the afterschool program.
- The Program Director or other appropriate person will participate on the after school Advisory Team.
- Assume payroll responsibilities for afterschool positions, as budgeted.
- Communicate and collaborate with all partners.
- Support the afterschool program in developing appropriate curricula, running an effective learning lab and/or tutoring program, and establishing clear linkages with the school day.
- Establish a collaborative relationship between school day staff and afterschool staff including having a significant number of school based staff committed to working in the program.

For the partner (**City of Del Rio Parks and Recreation Department**), the following *may* apply:

- Hire, supervise, and evaluate designated afterschool positions in consultation with the Program Director.
- Provide appropriate space or programming to accommodate the afterschool program.
- Recruit and refer students to the afterschool program.
- Communicate and collaborate with all partners about rules, expectations, and norms.
- Communicate and collaborate with school partners about curriculum and instruction.

- Establish a collaborative relationship between organization staff and afterschool staff.
- Complete paperwork related to and associated with the program.
- Provide access to assessment and other available data for the purposes of program evaluation.
- Participate in the evaluation of the afterschool program at the local, state, and federal levels.
- Assist the program in developing, implementing, and making progress on its sustainability plan.
- The Program Director or other appropriate person will participate on the Afterschool Advisory Team.

VI. Decision Making Process

- All major administrative decisions concerning policy and personnel of the afterschool program shall be brought to the Afterschool Advisory Team. The Advisory Team consists of (list partners) and the Program Director. Decisions will be reached by group consensus whenever possible and appropriate. The Advisory Team will meet at least four times per year or as needed, if necessary. The Program Director will oversee and make all day-to-day decisions, when appropriate for the operations of the program. If partners cannot come to a mutual agreement, the Executive of the lead agency will have final decision-making authority.
- The Program Director will bring issues to the Advisory Team. They will be responsible for clarifying policies and program goals with the direct service team. The Program Director will supervise all afterschool staff in their role with the afterschool program. Collaborators will have program and technical oversight of staff in their agencies.
- Hiring and firing of the appropriate staff will be the responsibility of the agency for which they are employed. The Program Director will assist partners in interviewing and hiring staff that will be working in the afterschool program through their respective agencies. In addition, the Program Director will provide input into the performance evaluation of all partner agency staff working with the afterschool program.

VII. Meetings

- The Afterschool Advisory Team will meet four times per year (or more if necessary) about key decisions and issues related to successful program implementation.

- The Afterschool Program direct service staff will meet regularly to discuss program issues and planning and to participate in professional development opportunities.

VIII. Funding

Funding for the project will be provided through the 2021-2022 Nita M. Lowey 21st Century Community Learning Centers, Cycle 11 Year 1 Grant in accordance with any approved grant award and required federal and state applicable policies and procedures. In addition, key partners will provide:

IX. Procedures for Modification and Termination

- The MOU may be modified, revised, extended, or renewed by mutual written consent of all parties, by the issuance of a written amendment signed and dated by all parties. Submission of a revised MOU does not necessarily require a modification to the local plan.
- Any party of the MOU may terminate their participation in this MOU by giving not less than (90) calendar days' prior written notice of intent to terminate to each of the partners. In such case, termination by one or more of the parties to this MOU does not alter the terms or obligations of the other parties to this MOU.
- An individual partners' participation in the afterschool program may be terminated for non-compliance with the MOU provided the other parties provide thirty days' written notice clearly outlining the reasons for the termination. The termination letter shall be sent to all parties via certified mail. The partner to be terminated may appeal this decision by responding in writing to the termination notice within fourteen days of receipt. The partners shall then convene a meeting, prior to the thirty-day termination date, to discuss the appeal. If the partners cannot come to a mutual agreement to terminate the partner or alter their responsibilities so they can adequately participate in the MOU, the Director of the SFDR CISD Community Learning Centers Texas ACE Program shall make the final determination.

X. Severance Clause

- If any part of this agreement becomes unenforceable or illegal, then the agreement will continue in force, but the offending provision(s) shall be severed from the agreement and will have no effect on the remaining services agreed to and associated performance.
- This MOU is a zero-dollar exchange agreement. If there is an anticipated monetary exchange of goods and services outside of this MOU, local, state, and federal procurement policies and procedures must be followed.

XI. Signatures (All partners in this Agreement must sign to confirm their acceptance of its terms by its signature)

San Felipe Del Rio Consolidated Independent School District

Carla R... 2-10-21
Superintendent Date

City of Del Rio Parks and Recreation Department

Director Date
Matt Wj 2-9-2021
City Manager Date

SFDR CISD Community Learning Centers Memorandum of Understanding (MOU) Between SFDR CISD and Texas A&M Agrilife Extension

I. Parties of the Memorandum of Agreement

The parties would include the partners who are providing services and/or financial support to the afterschool program.

II. Purpose

The purpose of this MOU is to establish an agreement among the above-mentioned parties concerning their respective roles and responsibilities for implementation of the SFDR CISD's 2021-2022 Nita M. Lowey 21st Century Community Learning Centers, Cycle 11 Year 1 Grant. This agreement is to establish and coordinate joint processes and procedures for the provision of afterschool (including summer, evenings, in-service days, vacation breaks, etc.) programs for students, family engagement activities, staff development, supervision, and program evaluation.

III. Duration of the Agreement

The agreement should be for a period of at least one year and up to five years.

IV. 21st Century Community Learning Centers Vision and Overview

Since the MOU is intended to describe and detail how partners will contribute to the establishment and maintenance of the afterschool program, it is important that all partners to the MOU share a collective vision for the program and have a common understanding as to the scope and purpose of the program. The description provided under this section will serve as a critical framework for the program as it makes decisions on the implementation of the 2021-2022 Nita M. Lowey 21st Century Community Learning Centers, Cycle 11 Year 1 investment.

V. Duties of Parties

In this section, the responsibilities and agreements of each party are described separately. For the lead applicant (**San Felipe Del Rio CISD**), the responsibilities and agreements could include:

- Serve as the fiduciary for the grant.
- Hire, fund, supervise, and evaluate the position of the project Director and any other position hired through that agency.
- Provide needed support including office space, telephone use, and computer use for afterschool staff.

- Provide classroom space and all other appropriate space to accommodate the afterschool program.
- Provide custodial support, office support, and other appropriate support to ensure the program runs smoothly and that children are safe afterschool.
- Be responsible for purchasing necessary materials/supplies for designated components in accordance with the 21st CCLC budget.
- Support staff in trainings and professional development opportunities in areas related to afterschool programming and issues.
- Participate in the evaluation of the afterschool program at the local, state, and federal levels.
- Complete paperwork related to any association with the program.
- Provide access to assessment and other available data for the purposes of program evaluation.
- Assist the program in developing, implementing, and making progress on its sustainability plan.
- The Program Director will participate in statewide meetings, workshops, and conferences.
- Recruit and refer students to the afterschool program.
- The Program Director or other appropriate person will participate on the after school Advisory Team.
- Assume payroll responsibilities for afterschool positions, as budgeted.
- Communicate and collaborate with all partners.
- Support the afterschool program in developing appropriate curricula, running an effective learning lab and/or tutoring program, and establishing clear linkages with the school day.
- Establish a collaborative relationship between school day staff and afterschool staff including having a significant number of school based staff committed to working in the program.

For the partner (**Texas A&M Agrilife Extension**), the following *may* apply:

- Hire, supervise, and evaluate designated afterschool positions in consultation with the Program Director.
- Provide appropriate space or programming to accommodate the afterschool program.
- Recruit and refer students to the afterschool program.
- Communicate and collaborate with all partners about rules, expectations, and norms.
- Communicate and collaborate with school partners about curriculum and instruction.

- Establish a collaborative relationship between organization staff and afterschool staff.
- Complete paperwork related to and associated with the program.
- Provide access to assessment and other available data for the purposes of program evaluation.
- Participate in the evaluation of the afterschool program at the local, state, and federal levels.
- Assist the program in developing, implementing, and making progress on its sustainability plan.
- The Program Director or other appropriate person will participate on the Afterschool Advisory Team.

VI. Decision Making Process

- All major administrative decisions concerning policy and personnel of the afterschool program shall be brought to the Afterschool Advisory Team. The Advisory Team consists of (list partners) and the Program Director. Decisions will be reached by group consensus whenever possible and appropriate. The Advisory Team will meet at least four times per year or as needed, if necessary. The Program Director will oversee and make all day-to-day decisions, when appropriate for the operations of the program. If partners cannot come to a mutual agreement, the Executive of the lead agency will have final decision-making authority.
- The Program Director will bring issues to the Advisory Team. They will be responsible for clarifying policies and program goals with the direct service team. The Program Director will supervise all afterschool staff in their role with the afterschool program. Collaborators will have program and technical oversight of staff in their agencies.
- Hiring and firing of the appropriate staff will be the responsibility of the agency for which they are employed. The Program Director will assist partners in interviewing and hiring staff that will be working in the afterschool program through their respective agencies. In addition, the Program Director will provide input into the performance evaluation of all partner agency staff working with the afterschool program.

VII. Meetings

- The Afterschool Advisory Team will meet four times per year (or more if necessary) about key decisions and issues related to successful program implementation.

- The Afterschool Program direct service staff will meet regularly to discuss program issues and planning and to participate in professional development opportunities.

VIII. Funding

Funding for the project will be provided through the 2021-2022 Nita M. Lowey 21st Century Community Learning Centers, Cycle 11 Year 1 Grant in accordance with any approved grant award and required federal and state applicable policies and procedures. In addition, key partners will provide:

IX. Procedures for Modification and Termination

- The MOU may be modified, revised, extended, or renewed by mutual written consent of all parties, by the issuance of a written amendment signed and dated by all parties. Submission of a revised MOU does not necessarily require a modification to the local plan.
- Any party of the MOU may terminate their participation in this MOU by giving not less than (90) calendar days' prior written notice of intent to terminate to each of the partners. In such case, termination by one or more of the parties to this MOU does not alter the terms or obligations of the other parties to this MOU.
- An individual partners' participation in the afterschool program may be terminated for non-compliance with the MOU provided the other parties provide thirty days' written notice clearly outlining the reasons for the termination. The termination letter shall be sent to all parties via certified mail. The partner to be terminated may appeal this decision by responding in writing to the termination notice within fourteen days of receipt. The partners shall then convene a meeting, prior to the thirty-day termination date, to discuss the appeal. If the partners cannot come to a mutual agreement to terminate the partner or alter their responsibilities so they can adequately participate in the MOU, the Director of the SFDR CISD Community Learning Centers Texas ACE Program shall make the final determination.

X. Severance Clause

- If any part of this agreement becomes unenforceable or illegal, then the agreement will continue in force, but the offending provision(s) shall be severed from the agreement and will have no effect on the remaining services agreed to and associated performance.
- This MOU is a zero-dollar exchange agreement. If there is an anticipated monetary exchange of goods and services outside of this MOU, local, state, and federal procurement policies and procedures must be followed.

SFDRICISD Community Learning Centers Memorandum of Understanding (MOU) Between SFDRICISD and Val Verde County

I. Parties of the Memorandum of Agreement

The parties would include the partners who are providing services and/or financial support to the afterschool program.

II. Purpose

The purpose of this MOU is to establish an agreement among the above-mentioned parties concerning their respective roles and responsibilities for implementation of the SFDRICISD's 2021-2022 Nita M. Lowey 21st Century Community Learning Centers, Cycle 11 Year 1 Grant. This agreement is to establish and coordinate joint processes and procedures for the provision of afterschool (including summer, evenings, in-service days, vacation breaks, etc.) programs for students, family engagement activities, staff development, supervision, and program evaluation.

III. Duration of the Agreement

The agreement should be for a period of at least one year and up to five years.

IV. 21st Century Community Learning Centers Vision and Overview

Since the MOU is intended to describe and detail how partners will contribute to the establishment and maintenance of the afterschool program, it is important that all partners to the MOU share a collective vision for the program and have a common understanding as to the scope and purpose of the program. The description provided under this section will serve as a critical framework for the program as it makes decisions on the implementation of the 2021-2022 Nita M. Lowey 21st Century Community Learning Centers, Cycle 11 Year 1 investment.

V. Duties of Parties

In this section, the responsibilities and agreements of each party are described separately. For the lead applicant (**San Felipe Del Rio CISD**), the responsibilities and agreements could include:

- Serve as the fiduciary for the grant.
- Hire, fund, supervise, and evaluate the position of the project Director and any other position hired through that agency.
- Provide needed support including office space, telephone use, and computer use for afterschool staff.

- Provide classroom space and all other appropriate space to accommodate the afterschool program.
- Provide custodial support, office support, and other appropriate support to ensure the program runs smoothly and that children are safe afterschool.
- Be responsible for purchasing necessary materials/supplies for designated components in accordance with the 21st CCLC budget.
- Support staff in trainings and professional development opportunities in areas related to afterschool programming and issues.
- Participate in the evaluation of the afterschool program at the local, state, and federal levels.
- Complete paperwork related to any association with the program.
- Provide access to assessment and other available data for the purposes of program evaluation.
- Assist the program in developing, implementing, and making progress on its sustainability plan.
- The Program Director will participate in statewide meetings, workshops, and conferences.
- Recruit and refer students to the afterschool program.
- The Program Director or other appropriate person will participate on the after school Advisory Team.
- Assume payroll responsibilities for afterschool positions, as budgeted.
- Communicate and collaborate with all partners.
- Support the afterschool program in developing appropriate curricula, running an effective learning lab and/or tutoring program, and establishing clear linkages with the school day.
- Establish a collaborative relationship between school day staff and afterschool staff including having a significant number of school based staff committed to working in the program.

For the partner (**Val Verde County**), the following *may* apply:

- Hire, supervise, and evaluate designated afterschool positions in consultation with the Program Director.
- Provide appropriate space or programming to accommodate the afterschool program.
- Recruit and refer students to the afterschool program.
- Communicate and collaborate with all partners about rules, expectations, and norms.
- Communicate and collaborate with school partners about curriculum and instruction.

- Establish a collaborative relationship between organization staff and afterschool staff.
- Complete paperwork related to and associated with the program.
- Provide access to assessment and other available data for the purposes of program evaluation.
- Participate in the evaluation of the afterschool program at the local, state, and federal levels.
- Assist the program in developing, implementing, and making progress on its sustainability plan.
- The Program Director or other appropriate person will participate on the Afterschool Advisory Team.

VI. Decision Making Process

- All major administrative decisions concerning policy and personnel of the afterschool program shall be brought to the Afterschool Advisory Team. The Advisory Team consists of (list partners) and the Program Director. Decisions will be reached by group consensus whenever possible and appropriate. The Advisory Team will meet at least four times per year or as needed, if necessary. The Program Director will oversee and make all day-to-day decisions, when appropriate for the operations of the program. If partners cannot come to a mutual agreement, the Executive of the lead agency will have final decision-making authority.
- The Program Director will bring issues to the Advisory Team. They will be responsible for clarifying policies and program goals with the direct service team. The Program Director will supervise all afterschool staff in their role with the afterschool program. Collaborators will have program and technical oversight of staff in their agencies.
- Hiring and firing of the appropriate staff will be the responsibility of the agency for which they are employed. The Program Director will assist partners in interviewing and hiring staff that will be working in the afterschool program through their respective agencies. In addition, the Program Director will provide input into the performance evaluation of all partner agency staff working with the afterschool program.

VII. Meetings

- The Afterschool Advisory Team will meet four times per year (or more if necessary) about key decisions and issues related to successful program implementation.

- The Afterschool Program direct service staff will meet regularly to discuss program issues and planning and to participate in professional development opportunities.

VIII. Funding

Funding for the project will be provided through the 2021-2022 Nita M. Lowey 21st Century Community Learning Centers, Cycle 11 Year 1 Grant in accordance with any approved grant award and required federal and state applicable policies and procedures. In addition, key partners will provide:

IX. Procedures for Modification and Termination

- The MOU may be modified, revised, extended, or renewed by mutual written consent of all parties, by the issuance of a written amendment signed and dated by all parties. Submission of a revised MOU does not necessarily require a modification to the local plan.
- Any party of the MOU may terminate their participation in this MOU by giving not less than (90) calendar days' prior written notice of intent to terminate to each of the partners. In such case, termination by one or more of the parties to this MOU does not alter the terms or obligations of the other parties to this MOU.
- An individual partners' participation in the afterschool program may be terminated for non-compliance with the MOU provided the other parties provide thirty days' written notice clearly outlining the reasons for the termination. The termination letter shall be sent to all parties via certified mail. The partner to be terminated may appeal this decision by responding in writing to the termination notice within fourteen days of receipt. The partners shall then convene a meeting, prior to the thirty-day termination date, to discuss the appeal. If the partners cannot come to a mutual agreement to terminate the partner or alter their responsibilities so they can adequately participate in the MOU, the Director of the SFDR CISD Community Learning Centers Texas ACE Program shall make the final determination.

X. Severance Clause

- If any part of this agreement becomes unenforceable or illegal, then the agreement will continue in force, but the offending provision(s) shall be severed from the agreement and will have no effect on the remaining services agreed to and associated performance.
- This MOU is a zero-dollar exchange agreement. If there is an anticipated monetary exchange of goods and services outside of this MOU, local, state, and federal procurement policies and procedures must be followed.

XI. **Signatures** (All partners in this Agreement must sign to confirm their acceptance of its terms by its signature)

San Felipe Del Rio Consolidated Independent School District

Carla Ker 2-10-2021
Superintendent Date

Val Verde County

Lewis Owens 2-9-2021
Hon. Judge Lewis Owens Date