TEA — Texas Education Agency

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

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

Amendment Number

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

1. Applicant Information

Name of organization **Big Spring ISD**

Campus name	Big Spring ISD	CDN	114901	Vendor ID	756000188	ESC	18	DUNS	

Address	708 E 11th Place	City	Big Spring	ZIP	79720	Phone	432-264-3600

Primary Contact	Raemi Thompson	Email	rthompson@bsisd.esc18.net	Phone	432-264-3633

Secondary Contact	Jay McWilliams	Email	jmcwilliams@bsisd.esc18.net	Phone	432-264-3600

2. Certification and Incorporation

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

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

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

Authorized Official Name	Jay McWilliams	Title	Superintenden	Email	jmcwilliams@bsisd.esc18.net

Phone	4322643600	Signature		Date	1/12/21

Grant Writer Name	Raemi Thompson	Signature		Date	1-12-21

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

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3. Shared Services Arrangements

Shared services arrangements (SSAs) **are** permitted for this grant.
Check the box below if applying as fiscal agent.

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

4. Identify/Address Needs

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

Quantifiable Need	Plan for Addressing Need
Improve Academic Performance	Having the following initial programs: Homework Helpers, General academic tutoring, STAAR prep, IT-based remediation and acceleration programs, community mentoring on academic items, having teacher/service provider developed academic enrichment items, and 6 total weeks of summer programs.
Improve Behavior	Having the 21CCLC program linked to the regular day Character Education, CKH, and the new Positive Action programs so that positive life style choices are taught in both programs. Student program offerings high in student interest will encourage positive behavior choices and engagement during the school day.
Improve Attendance Rates	Students who are engaged and successful are more likely to attend school, secure skills, and graduate with their peers. The ACE grant will provide a safe opportunity for students to extend their learning in ways that encourage student attendance.

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.

• Utilizing the 21st CCLC program to supplement Big Spring ISD's academic and enrichment programs, Big Spring ISD will increase student academic performance and growth in English Language Arts by 10% as evidenced in either Domain 1 or Domain 2 of the state accountability system.
• Big Spring ISD will decrease the percentage of students in school suspension and out of school suspension placements by 10% as evidenced on the Results Driven Accountability System.
• Big Spring ISD will improve its attendance rate for all students of 94.3% to 97% as reported on the Texas Academic Performance Report.

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

Goal 1: Previous year STAAR data, BOY NWEA MAP student growth assessment, BOY HMH literacy student growth assessment, District TEKS R/S assessments
Goal 2: Previous year RDA data, On Data Suite PEIMS disciplinary placement reports
Goal 3: Previous year attendance rate

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8. Measurable Progress (Cont.)

Second-Quarter Benchmark

Goal 1: MOY NWEA MAP student growth assessment, MOY HMH literacy student growth assessment, District TEKS R/S assessments, Interim STAAR
Goal 2: On Data Suite PEIMS disciplinary placement reports
Goal 3: On Data Suite attendance rate

Third-Quarter Benchmark

Goal 1: EOY NWEA MAP student growth assessment, EOY HMH literacy student growth assessment, Released STAAR Benchmark assessments
Goal 2: On Data Suite PEIMS disciplinary placement reports
Goal 3: On Data Suite attendance rate

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.

Big Spring ISD has a long history of low academic performance and attendance rates. Implementing the ACE grant will have a positive affect on not only student achievement but the community as a whole. Activities will be varied in accordance with age, student interests, parent input, and achievement.
Site Coordinators will closely monitor student achievement on each campus. Building upon the district's adopted balanced literacy framework, ACE libraries will be built to encompass a wide range of books in accordance with student interest and lexile levels. A community literacy initiative will include family reading engagement opportunities with open campus libraries, literacy character nights, guest reader opportunities, as well as "based on the novel" movie nights to encourage compare/contrast opportunities along with outside of the classroom reading. Using the district beginning and middle of year testing for student growth in both reading and math, additional programs will be developed and monitored as follows:
After school literacy groups will embrace Renaissance's read-to, read-with, and read-alone framework to both encourage/monitor reading fluency and comprehension. Growth will be monitored using the Renaissance STAR Early Literacy Assessment.
Using the NWEA MAP Learning Continuum, after school programming will be developed at the student's "ready to learn" profile in order to fill achievement gaps.
Fountas & Pinnell reading levels will be assessed three times a year and after school programming, such as Reader's Theater, will be developed to promote fluency, prosody, and comprehension.

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8. Statutory/Program Assurances

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

Check each of the following boxes to indicate your compliance.

☒ 1. The program will take place in a safe facility that is properly equipped and easily accessible.

☒ 2. The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.

☒ 3. The program will target students who primarily attend schools eligible for schoolwide programs under ESEA as amended, Section 1114 and the families of such students.

☒ 4. Applicants that receive priority points for serving: 1) students in schools implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA as amended, Section 1111(d) and other schools determined by the local education agency to be in need of intervention and support and 2) students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities or who lack strong positive role models assure that they will target these students.

☒ 5. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy. Funds will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case, supplant federal, state, local, or non-federal funds.

☒ 6. The community has been given notice of an intent to apply and the application and any waiver request will be available for public review after submission of the application.

☒ 7. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.

☒ 8. The applicant provides assurance to adhere to all Statutory Requirements, TEA Program Requirements, and Performance Measures, as noted in the 2021-2022 Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 11, Year 1 Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the grant program.

☒ 9. The applicant agrees to all applicable program-specific assurances as described in the 2021-2022 Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 11, Year 1 Program Guidelines.

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9. Statutory/Program Requirements

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

a. Describe the needs assessment process, center-level needs assessment process, multiple sources of data used, and stakeholder feedback that occurred for this grant application.

b. Describe the results including the student population deemed "most in need" for each campus proposed to be served and provide the estimated number of students that meet the need-based criteria, including the percent of eligible students at the campus that the program plans to serve.

c. Describe the plan for how the center will continually assess and recruit the students most in need and how the plan addresses the needs of working families.

For this grant, Big Spring ISD will provide before and after school programs that will address academic and socioeconomic needs as outlined in the district's comprehensive needs assessment. Working with community civic organizations, the BSISD CTE Advisory Board, the Big Spring H.O.P.E. Foundation, and Howard College, BSISD has identified the following key areas in need of support and/or enrichment: academic interventions, enrichment opportunities, career/college readiness, and dropout prevention.

Big Spring, TX is a "blue collar" community with a labor market highly dependent on the oil and gas industry of the Permian Basin. The household income is about $66,300 with a poverty rate of 19.45% (World Population Review, 2020); however, these numbers fluctuate with boom/bust cycles typical of these industries. Big Spring ISD is a district-wide Title 1 school reporting approximately 70% of its students as qualifying for free/reduced lunch services and are considered "economically disadvantaged" while over half of Big Spring ISD's students have been labeled as "at-risk".

Big Spring crime rates increase yearly by 26% and are currently 71% higher than the national average with violent crimes in Big Spring posting 42% higher than the national average (Area Vibes, 2020). As a result, Big Spring is home to four correctional facilities. Families of incarcerated inmates often relocate to the Big Spring community to be near their loved ones while imprisoned. Studies show children of incarcerated parents are, on average, six times more likely to become incarcerated themselves (Martin, 2017).

Due to the COVID-19 pandemic and the recent downturn of the Permian Basin oil industry, many families in the Big Spring community are struggling to find employment and pay their bills. Many of our families have been forced to move into multi-generational living circumstances requiring an older generation to supervise younger children while adults (and sometimes older teens) work minimum wage jobs, if available. Often, these homes do not have the educational resources nor the technology expertise available to meet the needs of our 21st Century learners.

In both 2018 and 2019, Big Spring ISD received a TEA academic rating of a "D" with the district performing below the state and regional averages in almost all tested subjects across all grade levels. In 2019, BSISD's attendance rate was only 94.3% well below the regional and state averages. Despite efforts to improve recruiting and retention of highly qualified teachers, almost 50% of BSISD's teachers have between 0-5 years of teaching experience. Teacher turnover rate in Big Spring ISD is about 27.3% district-wide with some tested areas reporting up to 67%-75% turnover each year.

The ACE grant will help BSISD mitigate these identified areas of need in the following ways:

• Academic intervention and support – Utilize ACE staff along with other identified community members (retired teachers, local community college students, NHS students, summer programs) to provide focused academic learning opportunities before and after school to close achievement gaps. Additionally, the ACE grant will be used to provide affordable (free) and safe opportunities for students to be involved in a variety of special interest activities such as music lessons, 4H, youth sports, coding, etc. often not available to families in poverty due to prioritizing of funds in meeting basic life necessities.

• Improve behavior – Partner school counselors with local civic organizations to promote character education and provide incentives for good behavior.

•Increase Attendance/Promotion rates – Partner with Communities in Schools of the Permian Basin to provide appropriate support to address specific needs of each student both inside and outside of the classroom.

• Improve family engagement – Coordinate ACE family nights for all learning centers in providing technology/ literacy support.

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9. Statutory/Program Requirements (Cont.)

2. Programs must help students meet academic standards as defined by the measures of effectiveness (i.e., growth in state assessment, improved GPA, increased school day attendance, improved school day behavior, and increased student engagement in learning) listed in the Purpose of Program section of this RFA. (See Program Guidelines) Describe how the proposed program design will positively impact this set of measures at the grant and center levels. Provide data and SMART goals describing the expected estimated impact over time on one or more measure.

Internal and external surveys have clearly indicated a need for both before and after school programs. Through the ACE grant, Big Spring ISD plans to take advantage of this captive audience as an opportunity to build academic skills and close achievement gaps. BSISD will utilize strategic planning to help support students, parents, and educators in identifying potential priority initiatives.

Big Spring ISD's ACE programs will impact the defined set of measures by:
• Offering program activities based on student, family, and community needs assessment in regards to before/after school and summer programming.
• Selecting comprehensive programs, strategies, and activities that promote effective prevention models and ensure success.
• Collaborating with parents and community members as well as administrators, teachers, and students regarding the development and effectiveness of each program.
• Completing systematic evaluations with regular communication to the school board and the community to ensure the program is meeting our identified needs.

Each campus leadership team will collaborate with the ACE site manager to thoroughly identify campus needs and provide developmentally appropriate activities strategically designed to:
• Alleviate concerns surrounding basic needs of food, shelter, and safety
• Improve academic foundations in both reading and math that will support board adopted HB3 goals including:

     GOAL 1: Improving the percent of 3rd grade students that score meets grade level or above on STAAR Reading from 24% to 44% (minimum for all students in Domain 3) by June 2024 using the following vertically aligned early childhood literacy goal progress measures:

     • The number of PK students entering K at or above the "Tier 1 Focused Instruction 41st-60th percentile" in Reading as shown on the NWEA MAP assessment will increase from 61% (BOY in 2019) to 70% by the beginning of 2023-2024 school year.

     • The number of K students reading at or above grade level as shown on the mClass assessment will increase from 18% to 55% by the end of the 2023-2024 school year.

     • The number of 1st-2nd grade students reading at or above grade level as shown on the Renaissance Early Literacy STAR assessment will increase from 22% to 55% by the end of the 2023-2024 school year.
AND

     GOAL 2: Improving the percent of 3rd grade students that score meets grade level or above on STAAR Math from 36% to 44% (minimum for all students in Domain 3) by June 2024 using the following vertically aligned math goal progress measures:

     • The number of PK students entering K at or above the "Tier 1 Focused Instruction 41st-60th percentile" in Math as shown on the NWEA MAP assessment will increase from 45% (BOY in 2020) to 60% by the beginning of 2023-2024 school year.

• The number of K-2 students scoring at or above grade level as shown on the NWEA MAP assessment in Math will increase from 55% to 65% by the end of the 2023-2024 school year.
• Strengthen creative problem solving skills and encourage critical thinking
• Support family engagement activities
• Encourage strong character and citizenship
• Develop skills for life beyond the classroom

Big Spring ISD will combine its current 1:1 technology initiative with the TX21st CCLC goals and objectives to deliver programs using a combination of computer-based or virtually delivered programs as well as hands on activities in order to maximize student engagement and success.

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9. Statutory/Program Requirements (Cont.)

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

Big Spring ISD will plan before and after school activities dependent on developmentally appropriate activities and in direct response to community and/or interest surveys. Programming will be as engaging as possible and planned directly to support to student interests while enhancing personal experiences. Recognizing that children of poverty often rarely leave a 1-mile radius of their home thus limiting their ability to make appropriate connections within literature and mathematical problem solving, Big Spring ISD will utilize the ACE program as an opportunity to expand the student's schema. Activities may include (but are not limited to):
Summer Academic Jumpstart
Summer Physical Fitness Enrichment
Summer Fine Arts Enrichment
Literacy Circles
Dreambox Math
STEM including Robotics and Esports
Virtual Field Trips
Fine Arts Enrichment
Tumbling/Gymnastics
Sign Language (partner with Howard College Southwest Collegiate Institute for the Deaf)
Culinary Arts (4H)
Radio and Sports Broadcasting

Based on the theory of Maslow's before Bloom's, BSISD hopes to utilize the ACE program in meeting the basic needs of all students including food, shelter, and safety in order to facilitate opportunities for academic achievement through project based learning based on student interests and school identified academic gaps.

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9. Statutory/Program Requirements (Cont.)

4. Describe the planned partnership between the applicant and the proposed eligible partner organization. Include how the partnership will contribute to achieving stated objectives and sustaining the program over time. Check the box if applying for priority points for such a partnership. To receive priority points, the applicant must provide information that demonstrates the activities proposed in the application are, as of the date of the submission of the application, not accessible to students who would be served; or that it would expand access to high-quality services available in the community.

TEA will provide the same priority to an application submitted by a local education agency (LEA) if the LEA demonstrates that it is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements of this grant. Check the box if applying for priority points under this special rule. If this box is checked, provide clear relevant evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements.

◉ This applicant is part of a planned partnership   ○ The applicant is unable to partner

Big Spring ISD intends to partner with Communities in Schools of the Permian Basin (CISPB). Communities in Schools is a well respected organization dedicated to improving the academic achievement of all students while providing a positive social-emotional learning atmosphere so desperately needed among children in high poverty communities. Communities In Schools' mission and model objectives align with the ACE program and there is precedence for CIS programs to act as collaborators or fiscal agents for 21st CCLC programs.

CISPB is headquartered in Midland, TX and has agreed to contract with Big Spring ISD to provide the staffing resources (site coordinators) for each campus served. CISPB will recruit and hire the site coordinators. Preliminary training will occur through CISPB. District and campus specific training will be provided by the program director and Big Spring ISD. The site coordinators will ensure that all supplies and materials necessary for programming are made available. In addition, they will provide direction of programming by ensuring the logistics, technical support, and scheduling needs of each project or program offering are met. A full time site coordinator will be housed at each campus in order to best support the activities for their respective campus. The site coordinators will be managed primarily by the Project Director but will also be supported by the CISPB administrative team. They will also be able to tap into the CISPB network of service and support providers where applicable or available.

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9. Statutory/Program Requirements (Cont.)

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

Using the TEKS Resource System, all proposed activities will be aligned with the TEKS (Texas Essential Knowledge Skills) and will supplement the regular school day curriculum. Student growth and academic achievement will be a process of continuous improvement through tutorial opportunities, attendance incentives, behavior and character education and social-emotional supports. Student success will be focused in all core subject areas, fine arts, health/nutrition, sports, STEM, college/career, and parent engagement.
Big Spring ISD will utilize the additional time with students provided by the ACE grant to provide strong math and reading intervention/enrichment based on best practices as outlined within HB3 early literacy goals/expectations and The Science of Teaching Reading. BSISD partnered with TXCEE in 2019-202 to certify 20 educators in grades K-5 on the expectations of the TEA Reading Academy. We currently have another 10 educators working with our ESC-18 Regional Service Center to complete this training as well. BSISD has also taken advantage of TEA's offer to implement Amplify Reading in grades K-2 in an effort to strengthen reading skills. The ACE grant will simply continue these efforts in targeted, small group intervention specific to student needs.

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.

Big Spring ISD is applying for 6 campuses to be considered as part of the 21st CCLC program; therefore, transportation between locations will not be necessary. Students will seamlessly transition from the end of the school day classroom to the ACE programs located on their campuses immediately upon dismissal. Bus transportation will be provided to all qualifying ACE students upon completion of the ACE program as needed. Summer transportation and field trip opportunities will also be provided for ACE students.

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9. Statutory/Program Requirements (Cont.)

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

Big Spring ISD will disseminate information about its newly forming community learning centers in the following ways:
District and Campus Social Media
Big Spring ISD Website
Blackboard Messenger
Parent Newsletters
Radio (BSISD regularly presents on 2 local radio stations 2x/week) and Newspaper Advertisement
Community Organization Presentations - Rotary Clubs, Mason Lodge, United Way, etc.

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.

Big Spring ISD has maximized all available federal and local funding in an effort to maximize student achievement throughout the school day. Over the last four years, BSISD has prioritized training in Solution Tree's Professional Learning Communities, Sean Cain's Fundamental Five instructional delivery strategies, and The Flippen Group's Capturing Kids Hearts for all administrators and teachers K-8. Instructional coaches, reading specialists, and elementary counselors have been added to our K-6 campuses.
The addition of the ACE program on our PK-6 campuses will allow our schools to have the small group learning environment desperately needed to fill academic achievement gaps within an economically under-resourced community. Parents will have an opportunity to expand working hours availability knowing their child will be engaged in a safe and positive learning environment beyond the typical school day thus lessening emotional stress while simultaneously providing quality achievement and social-emotional opportunities. Funding through the ACE program will allow BSISD to provide a plethora of extra-curricular learning support. Big Spring ISD will purchase needed supplies for hands-on learners working to emulate through an "I do", "We do", "You do" release model. Big Spring ISD will also be able to expand our current elementary Jumpstart program inviting incoming 1st-6th graders to attend academic enrichment and intervention classes for 6weeks prior to the start of the new school year.

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9. Statutory/Program Requirements (Cont.)

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

Big Spring ISD understands the necessity of community support to continue successful after school programs. Often, outside organizations seek proof of success before committing to further support such endeavors. BSISD intends to partner the 21st CCLC program with other local, state, and federal sources to continue providing optimal before/after school and summer learning programs. Positive school improvement has recently increased community confidence in our school system. Local foundations, such as the Big Spring H.O.P.E. Foundation, are eager to financially support innovative learning programs and have awarded over $25000/yr over the past three to teachers throughout the district. Using the Lone Star Governance framework, academic achievement and progress are regularly reported to the school board and the public. Big Spring ISD regularly appeals to area entrepreneurs and businesses such as Wal-Mart, HEB, and local financial organizations to secure donations in order to start up or continue programs based on student needs or interests. Through these donations, these district has built up a significant Food 2 Kids program that provides weekend meals for families with children ages 2-18, a robust Robotics/Esports program for grades 7-12 that has gained local, regional, and national recognition, and a self-published book written by students for incoming freshmen students concerning the ins/outs/and angst of beginning high school. The district site based committee will also be made aware of the 21st CCLC program, its needs, and successes. These transparent reporting processes along with continued accountability success will help provide the documentation needed for local sustainability.

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)

Big Spring ISD has a healthy partnership with its local community college. Together, BSISD and Howard College have developed a Grow Your Own pathway designed to recruit and retain future teachers from within our community. Volunteers will first be solicited from within those already expressing an interest in becoming a certified teacher. Retired teachers often offer their expertise to work with small groups of students needing intervention or academic support. Community professional organizations such as the local Rotary and Mason Clubs have also offered their services to support our students when possible. Literacy Nights often invite local professionals to read to students. High school and college athletes also volunteer time at our schools providing positive role models for students to emulate providing opportunities for BSISD students to engage with successful teens and young adults at the secondary level. All volunteers are required to complete background checks and fingerprinting processes as required through the BSISD Human Resource office.

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9. Statutory/Program Requirements (Cont.)

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

Big Spring ISD has a proven success record of attendance within tutorial programs as long as after school snacks and transportation is provided. Students will first be identified as needing additional academic assistance utilizing the NWEA Measures of Academic Progress (MAP) assessment given three times a year in Reading and Math for all student K-6. This assessment measures the percentage of students on grade level in comparison to other students taking the same assessment across the state/nation. MAP also provides a learning continuum identifying specific skills students are ready to learn based on their most recent assessment. Once students have been identified and invited, a Parent Information/Engagement Night will be scheduled to explain the available opportunity to parents and students. This session will be recorded and placed on the campus website/social media pages for later viewing. For the past three years, the MAP assessment has shown about 35% of BSISD students to be scoring on grade level in both reading and math. BSISD would begin small with its attendance targets with eventual goals to be serving approximately 50% of its PK-6 students either before or after school in order to secure increase the amount of students testing on grade level. No student will be turned away due to lack of space. Academic interventions will be sandwiched between high interest activities in order to encourage and maintain attendance.

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.

BSISD conducted an internal survey to discern the primary needs of our students and parents throughout our community. Campus administrators completed the survey with the assistance of their campus leadership teams comprised of administrators, teachers, paraprofessionals, and parents. Results overwhelmingly revealed a significant need for academic intervention as well as opportunities for an affordable, safe learning environment beyond the school day. The Big Spring community lacks a variety of options for after school childcare with many of those options quickly filling enrollment limitations. Due to the COVID pandemic and the need for social distancing, BSISD expects these limits to be further exacerbated thus leaving more families needing appropriate childcare outside of the school day. Further needs assessment unveiled a need to provide enrichment opportunities for elementary aged children as families have been forced to limit spending to basic necessities. This survey also directed BSISD to focus primarily on the campuses serving PK-6th grade as it indicated older students often find themselves either involved in after school activities or part time employment. The ACE program will effectively meet the needs of the Big Spring community by providing a safe learning environment beyond the typical school day with adequate adult supervision, academic intervention, and age appropriate project based enrichment opportunities in a single, trusted location thus alleviating expenses and emotional angst among under resourced families within our community.

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		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

11. PNP Equitable Services

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

○ Yes ◉ No

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

Are any private nonprofit schools participating in the grant?

○ Yes ○ No

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

Assurances

☒ The applicant assures that it discussed all consultation requirements as listed in Section 1117(b)(1), and/or Section 8501(c)(1), as applicable with all eligible private nonprofit schools.

☒ The applicant assures the appropriate Affirmations of Consultation will be provided to the TEA Private Schools Ombudsman in the manner and timeline to be requested.

☒ The applicant assures that the total grant award requested includes any funding necessary to serve eligible students from private nonprofit schools within the attendance area of the public schools to be served by the grant.

Equitable Services Calculation

1. Total 21st CCLC program enrollment for all centers	1,000
2. Enrollment in 21st CCLC of students attending participating private schools	0
3. Total 21st CCLC program and participating private school students (line 1 plus line 2)	1,000
4. Total year 1 proposed grant budget for serving students in all centers	1,083,460
5. Applicant reservation for required staff payroll.	552,210
6. Total grant amount for provision of ESSA PNP equitable services (line 4 minus line 5)	531,250
7. Per-pupil grantee amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	531
Grantee's total required ESSA PNP equitable services reservation (line 7 times line 2)	0

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 (CONTRACTED with CISPB)	$60,000
2.	Family Engagement Specialist (CONTRACTED with CISPB)	$50,000
3.	Professional Staff - Extra Duty Pay	$50,000
4.	Support Staff - Extra Duty Pay	$40,000
5.	Employee benefits	$75,210

Professional and Contracted Services

6.	Site Coordinators (CONTRACTED with CISPB)	$228,000
7.	Grant Evaluator	$24,000
8.	Student Programming	$150,000
9.	Administrative Assistant	$25,000
10.		

Supplies and Materials

11.	Start up supplies - 6 campuses	$200,000
12.	Summer Jumpstart supplies - 5 campuses (incoming 1st-6th)	$60,000
13.		
14.		

Other Operating Costs

15.	Transportation costs including wages, fuel, mileage	$20,000
16.		
17.		

Capital Outlay

18.	K-2 Touchscreen chromebooks	$101,250
19.		
20.		

Direct and indirect administrative costs: $1,083,460

TOTAL GRANT AWARD REQUESTED: $1,083,460

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

RFA/SAS #   701-21-102   2021-2022 Nita M. Lowey 21st CCLC Cycle 11, Year 1   Page 14 of 15

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

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: 114901

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	114901108	Kentwood Early Childhood Center, 2500 Merrily, Big Spring, TX 79720, 432-264-4130	0	PK	50	30
2	114901110	Marcy Elementary, 2101 Wasson Dr, Big Spring, TX 79720, 432-264-4144	1	K-2	200	100
3	114901111	Moss Elementary, 3200 Fordham, Big Spring, TX 79720, 432-264-4148	1	K-2	250	125
4	114901113	Washington Elementary, 1201 S. Birdwell Lane, Big Spring, TX 79720, 432-264-4126	1	3rd	150	100
5	114901042	Goliad Elementary, 1801 S. Goliad St, Big Spring, TX 79720, 432-264-4111	1	4th	150	100
6	114901044	Big Spring Intermediate, 2000 S. Goliad, Big Spring, TX 79720, 432-264-4121	1	5th-6th	300	150
7						
8						
9						
10						

Texas ACE Center Operations Schedule (one per center)		Program Year 2021-2022

(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.

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	114901108	Kentwood Early Childhood Center, 2500 Merrily, Big Spring, TX 79720, 432-264-4130	PK	50	30
Feeder					
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start *(Must be approved in NOGA)*	July 19, 2021	Aug 5, 2021	3
Fall Term	Aug 30, 2021	Dec 17, 2021	14
Spring Term	Jan 10, 2022	May 13, 2022	17
Summer Term	June 6, 2022	June 24, 2022	3
Total number of weeks:			37

Center Schedule

Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	7:00	7:45	3:30	6:00	7:00	7:45	3:00	6:00	7:30	11:00		
Tuesday	7:00	7:45	3:30	6:00	7:00	7:45	3:00	6:00	7:30	11:00		
Wednesday	7:00	7:45	3:30	6:00	7:00	7:45	3:00	6:00	7:30	11:00		
Thursday	7:00	7:45	3:30	6:00	7:00	7:45	3:00	6:00	7:30	11:00		
Friday	7:00	7:45	3:30	6:00	7:00	7:45	3:00	6:00	7:30	11:00		
Saturday												
Sunday												
Total Hours Per Week:	17.5				17.5				15			

Adjunct Sites, If applicable (site name and full address)	
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Jump Start, Speech, Language & Vocabulary Development, Fine Motor Skills, Social Skills, Field Trips, Nutrition (after school snack and dinner provided)
Parent/Legal Guardian Activities	Literacy Nights, Make and Take Nights, Fine Motor Skills Education, Family Dinner Nights

Texas ACE Center Operations Schedule (one per center)		Program Year 2021-2022	

(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.

Center 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	114901110	Marcy Elementary, 2101 Wasson Dr, Big Spring, TX 79720, 432-264-4144	K-2	200	100
Feeder	114901108	Kentwood Early Childhood Center, 2500 Merrily, Big Spring, TX 79720, 432-264-4130	PK		
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start *(Must be approved in NOGA)*	July 19, 2021	Aug 5, 2021	3
Fall Term	Aug 30, 2021	Dec 17, 2021	14
Spring Term	Jan 10, 2022	May 13, 2022	17
Summer Term	June 6, 2022	June 24, 2022	3
Total number of weeks:			37

Center Schedule

Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	7:00	7:45	3:30	6:00	7:00	7:45	3:30	6:00	7:30	11:30		
Tuesday	7:00	7:45	3:30	6:00	7:00	7:45	3:30	6:00	7:30	11:30		
Wednesday	7:00	7:45	3:30	6:00	7:00	7:45	3:30	6:00	7:30	11:30		
Thursday	7:00	7:45	3:30	6:00	7:00	7:45	3:30	6:00	7:30	11:30		
Friday	7:00	7:45	3:30	6:00	7:00	7:45	3:30	6:00	7:30	11:30		
Saturday												
Sunday												
Total Hours Per Week:	16.25				16.25				20			

Adjunct Sites, If applicable (site name and full address)	
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Jump Start, Vocabulary & Language Development, Social Skills, AR Reading Lab, Math and Reading intervention, Fine Arts Enrichment, Boy/Girls Scouts, Field Trips, Nutrition (after school snack and dinner provided, summer breakfast/lunch)
Parent/Legal Guardian Activities	Literacy Nights, Make and Take Nights, Math/Science Nights, Family Dinner Nights

| Texas ACE
Center Operations Schedule (one per center) | | | Program Year
2021-2022 | |

(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.

Center 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	114901111	Moss Elementary, 3200 Fordham, Big Spring, TX 79720, 432-264-4148	K-2	250	125
Feeder	114901108	Kentwood Early Childhood Center, 2500 Merrily, Big Spring, TX 79720, 432-264-4130	PK		
Feeder					

Center Schedule												
Day of the Week	**Fall Term**				**Spring Term**				**Summer Term**			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	7:00	7:45	3:30	6:00	7:00	7:45	3:30	6:00	7:30	11:30		
Tuesday	7:00	7:45	3:30	6:00	7:00	7:45	3:30	6:00	7:30	11:30		
Wednesday	7:00	7:45	3:30	6:00	7:00	7:45	3:30	6:00	7:30	11:30		
Thursday	7:00	7:45	3:30	6:00	7:00	7:45	3:30	6:00	7:30	11:30		
Friday	7:00	7:45	3:30	6:00	7:00	7:45	3:30	6:00	7:30	11:30		
Saturday												
Sunday												
Total Hours Per Week:	16.25				16.25				20			

Adjunct Sites, If applicable (site name and full address)	
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Jump Start, Vocabulary & Language Development, Social Skills, AR Reading Lab, Math and Reading intervention, Fine Arts Enrichment, Boy/Girls Scouts, Field Trips, Nutrition (after school snack and dinner provided; summer breakfast/lunch)
Parent/Legal Guardian Activities	Literacy Nights, Make and Take Nights, Math/Science Nights, Family Dinner Nights

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start *(Must be approved in NOGA)*	July 19, 2021	Aug 5, 2021	3
Fall Term	Aug 30, 2021	Dec 17, 2021	14
Spring Term	Jan 10, 2022	May 13, 2022	17
Summer Term	June 6, 2022	June 24, 2022	3
Total number of weeks:			37

| Texas ACE Center Operations Schedule (one per center) | | | | | Program Year 2021-2022 | | |

(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.

Center 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	114901113	Washington Elementary, 1201 S. Birdwell Lane, Big Spring, TX 79720, 432-264-4126	3rd	150	100
Feeder	114901110	Marcy Elementary, 2101 Wasson Dr, Big Spring, TX 79720, 432-264-4144	K-2		
Feeder	114901111	Moss Elementary, 3200 Fordham, Big Spring, TX 79720, 432-264-4148	K-2		

Center Schedule

Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	7:00	7:45	3:30	6:00	7:00	7:45	3:30	6:00	7:30	11:30		
Tuesday	7:00	7:45	3:30	6:00	7:00	7:45	3:30	6:00	7:30	11:30		
Wednesday	7:00	7:45	3:30	6:00	7:00	7:45	3:30	6:00	7:30	11:30		
Thursday	7:00	7:45	3:30	6:00	7:00	7:45	3:30	6:00	7:30	11:30		
Friday	7:00	7:45	3:30	6:00	7:00	7:45	3:30	6:00	7:30	11:30		
Saturday												
Sunday												
Total Hours Per Week:	16.25				16.25				20			

Adjunct Sites, If applicable (site name and full address)	
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Jump Start, AR Reading Lab, Math and Reading intervention, Homework Help, Fine Arts Enrichment, Boy/Girls Scouts, Field Trips, Health and Fitness, Foreign Language, STEM/Robotics, Nutrition (after school snack and dinner provided, summer breakfast/lunch)
Parent/Legal Guardian Activities	Literacy Nights, Make and Take Game Nights, Math/Science Nights, Family Fitness Challenges, Parent Homework Help, STAAR Review, Family Dinner Nights

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start *(Must be approved in NOGA)*	July 19, 2021	Aug 5, 2021	3
Fall Term	Aug 30, 2021	Dec 17, 2021	14
Spring Term	Jan 10, 2022	May 13, 2022	17
Summer Term	June 6, 2022	June 24, 2022	3
Total number of weeks:			37

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start *(Must be approved in NOGA)*	July 19, 2021	Aug 5, 2021	3
Fall Term	Aug 30, 2021	Dec 17, 2021	14
Spring Term	Jan 10, 2022	May 13, 2022	17
Summer Term	June 6, 2022	June 24, 2022	3
Total number of weeks:			37

Center Schedule												

Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	7:00	7:45	3:30	6:00	7:00	7:45	3:30	6:00	7:30	11:30		
Tuesday	7:00	7:45	3:30	6:00	7:00	7:45	3:30	6:00	7:30	11:30		
Wednesday	7:00	7:45	3:30	6:00	7:00	7:45	3:30	6:00	7:30	11:30		
Thursday	7:00	7:45	3:30	6:00	7:00	7:45	3:30	6:00	7:30	11:30		
Friday	7:00	7:45	3:30	6:00	7:00	7:45	3:30	6:00	7:30	11:30		
Saturday												
Sunday												
Total Hours Per Week:	16.25				16.25				20			

Adjunct Sites, If applicable (site name and full address)	
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Jump Start, Vocabulary & Language Development, Social Skills, AR Reading Lab, Math and Reading intervention, Fine Arts Enrichment, Boy/Girls Scouts, Field Trips, Nutrition (after school snack and dinner provided, summer breakfast/lunch)
Parent/Legal Guardian Activities	Literacy Nights, Make and Take Game Nights, Math/Science Nights, Family Fitness Challenges, Parent Homework Help, STAAR Review, Family Dinner Nights

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												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												

Texas ACE Center Operations Schedule (one per center)		Program Year 2021-2022

(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.

Center 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	114901042	Goliad Elementary, 1801 S. Goliad St, Big Spring, TX 79720, 432-264-4111	4th	150	100
Feeder	114901113	Washington Elementary, 1201 S. Birdwell Lane, Big Spring, TX 79720, 432-264-4126	3rd		
Feeder					

Total Hours Per Week:	15.9	15.9	20

Adjunct Sites, If applicable (site name and full address)	
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Jump Start, AR Reading Lab, Math and Reading intervention, Homework Help, Fine Arts Enrichment, Boy/Girls Scouts, Field Trips, Health and Fitness, Foreign Language, STEM/Robotics, Nutrition (after school snack and dinner provided)
Parent/Legal Guardian Activities	Literacy Nights, Make and Take Game Nights, Math/Science Nights, Family Fitness Challenges, Parent Homework Help, STAAR Review, Family Dinner Nights

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start *(Must be approved in NOGA)*	July 19, 2021	Aug 5, 2021	3
Fall Term	Aug 30, 2021	Dec 17, 2021	14
Spring Term	Jan 10, 2022	May 13, 2022	17
Summer Term	June 6, 2022	June 24, 2022	3
Total number of weeks:			37

Center Schedule

Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	7:00	8:00	3:50	6:00	7:00	8:00	3:50	6:00	7:30	11:30		
Tuesday	7:00	8:00	3:50	6:00	7:00	8:00	3:50	6:00	7:30	11:30		
Wednesday	7:00	8:00	3:50	6:00	7:00	8:00	3:50	6:00	7:30	11:30		
Thursday	7:00	8:00	3:50	6:00	7:00	8:00	3:50	6:00	7:30	11:30		
Friday	7:00	8:00	3:50	6:00	7:00	8:00	3:50	6:00	7:30	11:30		
Saturday												
Sunday												

Texas ACE **Center Operations Schedule (one per center)**			**Program Year 2021-2022**

(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.

Center 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	114901044	Big Spring Intermediate, 2000 S. Goliad, Big Spring, TX 79720, 432-264-4121	5th-6th	300	150
Feeder	114901042	Goliad Elementary, 1801 S. Goliad St, Big Spring, TX 79720, 432-264-4111	4th		
Feeder					

Total Hours Per Week:	15	15	20	

Adjunct Sites, If applicable (site name and full address)	
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Jump Start, AR Reading Lab, Math and Reading intervention, Homework Help, Fine Arts Enrichment, School of Rock/Drum Fit, Field Trips, Health and Fitness, Foreign Language, STEM/Robotics, Nutrition (after school snack and dinner provided)
Parent/Legal Guardian Activities	Literacy Nights, Make and Take Game Nights, Math/Science Nights, Family Fitness Challenges, Parent Homework Help, STAAR Review, Family Dinner Nights

Program Operations	**Start Date (MM/DD/YY):**	**End Date (MM/DD/YY):**	**Total Weeks**
Summer Term Jump Start *(Must be approved in NOGA)*	July 19, 2021	Aug 5, 2021	3
Fall Term	Aug 30, 2021	Dec 17, 2021	14
Spring Term	Jan 10, 2022	May 13, 2022	17
Summer Term	June 6, 2022	June 24, 2022	3
Total number of weeks:			37

Center Schedule												
Day of the Week	**Fall Term**				**Spring Term**				**Summer Term**			
	AM Start	**AM End**	**PM Start**	**PM End**	**AM Start**	**AM End**	**PM Start**	**PM End**	**AM Start**	**AM End**	**PM Start**	**PM End**
Monday	7:00	8:00	4:00	6:00	7:00	8:00	4:00	6:00	7:30	11:30		
Tuesday	7:00	8:00	4:00	6:00	7:00	8:00	4:00	6:00	7:30	11:30		
Wednesday	7:00	8:00	4:00	6:00	7:00	8:00	4:00	6:00	7:30	11:30		
Thursday	7:00	8:00	4:00	6:00	7:00	8:00	4:00	6:00	7:30	11:30		
Friday	7:00	8:00	4:00	6:00	7:00	8:00	4:00	6:00	7:30	11:30		
Saturday												
Sunday												

Texas ACE Center Operations Schedule (one per center)			Program Year 2021-2022	

(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.

Center 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					
Feeder					
Feeder					

Total Hours Per Week:				

Adjunct Sites, If applicable (site name and full address)	
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	
Parent/Legal Guardian Activities	

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start *(Must be approved in NOGA)*			
Fall Term			
Spring Term			
Summer Term			
Total number of weeks:			

Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												
Total Hours Per Week:												

Adjunct Sites, If applicable (site name and full address)	
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	
Parent/Legal Guardian Activities	

Texas ACE Center Operations Schedule (one per center)		Program Year 2021-2022

(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.

Center 9	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP	*Grade Levels Served*	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target
Center					
Feeder					
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start *(Must be approved in NOGA)*			
Fall Term			
Spring Term			
Summer Term			
Total number of weeks:			

Center Schedule

Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												
Total Hours Per Week:												

Adjunct Sites, If applicable (site name and full address)	
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	
Parent/Legal Guardian Activities	

Texas ACE Center Operations Schedule (one per center)		Program Year 2021-2022

(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.

Center 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					
Feeder					
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start *(Must be approved in NOGA)*			
Fall Term			
Spring Term			
Summer Term			
Total number of weeks:			

Center Schedule

Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												
Total Hours Per Week:												

Adjunct Sites, If applicable (site name and full address)	
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	
Parent/Legal Guardian Activities	

BIG SPRING INDEPENDENT SCHOOL DISTRICT

MEMORANDUM OF UNDERSTANDING
BIG SPRING INDEPENDENT SCHOOL DISTRICT &
COMMUNITIES IN SCHOOLS OF THE PERMIAN BASIN, INC.

This **MEMORANDUM OF UNDERSTANDING**, hereinafter referred to as "the MOU" is made by and between the Big Spring Independent School District, fiscal agent of the Texas 21st Century Community Learning Centers, Cycle 11, Year 1 grant program and Communities in Schools of the Permian Basin Inc., pursuant to Chapter 791 of the Texas Government Code.

WHEREAS, Communities In Schools of the Permian Basin, hereinafter referred to by name or as "CISPB" is a non-profit organization administered by the Texas Education Agency;

WHEREAS, the Big Spring Independent School District as fiscal agent of the Texas 21st Century Community Learning Centers, Cycle 11 Grant (hereinafter referred to by name or as "21st CCLC Cycle 11 grantor BSISD") desires to engage Communities In Schools of the Permian Basin to render services to students of Big Spring ISD composed within the Communities in Schools organization and the special provisions to all programs funded under the Every Student Succeeds Act TEA Statutory Assurances, and the 21st CCLC Cycle 11, Year 1 grant program description;

WHEREAS, Communities In Schools of the Permian Basin acting at the request and on behalf of the Fiscal Agent may receive student information in order to perform said services;

WHEREAS, it is the intent of all parties hereto to maintain a cooperative, interactive and supportive relationship among and between the parties for the benefit of the students served;

NOW THEREFORE, the parties enter into the following agreement:

ARTICLE 1. MEMORANDUM OF UNDERSTANDING TERM
This agreement for services is entered into effective the 1st day of July 2021, and shall continue through June 30, 2022.

ARTICLE 2. PURPOSE
The purpose of this agreement is for Communities in Schools to provide assistance to Big Spring ISD 21st CCLS Cycle 11 students in grades PK-6th grade with special focus on those students that have identified issues in academics, attendance, behavior, and /or social services.

ARTICLE 3. SCOPE OF SERVICES
RESPONSIBILITIES OF COMMUNITIES IN SCHOOLS OF THE PERMIAN BASIN:

1. CISPB agrees to provide management, administrative, logistical and technical support to the program, as warranted, to ensure the success of the programs' service delivery initiatives. The executive director is responsible and accountable for oversight of all CIS program sites within Big Spring ISD.

2. CISPB, under its standards and this agreement, will provide, to identified students, a program of services which includes academic enhancement, enrichment and recreational

activities, parental and family engagement activities, health, education and social referrals, pre-employment skills training and career awareness activities, as well as cultural enrichment opportunities. CISPB will not fulfill additional duties (administrative, clerical, etc.) that would usually be assigned to school employees.

3. The site coordinators and specialists are employees of CISPB while assigned to the program site and are under the direct supervision of CISPB; furthermore, CISPB staff will follow procedures for disciplinary action and grievance outlined in the CISPB personnel policies and consistent with state or federal law.

5. CISPB will provide the names and driver's license information for all CIS and ACE staff members and inform the BSISD Human Resource Department via email upon completion of the required background checks.

RESPONSIBILITIES OF BIG SPRING INDEPENDENT SCHOOL DISTRICT:

1. Schools will provide a confidential office or classroom with telephone and internet access exclusively for CISPB staff use; classroom space for staff program operations; a safe and healthy work environment; access to designated classrooms for tutoring; computer labs; gymnasiums; cafeterias; library; playgrounds; restrooms; and adequate after-hours access to building facilities and custodial services. In addition, the schools will grant, access to copy and fax machines, necessary office furniture, supplies, and other equipment sufficient to facilitate the efficient delivery of CISPB services at schools.

2. Schools will provide to CISPB available student data, subject to parental consent per FERPA, including data such as, but not limited to, student attendance, student grades, student conduct, student personal data, STAAR scores, Free/Reduced lunch eligibility, LEP designation and any other data from school records that will ensure the eligibility and effectiveness of service delivery to students. This data may be pertinent to CISPB programs and TEA reporting requirements.

3. Schools will encourage and promote volunteerism in CIS-ACES programs offered to Big Spring ISD students. Schools will adequately publicize the presence of CIS-ACES programs and events in school newsletters, social media, marquees and public announcements as deemed appropriate.

4. The principal will provide CISPB the name of a contact person to communicate with for approval of programs and activities in their absence, as well as an after-hours emergency contact.

5. Schools will ensure that professional staff of principals, teachers, counselors, and educational specialists will be encouraged to make appropriate referrals to CIS-ACE in order to ensure the effective provision of services to the targeted student population.

6. The district and/or the school will inform CISPB in writing of all relevant school developments, policy changes, or other issues arising within the district or schools that affect the provisions of this agreement or the operations of CIS-ACE at schools.

7. Schools will maintain existing responsibility for addressing and/or referring to appropriate authorities all school-related cases involving suicide threats, violent behavior, child abuse, sexual abuse or harassment, and/or legal custody. The district, principal or principal designee will provide the CISPB site coordinators and specialists the names and responsibilities of the Emergency Response Team and update that information as needed.

8. The district, principal or designee will notify the CISPB Executive Director of any problems or concerns regarding CIS or ACE programming.

9. The Campus Principals of Big Spring ISD and/or designee will ensure that CISPB Site Coordinators are included in committees, meetings and/or efforts in which campus- based entities are coordinating to provide counseling and social services.

ARTICLE 4. DROPOUT PREVENTION
Big Spring ISD as Fiscal Agent of the 21st CCLC Cycle 11 Grant will ensure that CISPB is written into the camps or district improvement plan of each site of the 21st CCLC Cycle 11 Grant as a strategy for dropout prevention.

ARTICLE 5. EVALUATION COMPONENT
CISPB will provide to Big Spring ISD, Fiscal Agent of the Texas 21st Century Community Learning Centers, Cycle 11, Year 1, grant program written evaluation reports as required.

ARTICLE 6. COMPENSATION AND METHOD OF PAYMENT
For and in the consideration of the services to be performed by CISPB pursuant to this agreement, Big Spring ISD, Fiscal Agent of the Texas 21st Century Community Learning Centers, Cycle 11, Year 1 shall pay to CISPBS $338,000 plus benefits for services rendered at the following schools: Kentwood Early Childhood Center, Marcy Elementary, Moss Elementary, Washington Elementary, Goliad Elementary, and Big Spring Intermediate.

CISPB cost breakdown of services to be provided:

Payroll Cost for (1) Project Director	$60,000 + benefits
Payroll Cost for (1) Family Engagement Specialist	$50,000 + benefits
Payroll Cost for six (6) Site Coordinators	$228,000 + benefits

ARTICLE 7. USES OF INFORMATION AND RECORDS BY CIS
Authorized representatives of CISPB may access and use information obtained from Center 1: Kentwood Early Childhood Center, Center 2: Marcy Elementary, Center 3: Moss Elementary, Center 4: Washington Elementary, Center 5: Goliad Elementary, and Center 6: Big Spring Intermediate students' computer lookup systems for the sole purpose of assistance in the CISPB program and information pertaining to

those students participating in the Texas 21st Century Community Learning Centers, Cycle 11, Year 1 Grant programs or activities.

CISPB shall not release or disclose to the public or any third party such information or records without the prior written consent of the parent(s) of the minor child in question except as required by the BSISD District's Policy and the state or federal law. Each party shall take all steps necessary to ensure that the student information and records are viewed only by authorized representatives of CISPB for the permissible uses stated herein. Said information is considered confidential, and shall not be used by CISPB or any of its employees or agents for private purposes. CISPB acknowledges and understands that the unauthorized release of student information or records may subject the individual or entity to criminal and civil penalties. Accordingly, CISPB will educate and inform its staff regarding the Big Spring ISD "Acceptable Use Guidelines for Technology", permissible uses of the student information and records obtained from the Big Spring ISD databases and the Family Educational Rights and Privacy Act (see 20 U.S.C. § 1232g and 34 C.F.R. § 90. et seq.). CISPB further agrees that the information or records disclosed or obtained pursuant to this Agreement will be destroyed by CISPB after the need for such information.

ARTICLE 8. TERMINATION
This Agreement may be terminated by any of the following occurrences:

A. By mutual agreement and consent in writing by both parties;
B. By either party upon thirty (30) days written notice to the other party;
C. By either party upon the failure of the other party to fulfill its obligations as set forth in this Agreement;

All notices shall be in writing and sent by registered or certified mail addressed as follows:

TO BSISD: Jay McWilliams, Superintendent
Big Spring ISD
708 E 11th Place
Big Spring, TX 79720
(432) 264-3600

To CIS: Eliseo Elizondo
Communities In Schools of The Permian Basin, Inc.
P.O. Box 10532
Midland, Texas 79702
(432) 205-1364

ARTICLE 9. AMENDMENTS
Any and all changes to this Agreement may be enacted by written amendment or addendum properly executed by the appropriate representatives of each party.

ARTICLE 10. ASSIGNMENT
Neither party shall assign, sublet, or transfer its interest in this Agreement without the prior written consent of the other party.

ARTICLE 11. LIABILITY AND INDEMINITY

The parties hereto agree to the extent permitted by law to forever release from liability, indemnify, and hold harmless each other for the acts and/or omissions of their respective employees. Specifically, CISPB agrees to the extent permitted by law to fully release, indemnify, and hold harmless the Big Spring ISD for the acts and/or omissions of any CISPB employee who may violate the terms of the Agreement or any other state or federal law applicable to this Agreement.

ARTICLE 12. NOTICES

All notices from either party to the other required under this Agreement shall be personally delivered or mailed to such party at the following address:

TO BSISD: Jay McWilliams, Superintendent
Big Spring ISD
708 E 11th Place
Big Spring, TX 79720
(432) 264-3600

To CIS: Eliseo Elizondo
Eliseo Elizondo
Communities In Schools of The Permian Basin, Inc.
P.O. Box 10532
Midland, Texas 79702
(432) 205-1364

ARTICLE 13. APPROPRIATION OF FUNDS

CISPB and Big Spring ISD agree that the performance of each is subject to the ability of the parties to provide or pay for the services required under this Agreement. CISPB and Big Spring ISD acknowledge that this Agreement between them is entered into in accordance with the Inter-local Cooperation Act, Chapter 791, and Texas Government Code. In accordance with said Act, the parties hereto acknowledge that any payments made pursuant to the terms of the Agreement shall be made from current revenues available to the paying party, and any future payments are subject to appropriations.

ARTICLE 14. TRAINING

Big Spring ISD will include CISPB staff in ACE training activities.

FINANCIAL:

All CISPB expenditures will be submitted to the Accounting Supervisor of Big Spring ISD who will approve budget codes and verify that expenditure authorization signatures have been provided. Deposits and /or expenditures will be posted into the appropriate Big Spring ISD budget code by the Accounting Supervisor and/or their designee. The CFO and/or their designee will reconcile the General Ledger monthly. All CISPB expenditures that are submitted no later than Tuesday-noon weekly will be process, checks prepared, and mailed as noted on the Vendor Payment and Authorization Form.

All CISPB expenditures must be submitted within the time limits of the 21st CLCC Cycle 11, Year 1, Grant Year July 1, 2021 – June 30, 2022.

BUDGET:

- Provide CISPB with the budget template to be used to prepare the annual budget.
- Enter the CISPB's annual budget provided into the Big Spring ISD's financial database.
- Enter CISPB budget adjustments as requested to maintain a balanced budget.

Expenditures:

- The Accounting Supervisor will process CISPB Vendor Payment and Authorization Forms.
- Document payments made through the appropriate budget code into the financial database.

Payroll:

- Site Coordinators' payroll is the responsibility of CISPB.

Records:

- Maintain all CISPB's financial income and expenditure records related to 21st CCLC grant for at least 7 years.
- Reconciliation of income and expenditures should occur monthly.

Financial Reports:

- Prepare and distribute CISPB financial reports as requested.

Financial Audit:

- Provide support and assistance for financial audits conducted for the purpose of a CISPB annual financial audit and/or as requested by CIS funding entities.

HUMAN RESOURCES

Site Coordinators' health insurance, worker's compensation taxes, unemployment tax, accrual of vacation days, leave of absence, and termination is the responsibility of the CISPB. CISPB will provide annual health benefits orientation for all CISPB Site Coordinators.

RESPONSIBILITIES of COMMUNITIES IN SCHOOLS OF THE PERMIAN BASIN

CISPB shall follow national, state, and local CISPB policies and ethical standards for service provision, applicable state and local laws, as well as written Big Spring ISD policies and regulations, with the condition that more restrictive policies and regulations (Legal and Local) have priority application under the terms of this agreement. CISPB services shall not conflict with Big Spring ISD policies.

CISPB under its standards and this agreement shall provide to identified students a program of services which includes:

a. Counseling and/or Supportive Guidance;
b. Education and Academic Enhancement Activities;
c. Parental and Family Involvement Activities;
d. Health and Social Service Referrals;
e. Pre-Employment Skills Training and Career Awareness Activities; and

f. Educational and Cultural Enrichment Opportunities.

CISPB staff cannot fulfill additional duties (administrative, clerical, or otherwise) that would usually be assigned to Big Spring ISD employees.

The 21ˢᵗ CCLC Cycle 11 Project Director Duties and Responsibilities shall include:

1. Coordinate the Texas ACE Program implementation at each of the six Centers with the Center Site Coordinators and the CIS Program Director.
2. Develop 21st CCLC Project Director Planning calendar listing meeting dates for Site Coordinators. CISPB Program Director of Accountability due dates of ACE program reports and due dates of 21 CCLC Project Director requested reports.
3. Develop and determine procedures and policies to ensure an effective Texas ACE program and communicate these guidelines to the Site Coordinators.
4. All communications in regard to implementation, application, or coordination of the Texas ACE Program will be directed to the PD for clarification and direction.

Duties and Responsibilities of the Family Engagement Specialist:

1. Plan, coordinate, and implement programs that encourage family engagement.
2. Be adaptable to meet parent needs.
3. Have experience in effective communication with parents, child development, and family support services.
4. Other duties include traveling to rural centers on a regular basis, working with families with diverse cultures, and working evenings on parent activity nights.

Duties and Responsibilities of Site Coordinators:

1. Organize and work closely with school administration to implement program.
2. Ensure high-quality program services and support to enrolled students that meet the Texas
3. ACE Program objectives in an effective manner.
4. Assure regular student participation, as defined by program requirements by monitoring attendance and taking steps to ensure that regular student counts are met or exceeded.
5. Assure and coordinate all data entry and evaluation of program at each center.
6. Organize and inventory ACE supplies, materials, equipment, and transportation for center.
7. Recruit, train, and develop frontline staff to achieve intended objectives.
8. Lead and facilitate on-going planning efforts including community outreach.
9. Manage the recruitment and retention of students.
10. Facilitate communication and create a link between the school day and the after school program.
11. Attend all required meetings, conferences, and trainings.
12. Meet all compliance deadlines including effective data & fiscal management as required by TEA.

CISPB staff shall follow procedures for disciplinary action and grievance outlined in the CISPB personnel policies and consistent with state law and Big Spring ISD district policy. CISPB personnel remain employees of CISPB while assigned as Site Coordinators to each campus and are under the direct supervision of the assigned CIS Program Director. Agency repositioned staff assigned to the 21st CCLC

Cycle 11 grant remain the employees of the assigning agency. The actions of all CISPB employees and repositioned staff are carried out under the auspices of CISPB supervisors and Campus Principal in accordance with the mutually agreed Campus Plan. Any agency repositioned staff will be approved by Big Spring ISD and CISPB before the assignment to a designated campus as Site Coordinator.

CISPB shall notify the school Principal, Counselor, and appropriate legal authorities as per state and local policies and procedures. Cases presented to CIS staff that involve the following issues: a) Suicide threats; b) Violent behavior; c) Child abuse; d) Sexual abuse or harassment; e) Legal custody. CISPB shall assist in the resolution of any collateral issues when requested by the Principal, and/or Counselor, as appropriate. CISPB will ensure written consent has been obtained from the student's parent, guardian or managing conservator as required by Section 38.10 of the Texas Education Code before on-going services are rendered.

CISPB agrees to assist, direct, and train site coordinators with the following tasks, and other duties as may be assigned.

In the case of extended illness, job abandonment or unfilled Site Coordinator's position, CISPB agrees to provide on interim site coordinator to maintain weekly data entry, provide daily supervision and effectively manage the before/after school programs.

The following activities will be provided by CISPB to Big Spring ISD, the fiscal agent:

Supervision of responsibilities of CISPB will be provided by the Executive Director and/or the Executive Director's Designee.

Program Director - Site Coordinator Supervisor

- Provide training to site coordinators.
- Data Input;
- Set activities;
- Monthly Reports
- Basic understanding of 21st CCLC Cycle 11 Grant;
- Lesson plans format; and
- Forms required by the 21st CCLC Grant Project Director.
- Evaluate Site Coordinators Job Performance in regard to 21st CCLC ACE program requirements.
- Monitor performance of Site Coordinators and make on site visits.
- Provide 21st CCLC Grant Project Director documentation of observations.

WHEREAS Communities In Schools of the Permian Basin ,Inc and the Big Spring Independent School District as Fiscal Agent agree to the terms as set forth above, this Agreement shall be effective upon full execution of the Agreement by the proper authorities of each entity. Other approval by the governing bodies of such entities and is contingent upon Big Spring ISD's receipt of the Cycle 11 Year 1 Notice of Grant Award;

KNOW THEREFORE, CISPB is required to meet all quality and standards requirements of the system and all fiscal and student case management provision requirements of the Texas Education Agency regarding

voluntary student participation in 21ˢᵗ Century Community Learning Center programming. CISPB will provide the 1 Project Director, 1 Family Engagement Specialist, and 6 Site Coordinators who will provide day-to-day operational services to the grant.

AGREED TO BY:

COMMUNITIES IN SCHOOLS OF THE PERMIAN BASIN,INC.

BIG SPRING ISD, AS FISCAL AGENT OF 21ˢᵗ CCLC CYCLE 11, Year 1

By: _____

By: _____

Eliseo Elizondo
Executive Director
Communities in Schools of Permian Basin

Jay McWilliams
Superintendent
Big Spring ISD

Date   02/10/2021

Date   2/10/2021