



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

**Competitive Grant Application: Due 11:59 p.m. CT, January 21, 2021**

NOGA ID

Application stamp-in date and time

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

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

**Authorizing legislation:**

**Grant period:**  **Pre-award costs:**

**Required attachments:**

**Amendment Number**

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

**1. Applicant Information**

Name of organization

Campus name  CDN  Vendor ID  ESC  DUNS

Address  City  ZIP  Phone

Primary Contact  Email  Phone

Secondary Contact  Email  Phone

**2. Certification and Incorporation**

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

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

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

Authorized Official Name  Title  Email

Phone  Signature  Date

Grant Writer Name  Signature  Date

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

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RFA/SAS #

**2021-2022 Nita M. Lowey 21st CCLC Cycle 11, Year 1**

**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
Address Learning Loss: According to TEA, COVID-19 slide caused youth to enter 2020 school year 5.7 months behind. Centers estimate 70% of students will be 12+ months behind by end of school year 2021, particularly impacting students of color.	Integrate numeracy and literacy into all programming. Along with traditional academic activities such as homework help, tutorials and credit recovery, all staff and service providers will receive training on numeracy and literacy integration. Program staff will give parents necessary tools to help their learners focus and excel academically.
Provide Safe and Secure Learning Environments: Pandemic conditions exacerbate stress for vulnerable youth. Student population at proposed centers are at least 75% economically disadvantaged & 60% at-risk.	Create a therapeutic inspired environment with structured playtime, team building and small group activities. Train staff in trauma-informed care strategies, social emotional learning techniques, and positive behavior systems. Staff will work with School Liaison to refer youth to wrap around services.
Equalize Access to Opportunities: Inequitable distribution of resources creates opportunity gaps. Centers estimate their low-income students have up to 40% less access to enrichment and college/workforce activities than higher income students.	Provide a portfolio of enrichment activities provided by content-based experts. Centers will implement the Youth Ambassadors leadership initiative to ensure integration of youth voice and choice. College and workforce readiness opportunities are offered through project-based learning programming.

**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.

Harris County Department of Education's Center for Afterschool, Summer and Enrichment for Kids (CASE) division will provide the ACE with CASE afterschool program serving at least 1,046 students who regularly attend the program (45 days or more). ACE with CASE will provide critical academic, social emotional learning and enrichment services to youth through collaborations with community partners, so that by the end of each grant year, at least 80% of regularly attending youth will demonstrate: 1) improvements in academic measures and/or STAAR test scores; 2) positive behaviors as evidenced through reduced disciplinary referrals and stakeholder observations; 3) increased or maintained attendance rates; and 4) engagement in learning demonstrated through stakeholder observations and student self-reports.

**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**

Examine previous year student assessment data and work with campus School Liaisons to recruit and enroll 1000 students with highest needs based on referrals and campus recommendations. Staff continues needs assessment to identify gaps in campus and community resources, conduct student interest surveys, and assess the need for virtual programming through CASE's Level Up Houston online platform. Frontline staff have 36-hour orientation in trauma-informed care, SEL strategies, and college and career readiness curricula. Staff and service providers are trained in TEKS-aligned curricula, instructional standards, and literacy and numeracy integration. Site Coordinators are trained in the Weikart Center's Youth Program Quality Intervention (YPQI) system and TEA's Quality Assurance Process. Parents are surveyed to guide steps on strengthening family engagement.

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

**Second-Quarter Benchmark**

Project Director, Site Coordinators, Family Engagement Specialist, and School Liaison (Leadership Team) meet monthly to identify ways to increase learning opportunities and enroll at least 400 more students in ACE with CASE program. Leadership Team monitors benchmark testing, attendance, student behavior, survey results and makes necessary referrals for any additional support services needed. Modify center schedules based on student need and interest. Implement family engagement activities. Youth Ambassadors provide youth voice and choice to Leadership Team. Project Director ensures compliance with TEA's Quality Assurance Process components. All centers complete the YPQI self-assessment. At least 80% of students complete goal setting activity. Assess family engagement activities through satisfaction surveys; recruit additional community partners for implementation; and offer new opportunities for families to participate in literacy related educational development.

**Third-Quarter Benchmark**

Incorporate additional tutoring sessions to prepare students for statewide tests. Students not meeting academic standards receive targeted tutoring plan. Leadership Team collects and assesses end of year (EOY) benchmark data; administer EOY stakeholder surveys; and secure additional partnerships to increase academic and social services for youth and families. All centers complete an external program evaluation as part of YPQI process. Staff receive 8 hours of training based on areas of need identified through Weikart system. Implement culminating events for project-based learning to integrate families and community partners into afterschool activities. Project Director conducts formal site visits at all centers, uploads data and prepares reports. Leadership Team works to maintain enrollment of at least 300 students in ACE with CASE summer program.

**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.

ACE with CASE Leadership Team and project evaluators will assess progress in meeting the SMART goals on an ongoing basis to determine necessary modifications. CASE uses a continuous program improvement process that utilizes data to assess, analyze and improve its programs each semester and annually. The process consists of gathering qualitative and quantitative data, including but not limited to: needs assessment, site observations, student level data, stakeholder surveys and focus groups. CASE staff routinely analyze data in monthly meetings to inform program progress, identify challenges, integrate best practices and adjust strategies for improved implementation. Project Director will use TEA's Quality Assurance Process and Program Guidelines to create a timeline for demonstrating progress. If progress is not being made, staff will make adjustments each semester. CASE staff are certified trainers in a series of workshops aligned with the four Weikart YPQI program quality components: safe environment, supportive environment, peer interaction and youth engagement. Programs that score low in self-assessments or external assessments will send staff to the correlated training. Project Director will monitor numbers served, program schedules and attendance with Site Coordinators biweekly. Based on the Project Director's observations, Site Coordinators will meet with center staff and administration to develop a center improvement plan. The Family Engagement Specialist (FES) will meet with Site Coordinators weekly to develop and implement center-focused family events for parents and students, and debrief event activities to determine topics to continue or areas of improvement. Also, the Evaluator will train program staff in survey administration, analyze data, and conduct evaluation reports based on the scheduled timeline. Applying qualitative and quantitative data collection methods, Evaluator will obtain input from program stakeholders and gather student performance data from district accountability departments as per FERPA guidelines. Data from the mid-year evaluation will guide Site Coordinators and Project Director in making necessary changes to meet defined goals and benchmarks.

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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.

The Center for Afterschool, Summer and Enrichment (CASE) for Kids, a division of Harris County Department of Education (HCDE), began the needs assessment process by reviewing the out-of school-time (OST) landscape and collecting data in relation to community needs. CASE works with community partners through the Out to Learn Network to track afterschool programs across Harris County. The group annually collects and reviews youth related data to inform programming decisions and identify gaps by zip codes. Data sets include: Census reports, district data, juvenile justice reports, city/county health data, and United Way of Greater Houston's ALICE (Asset Limited, Income Constrained, Employed) family data. CASE for Kids then invited 25 school districts and charter systems in Harris County to an information session on how to partner with CASE for the 21st Century grant. Afterward, districts and charters submitted campuses for consideration. Needs Assessment Team reviewed campus statistics and Campus Improvement Plans along with afterschool landscape data to determine the centers most in need. The 10 campuses selected are within the following five school districts--Alief, Clear Creek, Galena Park, Houston and Humble--and two charter school systems--BakerRipley's Promise Community Schools and The Association for the Advancement of Mexican Americans. Campus selections were based on the following data sets: 1) an at-risk rate of 60% or more, compared to the state's rate of 50.1%; 2) an economically disadvantaged percentage of 75% or more, compared to the state's rate of 60%; and 3) programs that support career paths or identified as a targeted support and improvement campus for the 2020-2021 school year. The identified centers--one high school, five middle schools, one 6th grade school, three elementary schools and one feeder school--are on TEA's list of 2020-2021 eligible campuses. Also, seven of the 10 centers are implementing other TEA initiatives and will integrate them into the ACE with CASE program. After selecting centers, CASE incorporated district administrators into the needs assessment process and program design. Each center provided additional data on local resources and services, identified priorities from the Campus Improvement Plans and confirmed gaps in services related to afterschool programs. To assess student need, eligibility and ability to serve proposed number of students, each campus also shared student demographics, academic performance data, statewide assessment and other measures. To determine the students most in need, centers were also tasked with creating an afterschool stakeholder group to review their Campus Improvement Plan as well as campus profiles to assess different ethnicities, socioeconomic status, and populations served by special programs, including students in special education. This portion of the campus needs assessment and stakeholder feedback along with CASE's assessment of OST needs, identified the student populations most in need as at-risk and economically disadvantaged students. Across the 10 centers, student populations average 86% at-risk and 83% economically disadvantaged. Each elementary and middle school campus will target 110 eligible students, with the high school and charter schools serving 92 eligible students. Based on results of the needs assessment and to design a program for working families, CASE will provide afterschool programs that 1) address learning loss; 2) provide safe and secure environments; 3) equalize opportunity through enrichment and college and workforce programming; and 4) offer family and guardians parental support services. To ensure the program continually assesses, recruits and serves students most in need, each campus will designate a School Liaison to work with the campus Site Coordinator. As a district employee, the Liaison is critical in the collection & review of student referrals for academic recovery or intervention. The Site Coordinator will tailor the program based on student interest and need by securing relevant training for staff. To address needs of working families, center operations will align with work hours of families in the community. Family Engagement Specialist will create activities focused on student learning to help parents better understand school day concepts and get students back on track academically.

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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.

ACE with CASE program design components are individually aligned with desired measures:

1) Academic Improvement: Centers will offer academic assistance to address pandemic learning loss, such as homework help, tutorials, scholastic clubs, ESL classes and credit recovery. According to TEA (2021), all students entered 2020 school year, 5.7 months behind. Researchers estimate minority students will enter 2021 school year 12+ months behind in math (Dorn, et al., 2020). Program staff and service providers will integrate literacy and numeracy for school-day alignment and parent classes will provide tools for homework help, academic supports and college readiness. Measures: 80% of regular attendees in grades 4-8 identified as in need will demonstrate growth in reading language arts and math on state assessment; 80% of regular attendees in grades 7-8 and 10-12 with prior year unweighted grade point average less than 3.0 will demonstrate an improved GPA; 90% of regular attendees in grades 1-12 will demonstrate by each grading period maintenance of a 3.0 average or an improved GPA.

2) School-day Behavior: To counter the social and emotional impacts of the pandemic, CASE will train staff to facilitate positive peer to peer interactions, foster a safe and secure environment, and serve as mentors during a difficult year transitioning back from the pandemic. CASE will also align program practices to school-based Positive Behavior Intervention Supports (PBIS), train staff in trauma informed care practices, and work closely with the school administration to make referrals for social supports and services. Research shows that traumatic stress impacts children and adolescents' daily functioning and can often result in disruptive behaviors (Ko et al., 2008). Measures: 80% of regular attendees in grades 1-12 with prior infractions will experience a decrease in in-school suspensions compared to previous school year; 90% of regular attendees in grades 6-12 with prior infractions, will experience a decrease in out-of-school suspensions compared to previous school year; and 80% of school-day teachers will report improvements in student behavior by the end of the spring semester.

3) School-day Attendance: Centers will offer enrichment programming in alignment with student interest to motivate regular student participation. Activities include arts, sports, STEM, robotics, cooking, video production, coding, fencing, character education, music, poetry, chess, Spanish, fashion design and more. Afterschool programs offering enrichment activities that build on student interest increase school connectedness and increase school-day attendance rates (Change & Jordan, 2013). To ensure youth voice is integrated, all centers will create a Youth Ambassadors program. These youth will provide input to ACE with CASE leadership, assist in program promotion and participate in fun leadership activities. A longitudinal study of afterschool programs that integrate youth voice and choice showed that participants had higher school day attendance rates than non-participants (Vandell, et al., 2007). Measures: 80% of attendees in grades 1-12 with a prior year school-day attendance rate at or below 90% will demonstrate an improved attendance rate in the current school year; 80% of regular attendees in grades 1-12 will maintain a 90% attendance rate and/or demonstrate an improved attendance rate in the current school year.

4) Student Engagement in Learning: To address opportunity gaps and equip students with skills for the future, centers will offer college and workforce readiness activities. Programming will focus on project-based learning techniques, career exploration, field research, project development and presentations. College and workforce projects will include industry partners in planning and implementation to ensure real world connections to school-day learning. Research shows that project-based curriculum that blends youth development and workforce preparation through hands-on learning readies youth for the future workforce while stimulating their interest in learning (Cochran & Ferrari, 2009). Other college and workforce readiness activities will include: small business operation, social media etiquette, interview preparedness, College Expo nights and college tours for older youth. Measures: 80% of regular attendees in grades 1-12 will demonstrate an improvement in engagement in learning as evidenced by school-day teacher surveys; 80% of regular attendees will self-report learning new skills and increased knowledge of potential career paths on student satisfaction surveys.

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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.

ACE with CASE program aligns with the four Texas ACE Core Components (academic assistance, enrichment, college and workforce readiness, and family and parental engagement). All centers will use certified school-day teachers to implement an Academic Hour, which includes tutorials, academic clubs, credit recovery and targeted programming for students identified in need. High school programs will also offer theme-based academic assistance and clubs. Centers 2, 3, 5, 6, 7, 8, 9 and 10 will have a morning study hall to focus on homework help and small group learning. For the remaining hours, centers will schedule enrichment and college and workforce readiness programming daily. Middle and high school enrichment and readiness activities typically run 90 minutes each day, and 45 minutes a day for elementary campuses. Trained staff or service providers with content area expertise in particular topics will teach the activities. Categories for enrichment activities include, but are not limited to: STEM, health, sports and recreation, visual and performing arts, and debate skills. College and workforce readiness includes activities that culminate in skill demonstration events such as robotics and drones challenges, entrepreneurship market days, tournaments, performances, as well as virtual activities through CASE's Level Up Houston digital badging initiative. Staff are trained in team-building and leadership games, and centers will reserve Fun Fridays, for structured play, team building, Level Up Houston, gaming and service-learning. For families, Parents Promoting Learning activities will provide resources and tools in areas such as future planning and reflection, financial literacy, health and nutrition and college application assistance. Activities highlight school day concepts and ways to help students and parents understand homework better. Each center will coordinate with the school day to address student needs through direct collaboration between the Site Coordinator and partnering campus School Liaison. These staff will schedule ongoing meetings with campus administrators and teachers to regularly review students' progress, especially those who have been directly referred to the program by school personnel. Assigned program staff will participate in Admission, Review, and Dismissal (ARD) when invited, and work with the ARD committee to outline afterschool academic and enrichment goals as part of students' Individualized Education Plans. School Liaison also ensures CASE is providing quality content, adhering to district policies and procedures and properly integrating campus PBIS system.

For activity oversight and assurance of engaging activities, the Leadership Team, Frontline Team and Youth Ambassadors will meet, individually and collectively, to identify best practices and discuss issues related to implementation. The Leadership Team, comprised of the Project Director, Site Coordinators, Family Engagement Specialist, and the School Liaison, will meet monthly to review reports based on activities, attendance and center-level data and make process improvements to the implementation plan. As a member of the Leadership Team, Family Engagement Specialist will assist in collecting parental feedback. Parental input is another important strategy to ensure relevant programmatic decisions are implemented (McCombs, 2017). The Frontline Team, comprised of the Site Coordinator and center staff, will use the Weikart YPQI system to self-assess and plan for program quality improvements. Youth Ambassadors are 8-10 students who have displayed leadership qualities and are interested in participating in program decisions. They are also trained in YPQI and assist in reviewing center schedules and activities, along with staff and afterschool service providers. One Youth Ambassador representative will serve on the Steering Committee to help ensure youth voice is included in making decisions related to overall program implementation and sustainability. The center-based team obtains feedback from Youth Ambassadors and coordinates with Project Director and campus principals to conduct periodic site visits and host principal walk-throughs and compliance checks.

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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

CASE for Kids, the afterschool division of Harris County Department of Education (HCDE), will serve as the fiscal agent in partnership with seven local education agencies to administer the Texas ACE Cycle 11 grant. During the needs assessment process, CASE worked with district contacts to establish shared goals for the program: To address learning loss, provide safe, secure and supportive environments and equalize opportunities for youth in need. HCDE will formalize partnerships with each entity through an interlocal contract agreement. CASE provides grant oversight and serves as the lead on program delivery. School districts will provide support to ensure the program addresses student needs and is sustainable. CASE will create a Steering Committee to advise on quality and sustainability, provide feedback on the program, help recruit mentors and volunteers, and share the impact of the program with the larger community. The committee consists of proposal partners, service providers, local businesses, community stakeholders and a representative of the Youth Ambassadors leadership initiative. HCDE/CASE: CASE is responsible for providing overall grant management, program implementation, professional development, curriculum resources, community partners and budget oversight. To ensure implementation of a quality program, CASE will employ the Project Director, Site Coordinators, Family Engagement Specialist and part-time program staff. CASE will: 1) oversee grant deliverables and serve as representative for all TEA correspondence and required engagements; 2) maintain data systems and provide technical assistance to assure compliance; 3) provide additional resources such as access to numeracy and literacy curricula and materials, training and technical support; and 4) directly contract with enrichment and social service providers to implement center and grantee-wide services for students identified as needing extra social emotional learning support. CASE will provide additional resources that include funds for the Curriculum Specialist, School Liaison, professional development and staff support. Collaborating LEAs: CASE will establish an interlocal agreement with each partnering district. Centers will: 1) assign the role of a School Liaison to a campus staff; 2) employ certified teachers to provide academic instruction in the program; and 3) participate in all evaluation requirements. School Liaison is central to ensuring the partnership strategy effectively meets goals in supporting individual students. The Liaison will work with school counselors to identify youth in need of additional wrap around services, as students continue to face pandemic recovery issues or other barriers that may hamper academic success. Each district has agreed to collaborate with CASE and community partners for proper resource management and program sustainability. Needs assessment and the Campus Improvement Plans for each center illustrated a need to provide afterschool programming. Centers are all located in areas that do not have access to comprehensive afterschool programs to support working families. Enrichment programs in the areas are limited, often located in unsafe strip shopping centers and cost prohibitive. This collaboration leverages multiple enrichment vendors to serve proposed youth with high-quality services. Exposure to community-based providers (e.g., dance, robotics, STEM, theater, soccer, etc.) to build on school-day learning is a key strategy for serving our students. Research shows collaborative efforts to integrate literacy and numeracy ensures improvement in student performance (Reily, 2016).

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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.

CASE has 21 years of experience applying best practices to deliver high-quality programming. CASE uses research-based models for professional development; provides curriculum support through a designated Curriculum Specialist position and lending library; integrates project-based college and career initiative called Kids' Day; and adheres to a community-wide, research-based model of program assessment to ensure positive youth development. CASE hosts a workshop series that brings in state-of-the-art trainers to present on topics from classroom management to skill-building and social emotional learning. CASE staff are also certified trainers in several afterschool implementation topics. CASE will collaborate with system-based programs such as Mental Health America to properly train program staff and leaders on SEL strategies and identify appropriate trauma informed care training. A meta-analysis of studies demonstrates that students participating in SEL programs showed improved classroom behavior, an increased capacity to manage stress and depression, and healthier attitudes about themselves, others, and school (CASEL, 2011). The Curriculum Specialist provides training on evidence-based curricula and shares lesson plans specifically designed for afterschool learning. The Specialist will review ACE with CASE lesson plans to ensure academic and enrichment activities align to state standards. CASE's process for creating, evaluating, and monitoring lesson plans for activities has helped CASE score a 5 on TEA's Quality Assurance Process for Lesson Plan Development, Process, & Quality Assurance, compared to the state average of 1.9. CASE's lending library contains evidence-based curricula and materials that centers can check out each semester to supplement their curricula, including Readers' Theater Kits, STEM materials such as Osmos, Spheros, Ozobots, and more. For college and career readiness, centers will also participate in Kids' Days, an evidence-based, project-based learning design using hands-on lessons to help build skills for college and careers. For the past two decades, CASE has partnered with local businesses, corporations and nonprofits to implement Kids' Days. Centers can participate in up to five Kids' Days during the year.

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.

During the needs assessment process, each campus estimated the need for transportation for students and families participating in the program. Centers 2, 3, 5, 9, and 10 have committed to use existing local funds to pay for afterschool buses. The remaining centers will work with families to ensure students are picked up from the campus during dismissal. All centers will use CASE's registration form, which requires parents to indicate how their student(s) will travel home from the afterschool program. The form is available in each student's file and used to group students into the appropriate transportation group: walker, car rider, or bus rider. Additionally, Site Coordinators are responsible for surveying parents every semester about their ongoing transportation needs to ensure proper transportation is provided. To aid in safely navigating transitions, participant's name tags will include their transportation method so they can be divided into the correct transportation group for dismissal. Each transportation group has a designated dismissal process. Campuses providing bus transportation will use district buses to transport students home. At those centers, designated staff escort bus riders to the designated pick-up area and call students' names as their assigned bus arrives. Bus drivers receive a copy of the daily attendance roster to ensure each bus rider is accounted for during evening transport. All walkers and car-riders will sign-out with center staff before dismissal from the program to walk or drive home. Site Coordinators and campus staff will only release car riders to individuals with an ID who are listed by name, from the parent or guardian, on the program registration form. Centers also follow district policies on signing in students for afterschool programs. Centers 2, 3, 5, 6, 7, 8, 9 & 10 have morning programs and center 4, Ripley House Charter has a middle school feeder school in a building behind the elementary school. Both the elementary and middle school dismiss at the same time (3:25pm) using a walk-way between the two buildings. Middle school students will sign in at the elementary school.

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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.

Upon notice of award, CASE will announce the creation of the Texas ACE program 'ACE with CASE' through an official Harris County Department of Education (HCDE) press release, including each center's location and contact information. HCDE's Communications staff will distribute the press release to local news outlets and post the announcement on HCDE's social media platforms. HCDE Communications will contact each partner's communications division to post a specific Texas ACE announcement on the district's website. Center staff will notify all parents and students, specifically families deemed most in need about the new Texas ACE program. Site Coordinators promote the program to families via Back to School orientations, campus newsletters, signage on school buses, and handouts in students' take-home folders. Centers will also use community-related events and meetings, the campus marquee, rosters from previous afterschool programs, if applicable, and the school's website to promote the program at the start of the school year. In addition, CASE encourages centers to continuously share information about Texas ACE activities via school social media sites, while adhering to district social media policies. CASE will make information available in multiple languages to align with each center's demographics. ACE with CASE Leadership Team, Steering Committee, Youth Ambassadors, staff and service providers will have promotional materials to share with community collaborators to raise awareness of the program and help expand community partnerships. Materials consist of flyer and banner templates and registration packets formatted to adhere to Texas ACE branding guidelines for marketing and promotions. CASE uses social media, podcasts, its website, www.afterschoolzone.org, and email newsletters (reaching 1800+ recipients) to share information. HCDE/ CASE staff will also make presentations to school boards, elected officials and chambers of commerce.

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.

CASE and partnering school districts will maximize each center's operation capacity by coordinating federal, state and local resources. CASE will leverage existing staff such as the Curriculum Specialist and Project-based Learning Coordinator to assist centers in providing high-quality academic programming. District partners will also coordinate resources to provide transportation, space usage, snack and meal programs, as well as additional school-day teachers and specialized supplies.

TEA initiatives are currently implemented at seven of the 10 centers: Career and Technical Education at centers 1,4 & 8; Additional Days School Year summer program at centers 2 & 3; and Texas Home Learning Math Innovation Zones at centers 6 & 7. To ensure 21st CCLC dollars are maximized with existing TEA initiatives, CASE's Level Up Houston, a digital badging initiative, will serve as a programmatic platform to align services with TEA initiatives across all 10 centers. Similar to merit badges, Level Up Houston documents student achievements and issues badges for key accomplishments and skill acquisition throughout students' educational journey. The Site Coordinator and School Liaison will work with CASE's Level Up team to determine pathways and appropriate activities to earn completion badges for academic and college readiness, and ensure alignment with each center's CTE efforts. Research has shown digital badging systems can correlate with increased participation and increased expectations for success (Abramovich, et al., 2013). Significant positive correlations have been observed between the number of badges earned and final grade performance (Fanfarelli and McDaniel, 2017). ACE with CASE will create badges for attendance, content areas and skills for each collaborative TEA initiative. Badges are maintained for youth through age 23 and can become public when a youth turns 16. As a result, Level Up serves as an online portfolio for students to showcase their skills.

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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.

CASE will coordinate and maintain strong relationships with partnering districts to achieve sustainability beyond the grant term. CASE will continue to convene community partners from the Steering Committee to ensure sustainability and maximize available resources in Harris County to the Texas ACE centers. HCDE's Center for Grants Development division and the Education Foundation of Harris County assist in fund development efforts to secure funding for afterschool programming. Elementary programs will have the opportunity to sustain through HCDE's Partnership Project funding. Partnership Project programs are funded by HCDE and matched by partnering school districts. While these programs charge parent fees, HCDE and district funds allow parent fees to remain low. Middle and high school centers will benefit from the partnerships formed from Level Up Houston and the college and workforce Kids' Day Initiative. Both initiatives connect schools to industry partners that are interested in investing in activities for older youth.

Resources provided in the grant will build a solid foundation for sustainability. The Leadership Team and Steering Committee will ensure community stakeholders are aware of each center's efforts. School Liaison is instrumental in helping Site Coordinators develop a relationship with the local community and will invite local business partners to support the program and its activities. The Leadership Team and Steering Committee members will receive training on using qualitative and quantitative data to share stories with key stakeholders (e.g., district administration, board members, and community-at-large). They will also establish partnerships, identify funding opportunities and create strategic plans to fortify these relationships as a sustainability strategy. Project Director and Steering Committee work together to create a financial plan that includes estimating the fiscal resources needed to sustain the program, mapping current fiscal resources, and identifying funding gaps and possible funding sources.

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)

CASE enlists volunteers to ensure the program provides the highest quality activities for our students and help fill in gaps in services. Volunteers fulfill various roles in the program, including assisting students with homework, speaking about their careers/professions, serving as mentors, providing content expertise for enrichment classes and giving administrative support. To recruit volunteers, the Project Director and Site Coordinators will reference CASE's Volunteer Handbook to identify local organizations in the CASE network, such as Volunteer Houston, Houston area chambers of commerce, the United Way, local universities, civic groups and other community-based organizations. The CASE Leadership Team and Steering Committee will assist in recruiting new volunteers through their respective networks.

Volunteers interested in serving must complete CASE's volunteer application packet and agree to undergo a criminal history background check. CASE screens all potential volunteers through Raptor, a national school security system, and only places volunteers when a clear background check notice is received from Raptor.

Volunteers are also required to adhere to the partner district's procedures for volunteers. Centers will maintain copies of the completed verification process for the Project Director's review during compliance site visits.

After volunteers complete the required paperwork, Site Coordinators interview potential volunteers to ascertain their interests and skill level. When approved for service, Site Coordinators will organize a volunteer orientation to review program policies and procedures. Orientation includes program expectations, instructions for appropriate interaction with youth, tips on best practices when working with youth, and guidance for proper correspondence and reporting. After orientation, volunteers are placed based on need, volunteer interest and skill set. If a volunteer provides direct service as a lead teacher, the volunteer(s) will submit lesson plans to the Site Coordinator. Event-based volunteers and guest speakers are placed according to expertise and geographic location.

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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.

CASE will develop printed and digital student recruitment strategies (e.g., flyers, letters, emails, social media) at the beginning of the school year. Site Coordinators will work with their School Liaison to develop a center-based recruitment plan derived from the center needs assessment findings and school referrals. Youth Ambassadors will plan events to help promote the program, recruit their peers and assess successful and unsuccessful program activities, while center staff plan and evaluate ongoing recruitment efforts throughout the year. To retain students, Project Director, Site Coordinators, School Liaison, and frontline staff evaluate average daily attendance and regular participation in planned activities. These staff will review program activity attendance, student feedback to ensure offerings are in line with student interest, and stimulate program participation. SMART Goals: Centers 1, 4, and 8 will register and serve at least 110 students during the school year and carry forward service to at least 30 students in the summer. Of the registered students, at least 92 will become regular students (45 days or more at 120 minutes a day for elementary and middle schools or 45 days or more at 90 minutes a day for high school) by the end of the summer session. Centers 2, 3, 5, 6, 7, 9, and 10 will register and serve at least 132 students during the school year and carry forward service to at least 30 students in the summer. Of the registered students, at least 110 will become regular students (45 days or more at 120 minutes a day for elementary and middle school or 45 days or more at 90 minutes a day for HS) by the end of the summer session. 80% of regular students in grades 1-12 with a prior year school-day attendance rate at or below 90% who demonstrate an improved school-day attendance rate in the current school year. 90% of regular students in grades 1-12 who maintain a 90% school-day attendance rate and/or demonstrate an improved attendance rate in the current school year.

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

The center-level needs assessment identified academic interventions, safe and secure environments, and enrichment opportunities as priorities. As a result, centers determined program offerings occurring at least 3 hours a day for at least 15 hours per week would encourage students to attend the afterschool program at the required dosage. Centers 6, 7 and 8 will operate for at least 16.25 hours per week to ensure success and better serve working families. The centers determined the number of weeks in operation based on district schedules and community events. Centers 5, 6 and 7 will operate for 35 weeks including summer, while centers 1, 2, 3, 4, 9, and 10 will operate between 37 to 42 weeks, including summer. Summer programs at centers 1, 4, 5, 6, 7, 8 and 9 will operate for 5 weeks, with centers 2, 3, 10 running a 6-week summer program based on student needs. Center 4 has a feeder school and determined their program offerings to meet needs of both elementary and middle school families. Each center's operational schedules would ensure improvements for the students and help working and single-parent families. To manage funds properly, CASE Compliance Manager will ensure adherence to federal, state and local regulations for expenses and Administrative Assistant will support staff and process vendor payments. For the budget plan to meet measures of effectiveness, staff have the following roles: Project Director - manages partnerships; Site Coordinators - implement afterschool programs; school-day teachers - offer academic programming; and part-time frontline staff - facilitate snacks, Fun Fridays and Kids' Day college and career readiness curricula. Also, staff and content-based service providers hired from the CASE bid list of over 100 vendors will provide enrichment focusing on hands-on lessons aligned to student interests. The Family Engagement Specialist will lead parent/guardian programming that engages parents with the school and helps support their student's learning. Ongoing assessments of the budget, staff, vendors and program will ensure services rendered are of high quality and meet standards established in this application.

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**10. Equitable Access and Participation**

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

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

Group	<input type="text" value="Students, Others"/>	Barrier	<input type="text" value="Cultural, Linguistic or Economic Diversity"/>
Group	<input type="text" value="Students"/>	Barrier	<input type="text" value="Absenteeism/Truancy"/>
Group	<input type="text" value="Teachers, Others"/>	Barrier	<input type="text" value="Lack of Support from Parents"/>
Group	<input type="text" value="Students"/>	Barrier	<input type="text" value="Learning and Physical Disabilities"/>

**11. PNP Equitable Services**

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

- Yes  No

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

Are any private nonprofit schools participating in the grant?

- Yes  No

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

**Assurances**

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

**Equitable Services Calculation**

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

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**12. Request for Grant Funds**

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

**Payroll Costs**

1.	Project Director	\$55,981
2.	Family Engagement Specialist	\$48,957
3.	10 Site Coordinators	\$764,750
4.	Administrative Support (Administrative Assistant and Compliance Manager)	\$22,623
5.	Part-time frontline staff in ACE with CASE program	\$94,158

**Professional and Contracted Services**

6.	Campus/district staff, including certified teachers, to implement academic and enrichment	\$400,000
7.	Enrichment services to address Social Emotional Learning for student participants	\$51,531
8.	Academic services to assist with student Learning Loss	\$26,000
9.	Services to bridge Opportunity Gaps within the community	\$35,000
10.	Independent Evaluation services	\$18,000

**Supplies and Materials**

11.	Technology for Program Staff	\$14,000
12.	Consumable supplies for Enrichment Activities (\$10,000 per site)	\$100,000
13.	Curricula and supplies for Family Engagement (\$1,000 per site)	\$10,000
14.		

**Other Operating Costs**

15.	Student transportation services	\$5,000
16.	Employee travel (lodging, transportation, conference registration and fees for grant positions)	\$28,000
17.	Employee local mileage for grant positions	\$13,000

**Capital Outlay**

18.	N/A	0
19.		
20.		

Direct and indirect administrative costs: \$13,000  
**TOTAL GRANT AWARD REQUESTED: \$1,700,000**

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**Appendix I: Negotiation and Amendments**

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

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

*You may duplicate this page.*

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

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

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

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## Center Operations Schedule

County-district number or vendor ID: 101000

### 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	101804004	George I. Sanchez North 215 Rittenhouse St, Houston, 77076 713-742-0947		6 – 10	92	40
2	101903041	Alief Middle School 4415 Cook Rd, Houston, 77072 281-983-8422		6 – 8	110	40
3	101903043	Killough Middle School 7600 Synott Rd, Houston, 77083 281-983-8444		7 – 8	110	40
4	101853101	Promise Community School - Ripley House Charter 4410 Navigation, Houston, 77011 713-315-6429	1	K – 8	92	40
5	084910051	Clear Creek Intermediate 2451 E. Main St, League City, 77573 281-284-2300		6 – 8	110	40
6	101910045	Cobb 6th Grade Campus 6722 Uvalde Rd, Houston, 77049 832-386-2100		6	110	40
7	101910113	Havard Elementary School 15150 Wallisville Rd, Houston, 77049 832-386-3710		K- 5	110	40
8	101912027	Chavez High School 8501 Howard Dr, Houston, 77017 713-495-6950		9 – 12	92	40
9	101913041	Humble Middle School 11207 Will Clayton Pkwy, Humble, 77346 281-641-4000		6 – 8	110	40
10	101913047	Sterling Middle School 1131 Wilson Rd, Humble, 77338 281-641-6000		6 – 8	110	40



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	101804004	George I. Sanchez North 215 Rittenhouse St, Houston, 77076					6-10	92	40			
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			09/07/2021			12/10/2021			12			
Spring Term			12/13/2021			05/27/2022			20			
Summer Term			06/01/2022			07/08/2022			5			
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			3:30	6:30			3:30	6:30	8:00			2:00
Tuesday			3:30	6:30			3:30	6:30	8:00			2:00
Wednesday			3:30	6:30			3:30	6:30	8:00			2:00
Thursday			3:30	6:30			3:30	6:30	8:00			2:00
Friday			3:30	6:30			3:30	6:30				
Saturday												
Sunday												
<b>Total Hours Per Week:</b>	15				15				24			
<b>Adjunct Sites, If applicable (site name and full address)</b>	N/A											
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Remote instruction possible; field trips (if aligned with CDC guidelines for Covid-19)											
<b>Parent/Legal Guardian Activities</b>	Help parents become more effective with helping their children with academics; parent observation/participation in afterschool activities; parent resources (ESL classes, social/emotional supports, etc.); all activities contingent on COVID-19 CDC guidelines)											

Texas ACE Center Operations Schedule (one per center)				Program Year 2021-2022								
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 2	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP			Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target					
Center	101903041	Alief Middle School 4415 Cook Rd, Houston, 77072			6-8	110	40					
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		08/23/2021		12/10/2021		15						
Spring Term		12/13/2021		5/27/2022		21						
Summer Term		06/13/2022		07/22/2022		6						
Total number of weeks:						42						
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	7:30	8:30	4:00	6:00	7:30	8:30	4:00	6:00	8:15			2:15
Tuesday	7:30	8:30	4:00	6:00	7:30	8:30	4:00	6:00	8:15			2:15
Wednesday	7:30	8:30	4:00	6:00	7:30	8:30	4:00	6:00	8:15			2:15
Thursday	7:30	8:30	4:00	6:00	7:30	8:30	4:00	6:00	8:15			2:15
Friday	7:30	8:30	4:00	6:00	7:30	8:30	4:00	6:00				
Saturday												
Sunday												
<b>Total Hours Per Week:</b>	15				15				24			
<b>Adjunct Sites, If applicable (site name and full address)</b>												
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
<b>Parent/Legal Guardian Activities</b>												

<b>Texas ACE</b>								<b>Program Year</b>				
<b>Center Operations Schedule (one per center)</b>								<b>2021-2022</b>				
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
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	101903043	Killough Middle School 7600 Synott Rd, Houston, 77083						7-8	110	40		
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				08/23/2021		12/10/2021		15				
Spring Term				12/13/2021		5/27/2022		21				
Summer Term				06/13/2022		07/22/2022		6				
Total number of weeks:								42				
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	7:30	8:30	4:00	6:00	7:30	8:30	4:00	6:00	8:15			2:15
Tuesday	7:30	8:30	4:00	6:00	7:30	8:30	4:00	6:00	8:15			2:15
Wednesday	7:30	8:30	4:00	6:00	7:30	8:30	4:00	6:00	8:15			2:15
Thursday	7:30	8:30	4:00	6:00	7:30	8:30	4:00	6:00	8:15			2:15
Friday	7:30	8:30	4:00	6:00	7:30	8:30	4:00	6:00				
Saturday												
Sunday												
<b>Total Hours Per Week:</b>	15				15				24			
<b>Adjunct Sites, If applicable (site name and full address)</b>												
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
<b>Parent/Legal Guardian Activities</b>												

<b>Texas ACE</b>							<b>Program Year</b>						
<b>Center Operations Schedule (one per center)</b>							<b>2021-2022</b>						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>													
<b>Center 4</b>	<b>9 Digit campus ID #</b>	<b>Name of Center/Feeder School, Physical Address, City, ZIP</b>					<b>Grade Levels Served</b>	<b>Proposed "Regular" Student Target</b>	<b>Proposed Parent/Legal Guardian Target</b>				
<b>Center</b>	101853101	Promise Community School - Ripley House Charter 4410 Navigation, Houston, 77011					K-5	110	25				
<b>Feeder</b>	101853042	Promise Community School – Ripley House Middle Campus (Middle School), 4414 Navigation Blvd, Houston, 77011					6-8						
<b>Feeder</b>													
<b>Program Operations</b>				<b>Start Date (MM/DD/YY):</b>			<b>End Date (MM/DD/YY):</b>			<b>Total Weeks</b>			
Summer Term Jump Start <i>(Must be approved in NOGA)</i>													
Fall Term				09/07/2021			12/10/2021			12			
Spring Term				12/13/2021			05/20/2022			20			
Summer Term				06/06/2022			07/08/2022			5			
Total number of weeks:										37			
<b>Center Schedule</b>													
<b>Day of the Week</b>	<b>Fall Term</b>				<b>Spring Term</b>				<b>Summer Term</b>				
	<b>AM Start</b>	<b>AM End</b>	<b>PM Start</b>	<b>PM End</b>	<b>AM Start</b>	<b>AM End</b>	<b>PM Start</b>	<b>PM End</b>	<b>AM Start</b>	<b>AM End</b>	<b>PM Start</b>	<b>PM End</b>	
Monday			3:30	6:30			3:30	6:30	9:00			3:00	
Tuesday			3:30	6:30			3:30	6:30	9:00			3:00	
Wednesday			3:30	6:30			3:30	6:30	9:00			3:00	
Thursday			3:30	6:30			3:30	6:30	9:00			3:00	
Friday			3:30	6:30			3:30	6:30	9:00			3:00	
Saturday													
Sunday													
<b>Total Hours Per Week:</b>	15				15				30				
<b>Adjunct Sites, If applicable (site name and full address)</b>													
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)													
<b>Parent/Legal Guardian Activities</b>													

<b>Texas ACE</b>							<b>Program Year</b>						
<b>Center Operations Schedule (one per center)</b>							<b>2021-2022</b>						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>													
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	084910051	Clear Creek Intermediate 2451 E Main St, League City, 77573						6-8	110	40			
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				9/7/2021			12/10/2021			12			
Spring Term				12/13/2022			05/20/2022			18			
Summer Term				05/30/2022			07/1/2022			5			
Total number of weeks:										35			
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	7:45	8:45	4:15	6:15	7:45	8:45	4:15	6:15	9:00			3:00	
Tuesday	7:45	8:45	4:15	6:15	7:45	8:45	4:15	6:15	9:00			3:00	
Wednesday	7:45	8:45	4:15	6:15	7:45	8:45	4:15	6:15	9:00			3:00	
Thursday	7:45	8:45	4:15	6:15	7:45	8:45	4:15	6:15	9:00			3:00	
Friday	7:45	8:45	4:15	6:15	7:45	8:45	4:15	6:15					
Saturday													
Sunday													
<b>Total Hours Per Week:</b>	15				15				24				
<b>Adjunct Sites, If applicable (site name and full address)</b>	N/A												
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)													
<b>Parent/Legal Guardian Activities</b>													

<b>Texas ACE</b>							<b>Program Year</b>						
<b>Center Operations Schedule (one per center)</b>							<b>2021-2022</b>						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>													
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	101910045	Cobb 6th Grade 6722 Uvalde Rd, Houston, 77049						6	110	40			
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				09/7/2021				12/10/2021				12	
Spring Term				12/13/2021				05/13/2022				18	
Summer Term				06/1/2022				07/9/2022				5	
Total number of weeks:												35	
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	7:30	8:15	4:00	6:30	7:30	8:15	4:00	6:30	8:00			2:00	
Tuesday	7:30	8:15	4:00	6:30	7:30	8:15	4:00	6:30	8:00			2:00	
Wednesday	7:30	8:15	4:00	6:30	7:30	8:15	4:00	6:30	8:00			2:00	
Thursday	7:30	8:15	4:00	6:30	7:30	8:15	4:00	6:30	8:00			2:00	
Friday	7:30	8:15	4:00	6:30	7:30	8:15	4:00	6:30					
Saturday													
Sunday													
<b>Total Hours Per Week:</b>	16.25				16.25				24				
<b>Adjunct Sites, If applicable (site name and full address)</b>	N/A												
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)													
<b>Parent/Legal Guardian Activities</b>													

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022					
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 7	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target			
Center	101910113	Havard Elementary 15150 Wallisville Rd, Houston, 77049					K-5	110	40			
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			09/7/2021			12/10/2021			12			
Spring Term			12/13/2021			05/13/2022			18			
Summer Term			06/1/2022			07/9/2022			5			
Total number of weeks:									35			
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	6:45	7:30	3:15	6:00	6:45	7:30	3:15	6:00	8:00			2:00
Tuesday	6:45	7:30	3:15	6:00	6:45	7:30	3:15	6:00	8:00			2:00
Wednesday	6:45	7:30	3:15	6:00	6:45	7:30	3:15	6:00	8:00			2:00
Thursday	6:45	7:30	3:15	6:00	6:45	7:30	3:15	6:00	8:00			2:00
Friday	6:45	7:30	3:15	6:00	6:45	7:30	3:15	6:00				
Saturday												
Sunday												
<b>Total Hours Per Week:</b>	17.5				17.5				24			
<b>Adjunct Sites, If applicable (site name and full address)</b>	N/A											
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
<b>Parent/Legal Guardian Activities</b>												

<b>Texas ACE</b>								<b>Program Year</b>							
<b>Center Operations Schedule (one per center)</b>								<b>2021-2022</b>							
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>															
Center #	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP						Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target					
Center	101912027	Chavez High School 8501 Howard Dr, Houston, 77017						9-12	92	40					
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				9/7/2021				12/10/2021				12			
Spring Term				12/13/2021				5/13/2022				18			
Summer Term				6/1/2022				7/8/2022				5			
Total number of weeks:												35			
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	8:30	4:15	6:15	7:00	8:30	4:15	6:15	7:00			1:00		
Tuesday		7:00	8:30	4:15	6:15	7:00	8:30	4:15	6:15	7:00			1:00		
Wednesday		7:00	8:30	4:15	6:15	7:00	8:30	4:15	6:15	7:00			1:00		
Thursday		7:00	8:30	4:15	6:15	7:00	8:30	4:15	6:15	7:00			1:00		
Friday		7:00	8:30	4:15	6:15	7:00	8:30	4:15	6:15						
Saturday		8:00	10:00			8:00	10:00								
Sunday															
<b>Total Hours Per Week:</b>		19.5				19.5				24					
<b>Adjunct Sites, If applicable (site name and full address)</b>															
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Weekly Saturday activities starting in September.													
<b>Parent/Legal Guardian Activities</b>															



<b>Texas ACE</b>							<b>Program Year</b>						
<b>Center Operations Schedule (one per center)</b>							<b>2021-2022</b>						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>													
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	101913041	Humble Middle School 11207 Will Clayton Pkwy, Humble, 77346					6-8	110	40				
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				08/30/2021			12/10/2021			13			
Spring Term				12/13/2021			05/27/2022			20			
Summer Term				06/06/2022			07/07/2022			5			
Total number of weeks:										38			
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	6:30	7:00	8:00	4:00	6:30	8:00			2:00	
Tuesday	7:00	8:00	4:00	6:30	7:00	8:00	4:00	6:30	8:00			2:00	
Wednesday	7:00	8:00	4:00	6:30	7:00	8:00	4:00	6:30	8:00			2:00	
Thursday	7:00	8:00	4:00	6:30	7:00	8:00	4:00	6:30	8:00			2:00	
Friday	7:00	8:00			7:00	8:00							
Saturday													
Sunday													
<b>Total Hours Per Week:</b>	15				15				24				
<b>Adjunct Sites, If applicable (site name and full address)</b>													
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)													
<b>Parent/Legal Guardian Activities</b>													



Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022					
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 10	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP						Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target		
Center	101913047	Sterling Middle School 1131 Wilson Rd, Humble, 77338						6-8	110	40		
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				09/07/2021			12/10/2021			11		
Spring Term				12/13/2021			05/27/2022			20		
Summer Term				06/06/2022			07/15/2022			6		
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	6:30	7:00	8:00	4:00	6:30	8:00			2:00
Tuesday	7:00	8:00	4:00	6:30	7:00	8:00	4:00	6:30	8:00			2:00
Wednesday	7:00	8:00	4:00	6:30	7:00	8:00	4:00	6:30	8:00			2:00
Thursday	7:00	8:00	4:00	6:30	7:00	8:00	4:00	6:30	8:00			2:00
Friday	7:00	8:00			7:00	8:00						
Saturday												
Sunday												
<b>Total Hours Per Week:</b>	15				15				24			
<b>Adjunct Sites, If applicable (site name and full address)</b>												
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
<b>Parent/Legal Guardian Activities</b>												

<b>Written Agreement</b>	
County-district number or vendor ID: 101-000	
Amendment # (for amendments only): N/A	
<b>Name of Organization that will serve as the Fiscal Agent:</b>	<b>Harris County Department of Education (HCDE)</b>
<b>Name of Partner Organization:</b>	<b>Alief Independent School District</b>
<b>Shared Goal</b>	To provide critical academic, SEL and enrichment services to youth through collaborations with community partners, so that by the end of each grant year 80% of regular attending youth will demonstrate improvements in academic measures and STAAR test scores; evidence increased attendance rates over prior years; and demonstrate positive behaviors as evidenced through reduced disciplinary referrals, by stakeholder observations and student self-reports.
<b>Describe the roles and responsibilities of each organization for Cycle 11, Year 1.</b>	
<p>HCDE will provide program and fiscal management to assure compliance with federal and state 21<sup>st</sup> CCLC requirements; employ a Site Coordinator to oversee Texas ACE grant activities; conduct site observations to enhance quality programming that is academically aligned with campus needs; facilitate partnerships between the center and community-based organizations; coordinate professional development training; coordinate family engagement activities; provide college and career readiness curricula; and serve as the liaison with TEA.</p> <p>Alief ISD will develop and provide quality afterschool programming at <b>Alief Middle</b> and <b>Killough Middle Schools</b> for 15 hours a week, during fall and spring semesters for <b>34 weeks</b> including 5 weeks in the summer; and annually recruit and serve at each campus <b>110</b> afterschool students and <b>40</b> adult family members related to the afterschool students. To help monitor program effectiveness, the school principal will conduct a program evaluation walk-through and participate in the Youth Program Quality Self-Assessment Team each term, and participate on the Community Advisory Committee as needed. Since it is not the intent of TEA to provide all of the funding necessary to implement a comprehensive Texas ACE program, the district agrees to match 50% of the funds and contribute additional financial resources to achieve program goals.</p>	
<b>Provide a breakout of the costs for the services to be provided by the partner organization.</b>	
<p>HCDE will allocate <b>\$80,000</b> to Alief ISD to provide services at Alief and Killough Middle Schools, according to the roles and responsibilities detailed above. Alief ISD will expend funds as follows: Payroll to support a <b>part-time Quality Assurance Liaison</b> and district staff to implement program activities; Contracted Services to secure non-district personnel to implement program activities; Supplies and Materials to procure consumable materials for activities including technology; and Other Operating Costs for trainings and student travel for approved field trips or transportation home from the program. Expenses must be allowable and reasonable and adhere to 21<sup>st</sup> CCLC Program Guidelines and TEA General and Fiscal Guidelines.</p> <p>HCDE will hire the Site Coordinator and maintain 51% of the awarded budget to support program-wide initiatives on behalf of the students and meet evaluation requirements.</p>	
<b>Describe the roles of each organization in providing, sharing and reporting student data required to meet data and reporting requirements of the grant.</b>	
<p>HCDE will provide a Site Coordinator to monitor program activities and student data to ensure that accurate and quality information is reported; partner with the district to report semester and end-of-year data to TEA; and provide a research coordinator to perform an annual evaluation. HCDE will issue a final evaluation report in the format requested by TEA.</p> <p>Alief ISD will collect data on the following: 1) student grades in core content areas, 2) student attendance in afterschool program; 3) school day attendance; 4) behavior reports; 5) pre- and post-test assessments for tutorials twice a year; and 6) distribute parent, teacher and student surveys and 7) other data required by TEA.</p>	
<b>Describe each organization's plan to sustain the program after grant funding ends:</b>	
<p>HCDE will coordinate resources from public and private agencies on a local, state and national level, during and after the grant period. Resources include the Out 2 Learn collaboration and funding opportunities through the Partnership Project</p>	

Texas Education Agency

afterschool grant and City of Houston's City Connections afterschool program. HCDE will train Site Coordinators to identify and establish partnerships, identify funding opportunities and create strategic plans to fortify relationships.


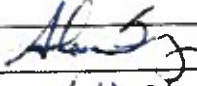

Alief ISD will support program activities through individual and collective networks to help bring in necessary resources for quality programming. Center Advisory Councils will create a financial plan that includes: 1) estimating the fiscal resources needed to sustain the program; 2) mapping current fiscal resources; and 3) identifying funding gaps and possible funding sources.

Fiscal Agent/Applicant Organization	Partner Organization
<b>Name of authorized official:</b> James Colbert, Jr.	<b>Name of authorized official:</b> H.D. Chambers
<b>Title of authorized official:</b> County School Superintendent	<b>Title of authorized official:</b> Superintendent of Schools
<b>Signature:</b>  <small>James Colbert (Jan 14, 2021 09:12:53)</small>	<b>Signature:</b> 
<b>Date Signed:</b> Jan 14, 2021	<b>Date Signed:</b> 1/17/21

<b>Written Agreement</b>	
County-district number or vendor ID: 101-000	
Amendment # (for amendments only): N/A	
<b>Name of Organization that will serve as the Fiscal Agent:</b>	<b>Harris County Department of Education (HCDE)</b>
<b>Name of Partner Organization:</b>	<b>Association for the Advancement of Mexican Americans (AAMA)</b>
<b>Shared Goal</b>	To provide critical academic, SEL and enrichment services to youth through collaborations with community partners, so that by the end of each grant year, 80% of regular attending youth will demonstrate 1) improvements in academic measures and STAAR test scores 2) increased attendance rates over prior years; and 3) positive behaviors as evidenced through reduced disciplinary referrals, by stakeholder observations and student self-reports.
<b>Describe the roles and responsibilities of each organization for Cycle 11, Year 1.</b>	
<p>HCDE will provide program and fiscal management to assure compliance with federal and state 21<sup>st</sup> CCLC requirements; employ a Site Coordinator to oversee Texas ACE grant activities; conduct site observations to enhance quality programming that is academically aligned with campus needs; facilitate partnerships between the center and community-based organizations; coordinate professional development training; coordinate family engagement activities; provide college and career readiness curricula; and serve as the liaison with TEA.</p> <p><b>AAMA</b> will develop and provide quality afterschool programming at <b>George Sanchez North</b> for 15 hours a week, during fall and spring semesters for 34 weeks including 5 weeks in the summer; and recruit and serve 92 afterschool students and 40 adult family members at each campus related to afterschool students annually. To help monitor program effectiveness, the principal will conduct a program evaluation walk-through and participate in the Youth Program Quality Self-Assessment Team each term, and participate on the Community Advisory Committee as needed. Since it is not the intent of TEA to provide all of the funding necessary to implement a comprehensive Texas ACE program, the district agrees to match 50% of the funds and contribute additional financial resources to achieve program goals.</p>	
<b>Provide a breakout of the costs for the services to be provided by the partner organization.</b>	
<p>HCDE will allocate \$40,000 to <b>AAMA</b> to provide services at George Sanchez North, according to the roles and responsibilities detailed above. <b>AAMA</b> will expend funds as follows: Payroll to support a <b>part-time Quality Assurance Liaison</b> and district staff to implement program activities; Contracted Services to secure non-district personnel to implement program activities; Supplies and Materials to procure consumable materials for activities including technology; and Other Operating Costs for trainings and student travel for approved field trips or transportation home from the program. Expenses must be allowable and reasonable and adhere to 21<sup>st</sup> CCLC Program Guidelines and TEA General and Fiscal Guidelines.</p> <p>HCDE will hire the Site Coordinator and maintain 51% of the awarded budget to support program-wide initiatives on behalf of the students and meet evaluation requirements.</p>	
<b>Describe the roles of each organization in providing, sharing and reporting student data required to meet data and reporting requirements of the grant.</b>	
<p>HCDE will provide a Site Coordinator to monitor program activities and student data to ensure that accurate and quality information is reported; partner with the district to report semester and end-of-year data to TEA; and provide a research coordinator to perform an annual evaluation. HCDE will issue a final evaluation report in the format requested by TEA.</p> <p><b>AAMA</b> will collect data on the following: 1) student grades in core content areas; 2) student attendance in afterschool program; 3) school day attendance; 4) behavior reports; 5) pre- and post-test assessments for tutorials twice a year; and 6) distribute parent, teacher and student surveys and 7) other data required by TEA.</p>	
<b>Describe each organization's plan to sustain the program after grant funding ends:</b>	
HCDE will coordinate resources from public and private agencies on a local, state and national level, during and after the grant period. Resources include the Out 2 Learn collaboration and funding opportunities through the Partnership Project	

Texas Education Agency

afterschool grant and City of Houston's City Connections afterschool program. HCDE will train Site Coordinators to identify and establish partnerships. Identify funding opportunities and create strategic plans to fortify relationships. AAMA will support program activities through individual and collective networks to help bring in necessary resources for quality programming. Center Advisory Councils will create a financial plan that includes: 1) estimating the fiscal resources needed to sustain the program, 2) mapping current fiscal resources, and 3) identifying funding gaps and possible funding sources.

Fiscal Agent/Applicant Organization	Partner Organization
<b>Name of authorized official:</b> James Colbert, Jr.	<b>Name of authorized official:</b> Alan Seay
<b>Title of authorized official:</b> County School Superintendent	<b>Title of authorized official:</b> Interim Superintendent
<b>Signature:</b>  <small>James Colbert (Jan 14, 2021 09:13 CST)</small>	<b>Signature:</b> 
<b>Date Signed:</b> Jan 14, 2021	<b>Date Signed:</b>  Jan 14, 2021


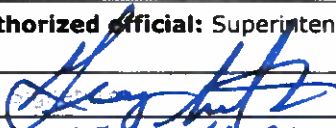
Texas Education Agency

<b>Written Agreement</b>	
County-district number or vendor ID: 101-000	
Amendment # (for amendments only): N/A	
<b>Name of Organization that will serve as the Fiscal Agent:</b>	<b>Harris County Department of Education (HCDE)</b>
<b>Name of Partner Organization:</b>	<b>Clear Creek Independent School District</b>
<b>Shared Goal</b>	To provide critical academic, SEL and enrichment services to youth through collaborations with community partners, so that by the end of each grant year, 80% of regular attending youth will demonstrate 1) improvements in academic measures and STAAR test scores; 2) increased attendance rates over prior years; and 3) positive behaviors as evidenced through reduced disciplinary referrals, by stakeholder observations and student self-reports.
<b>Describe the roles and responsibilities of each organization for Cycle 11, Year 1.</b>	
<p>HCDE will provide program and fiscal management to assure compliance with federal and state 21<sup>st</sup> CCLC requirements; employ a Site Coordinator to oversee Texas ACE grant activities; conduct site observations to enhance quality programming that is academically aligned with campus needs; facilitate partnerships between the center and community-based organizations; coordinate professional development training; coordinate family engagement activities; provide college and career readiness curricula; and serve as the liaison with TEA.</p> <p>Clear Creek ISD will develop and provide quality afterschool programming at Clear Creek Intermediate for 15 hours a week, during fall and spring semesters for 34 weeks including 5 weeks in the summer; and recruit and serve 110 afterschool students and 40 adult family members related to afterschool students annually. To help monitor program effectiveness, the principal will conduct a program evaluation walk-through and participate in the Youth Program Quality Self-Assessment Team each term, and participate on the Community Advisory Committee as needed. Since it is not the intent of TEA to provide all of the funding necessary to implement a comprehensive Texas ACE program, the district agrees to match 50% of the funds and contribute additional financial resources to achieve program goals.</p>	
<b>Provide a breakout of the costs for the services to be provided by the partner organization.</b>	
<p>HCDE will allocate \$40,000 to Clear Creek ISD to provide services at Clear Creek Intermediate, according to the roles and responsibilities detailed above. Clear Creek ISD will expend funds as follows: Payroll to support a part-time Quality Assurance Liaison and district staff to implement program activities; Contracted Services to secure non-district personnel to implement program activities; Supplies and Materials to procure consumable materials for activities including technology; and Other Operating Costs for trainings and student travel for approved field trips or transportation home from the program. Expenses must be allowable and reasonable and adhere to 21<sup>st</sup> CCLC Program Guidelines and TEA General and Fiscal Guidelines.</p> <p>HCDE will hire the Site Coordinator and maintain 51% of the awarded budget to support program-wide initiatives on behalf of the students and meet evaluation requirements.</p>	
<b>Describe the roles of each organization in providing, sharing and reporting student data required to meet data and reporting requirements of the grant.</b>	
<p>HCDE will provide a Site Coordinator to monitor program activities and student data to ensure that accurate and quality information is reported; partner with the district to report semester and end-of-year data to TEA; and provide a research coordinator to perform an annual evaluation. HCDE will issue a final evaluation report in the format requested by TEA.</p> <p>Clear Creek ISD will collect data on the following: 1) student grades in core content areas; 2) student attendance in afterschool program; 3) school day attendance; 4) behavior reports; 5) pre- and post-test assessments for tutorials twice a year; and 6) distribute parent, teacher and student surveys and 7) other data required by TEA.</p>	
<b>Describe each organization's plan to sustain the program after grant funding ends:</b>	
HCDE will coordinate resources from public and private agencies on a local, state and national level, during and after the grant period. Resources include the Out 2 Learn collaboration and funding opportunities through the Partnership Project	

Texas Education Agency

afterschool grant and City of Houston's City Connections afterschool program. HCDE will train Site Coordinators to identify and establish partnerships, identify funding opportunities and create strategic plans to fortify relationships.


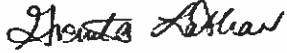
**Clear Creek ISD** will support program activities through individual and collective networks to help bring in necessary resources for quality programming. Center Advisory Councils will create a financial plan that includes: 1) estimating the fiscal resources needed to sustain the program; 2) mapping current fiscal resources; and 3) identifying funding gaps and possible funding sources.

<b>Fiscal Agent/Applicant Organization</b>	<b>Partner Organization</b>
<b>Name of authorized official:</b> James Colbert, Jr.	<b>Name of authorized official:</b> Dr. Greg Smith
<b>Title of authorized official:</b> County School Superintendent	<b>Title of authorized official:</b> Superintendent
<b>Signature:</b>  <small>James Colbert (Jan 14, 2021 09:13 CST)</small>	<b>Signature:</b> 
<b>Date Signed:</b> Jan 14, 2021	<b>Date Signed:</b> 12/16/2020



<b>Written Agreement</b>	
County-district number or vendor ID: 101-000	
Amendment # (for amendments only): N/A	
<b>Name of Organization that will serve as the Fiscal Agent:</b>	<b>Harris County Department of Education (HCDE)</b>
<b>Name of Partner Organization:</b>	<b>Houston Independent School District</b>
<b>Shared Goal</b>	To provide critical academic, SEL and enrichment services to youth through collaborations with community partners, so that by the end of each grant year, 80% of regular attending youth will demonstrate 1) improvements in academic measures and STAAR test scores; 2) increased attendance rates over prior years; and 3) positive behaviors as evidenced through reduced disciplinary referrals, by stakeholder observations and student self-reports.
<b>Describe the roles and responsibilities of each organization for Cycle 11, Year 1.</b>	
<p>HCDE will provide program and fiscal management to assure compliance with federal and state 21<sup>st</sup> CCLC requirements; employ a Site Coordinator to oversee Texas ACE grant activities; conduct site observations to enhance quality programming that is academically aligned with campus needs; facilitate partnerships between the center and community-based organizations; coordinate professional development training; coordinate family engagement activities; provide college and career readiness curricula; and serve as the liaison with TEA.</p> <p>Houston ISD will develop and provide quality afterschool programming at <b>Chavez High School</b> for <b>15</b> hours a week, during fall and spring semesters for <b>34 weeks</b> including <b>5</b> weeks in the summer; and recruit and serve <b>92</b> afterschool students and <b>40</b> adult family members related to afterschool students annually. To help monitor program effectiveness, the principal will conduct a program evaluation walk-through and participate in the Youth Program Quality Self-Assessment Team each term, and participate on the Community Advisory Committee as needed. Since it is not the intent of TEA to provide all of the funding necessary to implement a comprehensive Texas ACE program, the district agrees to match 50% of the funds and contribute additional financial resources to achieve program goals.</p>	
<b>Provide a breakout of the costs for the services to be provided by the partner organization.</b>	
<p>HCDE will allocate <b>\$40,000</b> to Houston ISD to provide services at Chavez High School, according to the roles and responsibilities detailed above. Houston ISD will expend funds as follows: Payroll to support a <b>part-time Quality Assurance Liaison</b> and district staff to implement program activities; Contracted Services to secure non-district personnel to implement program activities; Supplies and Materials to procure consumable materials for activities including technology; and Other Operating Costs for trainings and student travel for approved field trips or transportation home from the program. Expenses must be allowable and reasonable and adhere to 21<sup>st</sup> CCLC Program Guidelines and TEA General and Fiscal Guidelines.</p> <p>HCDE will hire the Site Coordinator and maintain 51% of the awarded budget to support program-wide initiatives on behalf of the students and meet evaluation requirements.</p>	
<b>Describe the roles of each organization in providing, sharing and reporting student data required to meet data and reporting requirements of the grant.</b>	
<p>HCDE will provide a Site Coordinator to monitor program activities and student data to ensure that accurate and quality information is reported; partner with the district to report semester and end-of-year data to TEA; and provide a research coordinator to perform an annual evaluation. HCDE will issue a final evaluation report in the format requested by TEA.</p> <p>Houston ISD will collect data on the following: 1) student grades in core content areas; 2) student attendance in afterschool program; 3) school day attendance; 4) behavior reports; 5) pre- and post-test assessments for tutorials twice a year; and 6) distribute parent, teacher and student surveys and 7) other data required by TEA.</p>	
<b>Describe each organization's plan to sustain the program after grant funding ends:</b>	
HCDE will coordinate resources from public and private agencies on a local, state and national level, during and after the grant period. Resources include the Out 2 Learn collaboration and funding opportunities through the Partnership Project	

Texas Education Agency

<p>afterschool grant and City of Houston's City Connections afterschool program. HCDE will train Site Coordinators to identify and establish partnerships, identify funding opportunities and create strategic plans to fortify relationships.</p> <p>Houston ISD will support program activities through individual and collective networks to help bring in necessary resources for quality programming. Center Advisory Councils will create a financial plan that includes: 1) estimating the fiscal resources needed to sustain the program; 2) mapping current fiscal resources; and 3) identifying funding gaps and possible funding sources.</p>	
Fiscal Agent/Applicant Organization	Partner Organization
<p><b>Name of authorized official:</b> James Colbert, Jr.</p>	<p><b>Name of authorized official:</b> Grenita F. Lathan, Ph.D.</p>
<p><b>Title of authorized official:</b> County School Superintendent</p>	<p><b>Title of authorized official:</b> Interim Superintendent of Schools *Pending Board and TEA approvals*</p>
<p><b>Signature:</b>  <small>James Colbert (Jan 14, 2021 09:13 CST)</small></p>	<p><b>Signature:</b> </p>
<p><b>Date Signed:</b> Jan 14, 2021</p>	<p><b>Date Signed:</b> 1/11/2021</p>



Texas Education Agency

<b>Written Agreement</b>	
County-district number or vendor ID: 101-000	
Amendment # (for amendments only): N/A	
<b>Name of Organization that will serve as the Fiscal Agent:</b>	<b>Harris County Department of Education (HCDE)</b>
<b>Name of Partner Organization:</b>	<b>Humble Independent School District</b>
<b>Shared Goal</b>	To provide critical academic, SEL and enrichment services to youth through collaborations with community partners, so that by the end of each grant year 80% of regular attending youth will demonstrate improvements in academic measures and STAAR test scores; evidence increased attendance rates over prior years; and demonstrate positive behaviors as evidenced through reduced disciplinary referrals, by stakeholder observations and student self-reports.
<b>Describe the roles and responsibilities of each organization for Cycle 11, Year 1.</b>	
<p>HCDE will provide program and fiscal management to assure compliance with federal and state 21<sup>st</sup> CCLC requirements; employ a Site Coordinator to oversee Texas ACE grant activities; conduct site observations to enhance quality programming that is academically aligned with campus needs; facilitate partnerships between the center and community-based organizations; coordinate professional development training; coordinate family engagement activities; provide college and career readiness curricula; and serve as the liaison with TEA.</p> <p><b>Humble ISD</b> will develop and provide quality afterschool programming at <b>Humble Middle and Sterling Middle</b> for 15 hours a week, during fall and spring semesters for <b>34 weeks</b> including 5 weeks in the summer, and annually recruit and serve at each campus <b>110</b> afterschool students and <b>40</b> adult family members related to afterschool students. To help monitor program effectiveness, the school principal will conduct a program evaluation walk-through and participate in the Youth Program Quality Self-Assessment Team each term, and participate on the Community Advisory Committee as needed. Since it is not the intent of TEA to provide all of the funding necessary to implement a comprehensive Texas ACE program, the district agrees to match 50% of the funds and contribute additional financial resources to achieve program goals.</p>	
<b>Provide a breakout of the costs for the services to be provided by the partner organization.</b>	
<p>HCDE will allocate <b>\$80,000</b> to <b>Humble ISD</b> to provide services at <b>Humble Middle and Sterling Middle</b>, according to the roles and responsibilities detailed above. <b>Humble ISD</b> will expend funds as follows: Payroll to support a <b>part-time Quality Assurance Liaison</b> and district staff to implement program activities; Contracted Services to secure non-district personnel to implement program activities; Supplies and Materials to procure consumable materials for activities including technology; and Other Operating Costs for trainings and student travel for approved field trips or transportation home from the program. Expenses must be allowable and reasonable and adhere to 21<sup>st</sup> CCLC Program Guidelines and TEA General and Fiscal Guidelines.</p> <p>HCDE will hire the Site Coordinator and maintain 51% of the awarded budget to support program-wide initiatives on behalf of the students and meet evaluation requirements.</p>	
<b>Describe the roles of each organization in providing, sharing and reporting student data required to meet data and reporting requirements of the grant.</b>	
<p>HCDE will provide a Site Coordinator to monitor program activities and student data to ensure that accurate and quality information is reported; partner with the district to report semester and end-of-year data to TEA; and provide a research coordinator to perform an annual evaluation. HCDE will issue a final evaluation report in the format requested by TEA.</p> <p><b>Humble ISD</b> will collect data on the following: 1) student grades in core content areas; 2) student attendance in afterschool program; 3) school day attendance; 4) behavior reports; 5) pre- and post-test assessments for tutorials twice a year; and 6) distribute parent, teacher and student surveys and 7) other data required by TEA.</p>	
<b>Describe each organization's plan to sustain the program after grant funding ends:</b>	
<p>HCDE will coordinate resources from public and private agencies on a local, state and national level, during and after the grant period. Resources include the Out 2 Learn collaboration and funding opportunities through the Partnership Project</p>	

Texas Education Agency

afterschool grant and City of Houston's City Connections afterschool program. HCDE will train Site Coordinators to identify and establish partnerships, identify funding opportunities and create strategic plans to fortify relationships.


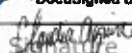
Humble ISD will support program activities through individual and collective networks to help bring in necessary resources for quality programming. Center Advisory Councils will create a financial plan that includes: 1) estimating the fiscal resources needed to sustain the program; 2) mapping current fiscal resources; and 3) identifying funding gaps and possible funding sources.

Fiscal Agent/Applicant Organization	Partner Organization
Name of authorized official: James Colbert, Jr.	Name of authorized official: Dr. Elizabeth Fagen
Title of authorized official: County School Superintendent	Title of authorized official: Superintendent
Signature:  <small>2021/01/14 09:13 CST</small>	Signature: 
Date Signed: Jan 14, 2021	Date Signed: 1/16/2021

## Texas Education Agency

<b>Written Agreement</b>	
County-district number or vendor ID: 101-000	
Amendment # (for amendments only): N/A	
<b>Name of Organization that will serve as the Fiscal Agent:</b>	<b>Harris County Department of Education (HCDE)</b>
<b>Name of Partner Organization:</b>	<b>BakerRipley Promise Community Schools</b>
<b>Shared Goal</b>	To provide critical academic, SEL and enrichment services to youth through collaborations with community partners, so that by the end of each grant year, 80% of regular attending youth will demonstrate 1) improvements in academic measures and STAAR test scores; 2) increased attendance rates over prior years; and 3) positive behaviors as evidenced through reduced disciplinary referrals, by stakeholder observations and student self-reports.
<b>Describe the roles and responsibilities of each organization for Cycle 11, Year 1.</b>	
<p>HCDE will provide program and fiscal management to assure compliance with federal and state 21<sup>st</sup> CCLC requirements; employ a Site Coordinator to oversee Texas ACE grant activities; conduct site observations to enhance quality programming that is academically aligned with campus needs; facilitate partnerships between the center and community-based organizations; coordinate professional development training; coordinate family engagement activities; provide college and career readiness curricula; and serve as the liaison with TEA.</p> <p><b>BakerRipley Promise Community Schools</b> will develop and provide quality afterschool programming at <b>Ripley House Charter</b> for 15 hours a week, during fall and spring semesters for 34 weeks including 5 weeks in the summer; and recruit and serve 92 afterschool students and 40 adult family members related to afterschool students annually. To help monitor program effectiveness, the school principal will conduct a program evaluation walk-through and participate in the Youth Program Quality Self-Assessment Team each term, and participate on the Community Advisory Committee as needed. Since it is not the intent of TEA to provide all of the funding necessary to implement a comprehensive Texas ACE program, the district agrees to match 50% of the funds and contribute additional financial resources to achieve program goals.</p>	
<b>Provide a breakout of the costs for the services to be provided by the partner organization.</b>	
<p>HCDE will allocate \$40,000 to BakerRipley Promise Community Schools to provide services at Ripley House Charter, according to the roles and responsibilities detailed above. BakerRipley Promise Community Schools will expend funds as follows: Payroll to support a part-time Quality Assurance Liaison and district staff to implement program activities; Contracted Services to secure non-district personnel to implement program activities; Supplies and Materials to procure consumable materials for activities including technology; and Other Operating Costs for trainings and student travel for approved field trips or transportation home from the program. Expenses must be allowable and reasonable and adhere to 21<sup>st</sup> CCLC Program Guidelines and TEA General and Fiscal Guidelines.</p> <p>HCDE will hire the Site Coordinator and maintain 51% of the awarded budget to support program-wide initiatives on behalf of the students and meet evaluation requirements.</p>	
<b>Describe the roles of each organization in providing, sharing and reporting student data required to meet data and reporting requirements of the grant.</b>	
<p>HCDE will provide a Site Coordinator to monitor program activities and student data to ensure that accurate and quality information is reported; partner with the district to report semester and end-of-year data to TEA; and provide a research coordinator to perform an annual evaluation. HCDE will issue a final evaluation report in the format requested by TEA.</p> <p><b>BakerRipley Promise Community Schools</b> will collect data on the following: 1) student grades in core content areas; 2) student attendance in afterschool program; 3) school day attendance; 4) behavior reports; 5) pre- and post-test assessments for tutorials twice a year; and 6) distribute parent, teacher and student surveys and 7) other data required by TEA.</p>	

Texas Education Agency

Describe each organization's plan to sustain the program after grant funding ends:	
<p>HCDE will coordinate resources from public and private agencies on a local, state and national level, during and after the grant period. Resources include the Out-2-Learn collaboration and funding opportunities through the Partnership Project afterschool grant and City of Houston's City Connections afterschool program. HCDE will train Site Coordinators to identify and establish partnerships, identify funding opportunities and create strategic plans to fortify relationships.</p> <p><b>BakerRipley Promise Community Schools</b> will support program activities through individual and collective networks to help bring in necessary resources for quality programming. Center Advisory Councils will create a financial plan that includes: 1) estimating the fiscal resources needed to sustain the program; 2) mapping current fiscal resources; and 3) identifying funding gaps and possible funding sources.</p>	
Fiscal Agent/Applicant Organization	Partner Organization
<b>Name of authorized official:</b> James Colbert, Jr.	<b>Name of authorized official:</b> Claudia Aguirre
<b>Title of authorized official:</b> County School Superintendent	<b>Title of authorized official:</b> President and CEO
<b>Signature:</b>  <small>James Colbert [Jan 14, 2021 09:13 CST]</small>	<b>Signature:</b>  <small>DocuSigned by: Claudia Aguirre Signature</small>
<b>Date Signed:</b> Jan 14, 2021	<b>Date Signed:</b> 1/8/2021 5:58:54 PM PST



## Galena Park Independent School District

14705 Woodforest Blvd. ♦ Houston, TX 77015 ♦ (832) 386-1466

**Ida A. Schultze, CPA, RSTBA**  
**Executive Director for Budget and Financial Support Services**  
[ischultze@galenaparkisd.com](mailto:ischultze@galenaparkisd.com)

Fax (832) 386-1428

January 21, 2021

Jesselyn E. Arceneaux  
Comprehensive Programs Manager  
HCDE  
6300 Irvington Blvd.  
Houston, TX 77022

Dear Ms. Arceneaux:

Re: Letter of Intent for the HCDE – 2021-2022 Nita M. Lowey 21<sup>st</sup> Century Community Learning Centers, Cycle 11 at Havard Elementary and Cobb Sixth Grand Campus

Dear

We intend to make a recommendation to the Galena Park Independent School District's (GPISD) Board of Trustees for the partnership agreement with Harris County Department of Education (HCDE) to establish the Cycle 11 CCLC/ACE# programs at Havard Elementary and Cobb Sixth Grade Campus on February 8, 2021. We can not guarantee that they will approve or deny the recommendation. Given a favorable action, GPISD will sign the agreement on February 9, 2021. Please let me know if you have any questions.

Respectfully,

DocuSigned by:

Ida A. Schultze, CPA