



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

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

NOGA ID

Application stamp-in date and time

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

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

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

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

**Required attachments:**

**Amendment Number**

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

**1. Applicant Information**

Name of organization

Campus name  CDN  Vendor ID  ESC  DUNS

Address  City  ZIP  Phone

Primary Contact  Email  Phone

Secondary Contact  Email  Phone

**2. Certification and Incorporation**

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

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

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

Authorized Official Name  Title  Email

Phone  Signature  Digitally signed by HD Chambers  
DN: cn=HD Chambers, o=Alief ISD, ou=Superintendent, email=HD.Chambers@aliefisd.net, c=US  
Date: 2021.01.12 14:18:02 -0600 Date

Grant Writer Name  Signature  Digitally signed by Zack Ward  
DN: cn=Zack Ward, o=Alief ISD, ou=Federal Programs & Grants, email=zachary.ward@aliefisd.net, c=US  
Date: 2021.01.12 07:22:46 -0600 Date

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

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**3. Shared Services Arrangements**

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

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

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

**4. Identify/Address Needs**

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

Quantifiable Need	Plan for Addressing Need
Campuses at risk of under-performing, low performance need targeted supports to improve student outcomes and close learning and achievement gaps, particularly in light of gaps exacerbated by COVID-19.	Take a deep dive into the data and determine what areas can be addressed during after school time with a working collaboration with administration and teaching staff. District technology resources such as iStation (English, Language Arts & Reading) and iReady (Math) and specialized vendors will be utilized.
Students - particularly in low socioeconomic and at-risk subpopulations, need additional opportunities to participate in Career & Technical Education programs & STEM activities outside of the traditional school day.	Increase our collaboration with the Career and Technology Department to broaden the students' opportunities through field trips and teaching staff in CTE field. Provide students more hands on experiences through vendors that provide STEM activities.
Economically disadvantaged students need equitable access to experiential learning (enrichment, field trips, STEM clubs, etc.) to broaden their knowledge and skill sets and have educational experiences commensurate with that of more affluent peers.	Research the activities and opportunities that are provided in the affluent areas and give our students the same opportunities. The experiences can be done during after school time through virtual tours, field trips, vendors, and our partnerships.

**5. SMART Goal**

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

By the end of each grant year - marked by homework assistance, tutorials, college and career readiness initiatives, STEM activities, social-emotional learning supports, enrichment activities, and experiential learning - at least 75% of participating students will be promoted and pass all academic classes.

**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**

Progress Reports  
 iReady Reports  
 iStation Reports  
 Beginning of the Year Assessment  
 District Campus Assessment  
 Activities provided through After School Program (Schedules)  
 Target: 50% of the students are passing all academic classes

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**8. Measurable Progress (Cont.)**

**Second-Quarter Benchmark**

Progress Reports  
 Report Cards  
 iReady Reports  
 iStation Reports  
 District Campus Assessment  
 Interventions provided in person or computer based  
 Activities provided through After School Program (Schedules)  
 Target: 75% of the students are passing all academic classes

**Third-Quarter Benchmark**

Progress Reports  
 iReady Reports  
 iStation Reports  
 District Campus Assessment  
 Pull STAAR results  
 Interventions provided in person or computer based  
 Activities provided through After School Program (Schedules)  
 Target: Assist the remaining 25% of students in passing all academic classes

**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.

Alief will evaluate programs using a combination of center level self-evaluation and contracted external evaluation at the grant level. Center level evaluation will be based on the Youth Program Quality Assessment (YPQA). It is a validated instrument designed to measure the quality of youth programs and identify staff training needs. Notes, observations, and interview data will be used as evidence to score items. Item scores are combined to create an overall program quality profile ([www.cypq.org/assessment](http://www.cypq.org/assessment)). The overall program quality profile will be used by central after school program (ASP) staff and Federal Programs & Grants staff to evaluate the community learning centers. Alief will also leverage the Texas ACE evaluation guidelines and resources to ensure quality evaluation of programs, and also to create a logic model that depicts the key components of the program and shows the relationships among the resources, activities, and short- and long-term expected outcomes.

Improving Programs: Data from the YPQA and from the external evaluation will be used in monthly staff meetings to guide discussion on success and areas that require improvement. Data driven decisions will help ensure a high quality of programming at all sites. As a result of the evaluations methods, Alief wants to observe higher rates of attendance among 21st Century Community Learning Center students, increased performance on STAAR, decreased disciplinary issues, and increased family engagement. Our programs are designed to achieve these ends, and ongoing data review will guide central level and site level decision making to ensure progress toward these goals.

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**8. Statutory/Program Assurances**

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

Check each of the following boxes to indicate your compliance.

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

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**9. Statutory/Program Requirements**

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

Evaluation of Community Needs and Resources: Stakeholder feedback through parent questionnaires, external evaluation reports, student voice and choice, community demographics, and input from community-involved district organizations such as campus Shared Decision Making Committees, the FACE Advisory Council, the Educational Improvement Council, Community In Schools, and the School Health Advisory Council, all contribute data for our needs assessment as part of continuous improvement cycle. Results, findings, and anecdotal evidence from these resources clearly reveal that parents have a strong need for safe, enriching environments for their children between 3:00 – 6:00 pm. Many of Alief’s neighborhoods lack safe places to play, and many of Alief’s students come from single parent households, contributing to the significant need for access to quality after school programming and experiential learning opportunities.

a. The needs assessment is essentially the cornerstone of the continuous improvement cycle. At the center level, the After School Program Department staff assemble annually in the late spring to begin formulating a needs assessment plan. The process begins with identifying strengths and opportunities from the current school year. These findings are summarized with a descriptive review of each item/area of strength. Data analysis is an integral component of this process. The instructional leadership team identifies each data source that was used to assess strategies and determine progress. The team performs a thorough review to ensure all strategies required by state and/or federal law are included, as well as data for all grant funded programs and activities.

b. Alief’s demographic makeup of largely underrepresented subpopulations also impacts our needs assessment. The After School Program team always considers our high need student populations - Economically Disadvantaged (87%), At-Risk population (82%), Limited English Proficient (46%) – when making decisions. The proposed sites all feature high rates of these underrepresented student groups and campus leaders identified these students and associated learning loss due to COVID-19 as the highest need. Best Elementary is 93% Economically Disadvantaged (ED), 85% At Risk (AR), and 78% Limited English Proficient (LEP). Collins Elementary is 95% ED, 88% AR, and 83% LEP. Hearne Elementary is 90% ED, 76% AR, and 67% LEP. Landis Elementary is 92% ED, 85% AR, and 76% LEP. Smith Elementary is 91% ED, 76% AR, and 64% LEP. Youens Elementary is 92% ED, 86%, AR, and 78% LEP. Budwig Intermediate is 86% ED, 78% AR, and 41% LEP. O'Donnell Middle is 88% ED, 83% AR, and 28% LEP. Alief will serve 120 students at each site. All sites are Title I and all students are eligible. From a learning loss or 'unfinished learning' standpoint, District Common Assessment (DCA) scores in Math and Reading from Beginning of Year 2019 and Beginning of Year 2020 show regressions at all levels served by this grant. Elementary Reading scores are down about 10% across the board and Elementary Math scores are down 11%, per DCA data. Middle School Reading scores are down 4% and Middle School Math scores are down 1% from the prior year. Alief’s ASP directly support classroom learning and supplement with experiential learning, social-emotional learning, and STEM activities that help boost student performance and curtail learning loss.

c. Needs of Working Families: Working families in these neighborhoods need safe, enriching places for their children to be after school and prior to the parent(s) returning home from work. Due to financial limitations, the overwhelming majority of these families are unable to afford quality after school programming. Key district stakeholders work with individual campuses to identify and recruit students based on the following criteria: analyze attendance data and trends, academic performance data, disciplinary data, and social and emotional learning trends. To meet the needs of working families, the district conducted an assessment of child care options in the Alief community. The results of the assessment revealed few resources for high need families, no free resources, and no opportunities for enrichment outside of what the district offers.

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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.

How the Proposed Program Will Impact Students: Afterschool programs allow for opportunities to offer innovative and engaging activities that extend beyond the school day. Activities that will be offered have been developed based on specific campuses' needs assessments and individual students' needs. Previous years of afterschool programming in Alief have been evaluated and elements that have shown the greatest impact will be integrated into the new afterschool sites. The latest national research on effective practices in afterschool will be considered when developing academic enrichment and tutorials. To ensure program effectiveness for each individual site, each campus's needs assessment will drive the UNIQUE activities that will be offered on each individual campus. Site Coordinators will collaborate with the project director and partnering organizations to develop activities and ensure that, as the individual needs of students change, activities will be reevaluated and adjusted.

Students struggling in specific areas will attend tutorials/academic activities focused on specific identified needs. Students performing on level or excelling above their level, will participate in academic enrichment project-based learning activities. Activities will be aligned to the four core components: Academic Assistance; Enrichment; Family and Parental Support Services; and College and Workforce Readiness. By educating families on strategies to assist with academic achievement, increasing family engagement and bridging home and school, research shows academic gains follow. Integrating college and career skills into academics and enrichment activities heightens the relevancy for students, causing students to engage at a higher level and heighten their interest in the content area. TEA's ACE technology trainings and resources which has been proven successful, will be used to assist in activity planning. To further ensure effectiveness, the project director and site coordinators will not only assist in drafting lessons and activities, but will evaluate their effectiveness by monitoring afterschool classrooms, student progress, and communicate on a consistent basis with school day teachers. He/she will attend PLC meetings and work with campus academic specialists and administrators. Additional professional development (CASE, TEA, and in-house) attended by front-line staff will also assist with the efficacy of instruction delivered to ensure academic achievement.

Program Impact on Student Achievement and Success: The effectiveness of Alief After School Programs is supported by data. Data shows that students enrolled in Alief After School Programs – 21st Century Community Learning Center sites and tuition-based sites – continue to outperform their non-after school program attending peers. Alief ASP students attend school more regularly and have fewer behavioral incidents. The following is the most recent data (2019) pertaining to academic performance of students at the proposed centers:

STAAR - % of students who Met Standard at the 8 proposed centers (Best Elementary, Collins Elementary, Hearne Elementary, Landis Elementary, Smith Elementary, Youens Elementary, Budewig Intermediate, O'Donnell Middle): 65%. By comparison, during the same academic year, 75% of students enrolled in an Alief after school program Met Standard on STAAR Math and 72% of after school program students Met Standard on STAAR Reading.

Furthermore, 97% of after school program students were placed or promoted (no summer school required) in comparison to a 12.8% student retention rate district-wide.

This data shows that the based programs that the district implements are well-designed, appropriately staffed, and effective for students.

SMART Goal: By the end of each grant year, at least 75% of participating students will be promoted and pass all academic classes.

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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.

Proposed Program Activities: Alief ISD's 21st CCLC program plan is comprehensive and designed to address all required components and objectives including improved academic performance, attendance, behavior, and promotion rates. The center level programs will attend grade level/content specific meetings with teachers and interventionists and collaborate with specialists and administrators to address student needs. Each campus' individual activities may vary based on needs identified in their comprehensive needs assessment; however, the overarching model will include three components – homework help, academic enrichment/tutorials, and enrichment. Mondays through Thursdays students will receive 45 – 60 minutes of homework help followed by 45 – 60 minutes of academic enrichment/tutorials, and concluding with 45-60 minutes of engaging enrichment activities. Wednesdays will differ for middle schools as they will begin an hour earlier due to early dismissal for teacher professional learning communities. On Wednesdays, 7th – 8th grade students will attend presentations and engage in team building activities that focus on college and career readiness, and intervention and prevention presentations, and hands-on activities. Based on campus needs, elementary and intermediate campuses (K – 6th grade) will offer a morning component involving technology-based instruction and interventions targeting primarily ESL students. All programs will include interventions and small-group accelerated instruction, homework assistance, youth development activities, prevention programs, enrichment activities, technology-based instruction, and services for families of participating students. A six week summer program will be offered to ESL students and students who struggled with promotion. Grant funds will expand and/or enhance the summer school day for identified students on each campus and will allow campuses to offer enrichment and character education activities after the regular academic summer school program.

Impact on Student Achievement and Success: The center level program will work closely with the regular school day to incorporate a variety of academic and social-emotional enrichments activities to address the students needs. Students have the option to participate in Science, Technology, Engineering, & Mathematics (STEM) activities including a robotics team that competes in local competitions. Other STEM-driven activities in the ASP invoke hands-on, experiential learning that supplements the learning of the regular school day. According to a study titled 'STEM Related After-School Program Activities & Associated Outcome on Student Learning,' "STEM-related after-school program activities differed from regular classroom activities in such a way that allowed students to learn from the task itself because regular school works mostly focused on preparing students for standardized testing." The study also revealed that students found more joy, comfort, and commitment with activities that were not grade oriented and fostered flexibility and creativity in a fun environment (Sahin, Ayar, and Adiguzel, pgs. 315-316). Alief ASP activities also include restorative practices circles and mood meters, etiquette training, fine arts, entrepreneurial lessons, and team building activities as creative outlets that foster a learning environment that promotes well-rounded students. All activities are aligned with the Youth Program Quality Assessment (YPQA) and Alief ASP Campus Effectiveness Tool.

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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

Planned Partnerships: Alief After School Programs has a rich collaborative history. In 20 years of operations, Alief ASP has collaborated with several community based organizations and other local partners to provide high-quality after school programming for students and families. The district will continue to leverage these successful partnerships and expand upon a well-built collaboration foundation. Alief's partnering organizations include the Harris County Department of Education Center for Afterschool, Summer, & Enrichment for Kids (HCDE CASE). The CASE for Kids partnership includes best practice professional development training for Alief ASP staff, as well as three grant projects that supplement our program: 1) CASE for Kids City Connections provides diverse activities for Alief ASP students including fine arts, academic enrichment, college explorations, and fitness classes; 2) the CASE for Kids Partnership Project connects our economically disadvantaged population with service providers for enrichment activities; 3) the CASE for Kids Afterschool Sustainability Initiative (ASI) helps generate successful partnerships in the community to promote sustainability of after school programs. The United Way will conduct site observations for each community learning center to assist ASP staff in maintaining a high level of program quality and to strive for continuous improvement through use of the Youth Program Quality Assessment (YPQA). The United Way facilitates a train-the-trainer model session for the YPQA free of charge as part of Alief's membership in the Out to Learn Community. Between offerings from HCDE CASE and the United Way, Alief ASP staff – including the Site Coordinators and frontline instructional staff – will attend at least two professional development sessions per semester that align with the National Afterschool Association (NAA) Core Knowledge and Competencies for Afterschool and Youth Development Professional Framework.

Students at the community learning centers will participate in a nine-week curriculum with culminating events, occurring on and off campus, that will provide opportunities to interact with peers, learn from professionals in related fields, and celebrate new learning in academic and enrichment classes. The culminating events are presented through partnerships with HCDE CASE, Houston Community College, and Alief Career and Technology Center all of which support and supplement our curriculum with field trips, guest speakers, and other events related to innovative learning.

Alief also has a long-standing partnership with Communities in Schools, Houston (CIS) that directly provides resources and services, and/or access to local resources and services, to meet the needs of ASP students and families that are struggling financially and/or emotionally. All eight sites proposed for Cycle 11 have a CIS office on campus staffed by a CIS-employed counselor.

The Harris County Department of Education, The United Way, and Communities in Schools, Houston are eligible to apply for this grant on their own, and choose to partner with Alief to deliver high quality programs. Each partnership is purposefully formed to directly contribute to the objectives of the district and expand the capacity of Alief ISD to offer high quality after school programming. Many of these partners provide free services that aid program sustainability. (See attached partnership agreements)

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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.

Per the national Afterschool Alliance, when sequenced activities, active teaching strategies, focused instruction and skills development, and explicit learning goals are implemented together in an intentionally designed afterschool program, the expected outcomes are positive impacts on academics, behavior, and self-perceptions. Alief's programs will include those components – activities are sequenced and broken down to maximize learning, certified classroom teachers with engaging personalities and hands-on teaching philosophies are hired to the program, each day is structured with a variety of focused, choice-driven activities, and students are continually reminded of the goals and objectives of the program to ensure progress toward those goals.

MindWorks curriculum uses hands-on, interactive, educational materials that engage students in multi-sensory learning experiences. Principles that are key to the 21st Century learning model and implemented into the MindWorks curriculum include authentic learning, mental model building, internal motivation, multi-modal learning, social learning, and international learning. Additionally, MindWorks Resources curriculum integrates the following 21st Century best practices into daily hands-on lessons: Learning Skills – critical thinking, creative thinking, collaborating, communicating; Literacy Skills – information literacy, media literacy, technology literacy; and Life Skills – flexibility, initiative, social skills, productivity, leadership.

Alief after school programs also engage in college and career readiness activities. A study titled 'The Forgotten Middle – Ensuring that All Students Are on Target for College and Career Readiness Before High School' found that the level of academic achievement that students attain by 8th grade has a larger impact on their college and career readiness by the time they graduate from high school than anything that happens academically in high school (www.act.org). The ASP supports these findings by incorporating field trips to colleges and universities, inviting guest speakers from a variety of career fields to speak to students, matching students with adult peers, and other college and career readiness activities.

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.

Alief will use grant funding to provide bus transportation for sites participating in 21st Century, Cycle 11. While the district will continue to use procedures outlined in our After School Program handbook for car riders and walkers/ bike riders, the majority of students at grant funded sites are bus riders. In an effort to support the highest priority of ensuring the safety of all students, Alief implemented the SMART Tag system for bus riders in the district. The program was piloted in 2016 and rolled out district wide at the beginning of the 2017-18 school year. Each district school bus is outfitted with a tablet equipped with a Radio Frequency Identification reader, mobile connectivity, and Global Positioning System (GPS). Every student in the district who resides in a bus zone and is assigned a route is issued a unique SMART Tag identification badge. The badge is scanned on the bus tablet upon bus entry and exit, ensuring each child is on the correct bus and that no unauthorized individuals board the bus. Using the SMART Tag technology, central Transportation Department staff have a plethora of valuable information immediately available, including which students are on each bus, the exact location of each bus, the traveling speed of the bus, and each stop the bus makes. The SMART Tag system will greatly benefit the after school program staff by ensuring the proper and safe transport of all after school program students.

Middle school sites have the added benefit of leveraging the district's late run buses, and will not require additional funding for transportation. Alief has a late run bus system for middle schools and high schools that transports kids that remain on campus for tutorials, athletic events, and other school related activities. The middle school after school program students will also benefit from SMART Tag technology during bus transportation.

After school program staff at each participating site follow the district's documented procedures for dismissal. There are specified zones at dismissal for walkers/bike riders (while the district supports walkers/bike riders, we do not allow students to walk home from the After School Program between November and March due to daylight savings), car riders, and bus riders. Staff ensure each student gets to the correct zone at dismissal for safe transport home.

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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.

Plan to Disseminate Information: Detailed information about the community learning centers will be posted on the central After School Program and individual campus websites. Web based information will include locations of programs, hours of operations, a calendar of events, parent resources, registration information, and family engagement opportunities. The central office will post pictures, videos, and summaries of key events through the Alief website, Twitter, and Facebook platforms for public viewing.

Information about the community learning centers will also be disseminated via posters, flyers, school marquees, campus newsletters, district school bus signage, and parent emails. Furthermore, Alief distributes a newsletter called The Communicator to more than 107,000 homes in the community. The Communicator is published five times per year, and the annual back to school edition will promote the community learning centers. Finally, Alief offers a couple of electronic methods of communication and information dissemination. The Contact Us feature on the district website allows any parent, student, or community member to submit a question or concern regarding any district-related activity. The central Public Relations & Communications team monitors, forwards questions/ comments to the appropriate campus or department to respond to within 48 hours of submission. Secondly, Alief 411 is a text messaging system that provides key information about the district parents who register for the service. Additionally, campuses use a version of the service that they refer to as Remind. The texting service is a simple, effective, and wide-reaching method of keeping parents and families abreast of important issues and events throughout the district and/or at each campus. All communications will be created and distributed in English and Spanish.

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.

As required by ESSA, Alief coordinates and collaborates with other programs to make the most effective use of public resources. The annual District Improvement Plan process is the catalyst for collaboration. Through the comprehensive needs assessment, staff discover opportunities for meaningful and impactful collaboration. Departments coordinate to bring together federal, state, and locally funded programs and personnel to ensure the most effective use of resources. For example, the central ASP Department collaborates with the district Science Department to incorporate STEM curriculum and robotics lessons and events in after school programming. College and career preparation initiatives and lessons are integrated into the ASP through a collaboration with the Career & Technical Education Department. Additionally, ASP staff collaborate with the Fine Arts Department for the integration of arts curriculum.

Alief will also leverage the resources available from the Texas Ace Blueprint, including coordinating training opportunities, technical assistance coaching, data collecting and reporting through the Texas 21st database, program implementation monitoring, and program evaluation. The ASP's goal is to augment the learning of the school day through enrichment activities, homework assistance, and tutorials. Site Coordinators are part of the campus leadership team and the campus Shared Decision Making Committee.

At the middle school level, UIL and intramural athletics, along with after school tutorials, are already in place. The ASP works with these students and supplements their participation in these activities with enrichment activities and other ASP programming. After school tutorials are paid for with Title I funds and State Compensatory Education funds. Sports programs are provided using local funds. Curriculum is designed by the central instructional leadership team and funded locally.

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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.

**Building Local Sustainability Through Partnerships:** The district will also continue to leverage established partnerships with local organizations such as Houston's Kids, the Alief YMCA, the Children's Museum of Houston, and Communities in Schools – Houston to provide after school enrichment opportunities, field trips, summer programs, and counseling services. Additionally, Alief is a current recipient of the HCDE CASE Partnerships grant which provides a dollar for dollar match of funds spent at participating fee-based sites to provide enrichment and after school programming. Alief also participates in the HCDE CASE City Connections, a collaborative initiative which is funded directly by the City of Houston to support nonprofit organizations that address the need for youth services outside the school day based on communities. Alief also partners with HCDE CASE on the Afterschool Sustainability Initiative (ASI). The ASI project was designed to generate successful partnerships in the community and support the valuable work that Harris County nonprofits are providing to at risk youth beyond school day hours, and the CASE ASI model will maximize community investment on leveraged funds to promote sustainability of out-of-school time comprehensive programs operated by nonprofits.

Another option for after school programming in Alief is a program called COMET, which is offered in partnership with 5Works, a local non-profit organization. The COMET program provides enrichment, homework support, and other after school programming at participating apartment complexes where students reside and on selected campuses. Volunteers and community partners sustain the program, and COMET is free for students.

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)

**The Role of Volunteers in the After School Program:** Alief has a detailed screening and placement process for volunteers that is implemented by the central Volunteers in Public Schools (VIPS) coordinator. Recruitment of volunteers is coordinated by Alief's VIPS staff within the Family & Community Engagement Department. The VIPS coordinator recruits potential volunteers using a centrally maintained database of retired educators and also through the district's active mentor and volunteer database. Recruitment efforts are also employed at each campus through posters, flyers, and campus newsletters. Additionally, each campus has a designated volunteer coordinator and a family engagement liaison who actively promote volunteerism at the campus. Site Coordinators will encourage volunteerism, particularly by family members, and will establish communication with the campus volunteer coordinator to identify volunteers. Volunteers are a welcomed and vital aspect of the Alief community. The Alief After School Program will use volunteers in mentoring roles and as career exploration speakers during college and career readiness activities. Each after school program student will be assigned an adult mentor that they will meet with on a regular basis to receive advice, encouragement, and academic and/or emotional support. Additionally, throughout the week the sites will offer opportunities for career exploration as part of the district's ongoing college and career readiness initiatives. Adult volunteers will serve as guest speakers to shed light on their various career experiences and achievements, including the education and training required to succeed in those fields.

The ASP will partner with the Career & Technical Education Department to involve students in the district's Texas Association of Future Educators (TAFE) program at ASP sites. The aim is to provide practical experiences for TAFE students and meaningful interactions between ASP students and students in a career pathway, and to develop a pool of qualified and experienced educators to sustain programs in the future. Alief will also leverage partnerships with local colleges and universities to provide internship opportunities for college students at our ASP sites.

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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.

ASP will recruit through campus-wide marketing to all students at the center level. Our recruitment process will include referrals from campus administrators, teachers, and parents of students identified as most in need of services aligned to the four core components: Academic Assistance; Enrichment; Family and Parental Support Services; and College and Workforce Readiness. ASP will continue to implement paper communications and mobile marketing strategies such as Alief 411, Remind, and social media platforms.

Per the study 'Taking a Deeper Dive into Afterschool: Positive Outcomes and Promising Practices' by the national Afterschool Alliance in Washington D.C., "Quality afterschool programs have the ability to excite children about learning, spark their curiosity and connect school-day lessons to their everyday lives. They have the capacity to strengthen students' engagement in school and help them set higher educational aspirations for themselves" (Afterschool Alliance, pg. 4). Alief's ASP programs are designed to follow those findings. The district wants a true extension of the school day that motivates students and promotes personal and academic growth. The same study also states that when sequenced activities, active teaching strategies, focused instruction and skills development, and explicit learning goals are implemented together in an intentionally designed afterschool program, the expected outcomes are positive impacts on academics, behavior, and self-perceptions (Afterschool Alliance, pgs. 16-17). Alief's programs will include those components – activities are sequenced and broken down to maximize learning, certified classroom teachers with engaging personalities and hands-on teaching philosophies are hired to the program, each day is structured with a variety of focused, choice-driven activities, and students are continually reminded of the goals and objectives of the program to ensure progress toward those goals. By the end of each grant year, Alief's 21st CCLC sites will have an attendance rate of 96% or better (fall, summer, and spring).

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.

Alief operates a centrally run After School Program Department consisting of an ASP Coordinator, an Assistant Coordinator, a Family Engagement Specialist, two Program Assistants, and an Aide. As part of the needs assessment and continuous improvement process, ASP staff assess campus needs. This process provides clarity on district-wide and campus needs and helps direct central leaders in decision-making processes such as center operations schedules, staffing, and budget for grant-funded ASP sites. Each proposed center has a student population that needs quality after school programming during the critical hours of 3:00-6:00 pm, access to quality teachers and learning resources, safe transportation, and enrichment/practical experiences that are often unavailable to them due to financial limitations. These needs are directly addressed and reflected in the center operations schedule and the budget plan. Each grant funded site is led by a full time Site Coordinator and is staffed by certified teachers, paraprofessionals, and volunteers. Site Coordinators report to the ASP Coordinator and meet regularly with central ASP staff to ensure quality delivery and management of programming. The Project Director will assume overall responsibility for the 21st CCLC sites and will report directly to the ASP Coordinator and the Director of Federal Programs & Grants.

Alief's budget is based on experience and expertise in the delivery of after school programming. The proposed budget supports a central Project Director and a central Family Engagement Specialist with supporting equipment, supplies, and training. The budget also includes campus-based Site Coordinators with supporting equipment, supplies, and training, as well as support staff and enrichment activities. These funds will help meet student targets by providing experienced and qualified central and campus-based staff, and activities and experiences that directly support regular school day learning and provide participating students with meaningful, enriching opportunities for growing and learning, both academically and socially-emotionally.

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**10. Equitable Access and Participation**

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

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

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

**11. PNP Equitable Services**

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

- Yes  No

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

Are any private nonprofit schools participating in the grant?

- Yes  No

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

**Assurances**

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

**Equitable Services Calculation**

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

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**12. Request for Grant Funds**

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

**Payroll Costs**

1.	Project Director	\$89,997
2.	Family Engagement Specialist	\$71,995
3.	Site Coordinators	\$642,600
4.	Extra Duty Pay	\$649,960
5.		

**Professional and Contracted Services**

6.	Program Evaluation	\$24,000
7.	Enrichment Vendors (academic, social-emotional - throughout the year)	\$64,000
8.		
9.		
10.		

**Supplies and Materials**

11.	Central office program administration supplies/materials	\$6,000
12.	Program and campus curriculum, consumables, supplies	\$40,000
13.		
14.		

**Other Operating Costs**

15.	Travel/mileage for full time program staff	\$33,048
16.	Transportation	\$66,400
17.	Field trip registration/entry fees and travel	\$12,000

**Capital Outlay**

18.		
19.		
20.		

Direct and indirect administrative costs:

**TOTAL GRANT AWARD REQUESTED:**

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**Appendix I: Negotiation and Amendments**

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

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

***You may duplicate this page.***

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

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

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

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## Center Operations Schedule

County-district number or vendor ID: 101903

### 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	1019031 18	<b>Best Elementary School</b> 10000 Centre Pkwy. Houston, TX 77036 (713) 988-6445		K-4	120	30
2	1019031 22	<b>Collins Elementary School</b> 9829 Town Park Dr. Houston, TX 77036 (713) 272-3250		K-5	120	30
3	1019031 15	<b>Hearne Elementary School</b> 13939 Rio Bonito Rd. Houston, TX 77083 (281) 983-8333		K-4	120	30
4	1019031 16	<b>Landis Elementary School</b> 10255 Spice Ln. Houston, TX 77072 (281) 983-8343		K-4	120	30
5	1019031 05	<b>Smith Elementary School</b> 11300 Stancliff Rd. Houston, TX 77099 (281) 983-8380		K-4	120	30
6	1019031 01	<b>Youens Elementary School</b> 12141 High Star Dr. Houston, TX 77072 (281) 983-8383		K-5	120	30
7	1019031 45	<b>Budewig Intermediate School</b> 12570 Richmond Ave. Houston, TX 77082 (281) 988-3200		5-6	120	30
8	1019030 46	<b>O'Donnell Middle School</b> 14041 Alief Clodine Rd. Houston, TX 77082 (281) 495-6000		7-8	120	30
9						
10						



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	101903118	Best Elementary School 10000 Centre Pkwy. Houston, TX 77036					K-4	120	30			
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			11/26/2021			14			
Spring Term			11/29/2021			5/27/2022			26			
Summer Term			06/13/2021			07/22/2021			6			
Total number of weeks:									46			
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			3:05	6:05			3:05	6:05	7:30	1:30		
Tuesday			3:05	6:05			3:05	6:05	7:30	1:30		
Wednesday			3:05	6:05			3:05	6:05	7:30	1:30		
Thursday			3:05	6:05			3:05	6:05	7:30	1:30		
Friday			3:05	6:05			3:05	6:05				
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)	Saturday events and Field Trips will vary throughout the grant year											
<b>Parent/Legal Guardian Activities</b>	Monthly Family Engagement Activities											

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	101903122	Collins Elementary School 9829 Town Park Dr., Houston, TX 77036					K-5	120	30			
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			11/26/2021			14			
Spring Term			11/29/2021			5/27/2022			26			
Summer Term			06/13/2021			07/22/2021			6			
Total number of weeks:									46			
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			3:05	6:05			3:05	6:05	7:30	1:30		
Tuesday			3:05	6:05			3:05	6:05	7:30	1:30		
Wednesday			3:05	6:05			3:05	6:05	7:30	1:30		
Thursday			3:05	6:05			3:05	6:05	7:30	1:30		
Friday			3:05	6:05			3:05	6:05				
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)		Saturday events and Field Trips will vary throughout the grant year										
<b>Parent/Legal Guardian Activities</b>		Monthly Family Engagement Activities										

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>													
Center 3	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target				
Center	101903115	Hearne Elementary School 13939 Rio Bonito Rd., Houston, TX 77083					K-4	120	30				
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			11/26/2021			14				
Spring Term			11/29/2021			5/27/2022			26				
Summer Term			06/13/2021			07/22/2021			6				
Total number of weeks:									46				
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			3:05	6:05			3:05	6:05	7:30	1:30			
Tuesday			3:05	6:05			3:05	6:05	7:30	1:30			
Wednesday			3:05	6:05			3:05	6:05	7:30	1:30			
Thursday			3:05	6:05			3:05	6:05	7:30	1:30			
Friday			3:05	6:05			3:05	6:05					
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)	Saturday events and Field Trips will vary throughout the grant year												
<b>Parent/Legal Guardian Activities</b>	Monthly Family Engagement Activities												

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>													
Center 4	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target				
Center	101903116	Landis Elementary School 10255 Spice Ln., Houston, TX 77072					K-4	120	30				
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			11/26/2021			14				
Spring Term			11/29/2021			5/27/2022			26				
Summer Term			06/13/2021			07/22/2021			6				
Total number of weeks:									46				
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			3:05	6:05			3:05	6:05	7:30	1:30			
Tuesday			3:05	6:05			3:05	6:05	7:30	1:30			
Wednesday			3:05	6:05			3:05	6:05	7:30	1:30			
Thursday			3:05	6:05			3:05	6:05	7:30	1:30			
Friday			3:05	6:05			3:05	6:05					
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)	Saturday events and Field Trips will vary throughout the grant year												
<b>Parent/Legal Guardian Activities</b>	Monthly Family Engagement Activities												

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>													
Center 5	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target				
Center	101903105	Smith Elementary School 11300 Stancliff Rd., Houston, TX 77099					K-4	120	30				
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			11/26/2021			14				
Spring Term			11/29/2021			5/27/2022			26				
Summer Term			06/13/2021			07/22/2021			6				
Total number of weeks:									46				
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			3:05	6:05			3:05	6:05	7:30	1:30			
Tuesday			3:05	6:05			3:05	6:05	7:30	1:30			
Wednesday			3:05	6:05			3:05	6:05	7:30	1:30			
Thursday			3:05	6:05			3:05	6:05	7:30	1:30			
Friday			3:05	6:05			3:05	6:05					
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)		Saturday events and Field Trips will vary throughout the grant year											
<b>Parent/Legal Guardian Activities</b>		Monthly Family Engagement Activities											

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>													
Center 6	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target				
Center	101903101	Youens Elementary School 12141 High Star Dr., Houston, TX 77072					K-5	120	30				
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			11/26/2021			14				
Spring Term			11/29/2021			5/27/2022			26				
Summer Term			06/13/2021			07/22/2021			6				
Total number of weeks:									46				
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			3:05	6:05			3:05	6:05	7:30	1:30			
Tuesday			3:05	6:05			3:05	6:05	7:30	1:30			
Wednesday			3:05	6:05			3:05	6:05	7:30	1:30			
Thursday			3:05	6:05			3:05	6:05	7:30	1:30			
Friday			3:05	6:05			3:05	6:05					
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)	Saturday events and Field Trips will vary throughout the grant year												
<b>Parent/Legal Guardian Activities</b>	Monthly Family Engagement Activities												

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>													
Center #	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target				
Center	101903145	Budewig Intermediate School 12570 Richmond Ave., Houston, TX 77082					5-6	120	30				
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			11/26/2021			14				
Spring Term			11/29/2021			5/27/2022			26				
Summer Term			06/13/2021			07/22/2021			6				
Total number of weeks:									46				
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	8:00	2:00			
Tuesday	7:30	8:30	4:00	6:00	7:30	8:30	4:00	6:00	8:00	2:00			
Wednesday	7:30	8:30	4:00	6:00	7:30	8:30	4:00	6:00	8:00	2:00			
Thursday	7:30	8:30	4:00	6:00	7:30	8:30	4:00	6:00	8:00	2:00			
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)		Saturday events and Field Trips will vary throughout the grant year											
<b>Parent/Legal Guardian Activities</b>		Monthly Family Engagement Activities											

<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	101903046	O'Donnell Middle School 14041 Alief Clodine Rd., Houston, TX 77082						7-8	120	30					
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				11/26/2021				14			
Spring Term				11/29/2021				5/27/2022				26			
Summer Term				06/13/2021				07/22/2021				6			
Total number of weeks:												46			
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)		Saturday events and Field Trips will vary throughout the grant year													
<b>Parent/Legal Guardian Activities</b>		Monthly Family Engagement Activities													



**INTERLOCAL AGREEMENT**  
**BETWEEN**  
**HARRIS COUNTY DEPARTMENT OF EDUCATION**  
**AND**  
**ALIEF INDEPENDENT SCHOOL DISTRICT**

Pursuant to the Interlocal Cooperation Act, Chapter 791 of the Texas Government Code, this Interlocal Agreement ("Agreement") is entered into by and between Harris County Department of Education ("HCDE") and Alief Independent School District ("District") for the purpose of providing after-school educational program(s).

**I. PURPOSE**

The District agrees to provide an after-school program(s), which must include activities to support language literacy and numeracy development and promote social and emotional learning skills (SEL) during out-of-school time hours ("after-school program(s)") to students four to twelve years of age or up to the age of 19 with a documented disability. Students meeting these age requirements are referred to herein as "eligible students."

**II. TERM**

This Agreement shall be for the period beginning October 1, 2020 and ending July 31, 2021 and is subject to the receipt of sufficient funds from HCDE.

**III. AFTER-SCHOOL PROGRAM DESCRIPTION AND REQUIREMENTS**

A. The District agrees to provide after-school program(s) to eligible students in accordance with all applicable local, state, and federal laws and regulations, including, without limitation, those promulgated by the Texas Workforce Commission ("TWC") and/or Gulf Coast Local Workforce Board. The District agrees to abide by all of the policies and procedures in the Center for Afterschool, Summer, and Enrichment (CASE for Kids) Manual, which is incorporated by reference into this Agreement. The District agrees to abide by all of the guidelines developed by HCDE in furtherance of this Agreement.

The District agrees to provide facilities and personnel necessary to provide quality improvement activities in the after-school program(s) to eligible students. The District will provide the after-school program(s) at the following school(s): **Heflin Elementary, Mahanay Elementary, Outley Elementary, Liestman Elementary, Cummings Elementary and Martin Elementary**. Activities in the after-school program(s) will adhere to those approved and agreed upon in the District's application form filed with HCDE.

B. The District will serve the number of students and operate the number of weeks, days and hours as outlined in the application filed with HCDE. The District agrees to inform HCDE of any changes in the hours of the after-school program(s), the ages of children served, holidays,

the name of the contact person, or any other changes to the after-school program(s) at least three weeks prior to any changes through appropriate amendment forms.

C. The District agrees to ensure that each program designates a program liaison, that program staff participate in an afterschool program self-assessment process using a CASE for Kids provided tool and that designated afterschool site staff attend CASE for Kids' Project meetings and a minimum of two (2) CASE sponsored or approved trainings per semester for a total of no less than four (4) CASE sponsored or approved trainings per school year.

D. The District agrees to incorporate specific curriculum and field experiences provided by CASE for Kids into the afterschool program.

E. The District agrees to affirm enrollment of students and provision of services by completing a CASE for Kids registration form for each child enrolled in the after-school program.

F. The District agrees to track and maintain daily attendance records for students enrolled in programs. These records must be submitted to Center for Afterschool, Summer and Enrichment (CASE for Kids) on by the 3<sup>rd</sup> of each month, utilizing the tracking system provided by Center for Afterschool, Summer and Enrichment.

F. The District agrees to expend funds received from HCDE to support language literacy and numeracy development within existing comprehensive after-school program(s). Expenditures must result from activities allowable under applicable TWC rules, including TWC rule § 809.16. The District agrees to submit quarterly certification of total expenditures for such after-school program(s), certifying that (a) expenditures have resulted from activities allowable under applicable TWC rules, including TWC rule § 809.16, and (b) expenditures funded through district funds have been expended for service delivery to eligible students in the afterschool program. The District agrees to provide this certification on the form attached hereto as Exhibit E. The District shall maintain its records and accounts in a manner that shall assure a full accounting of all expenditures paid for with both funds received from HCDE and local site matching funds relating to this Agreement. The District agrees to provide at minimum a dollar-for-dollar cash match to the total amount of funding. The District may use parent fees, local tax dollars, and federal grant funds, excepting Title I funds, as its local site matching funds for the after-school program(s) operated in accordance with this Agreement. The District agrees to submit a monthly itemized report of all expenditures for the after-school program(s) funded by local site matching funds. The District agrees to provide this itemized expenditure report on the form attached hereto as Exhibit F. The District agrees to submit Exhibits E and F to HCDE by the 15<sup>th</sup> day of each month. The District's records and accounts shall also be retained by the District and made available for audit by HCDE, the Texas Workforce Commission, Gulf Coast Local Workforce Board, and/or representative(s) of those entities for a period of not less than three (3) years after the expiration or termination of this Agreement. If an audit has been announced, the District shall retain its records and accounts until such audit has been completed.

G. The District further agrees that it will comply with all terms and conditions of the U.S. Department of Health and Human Services Child Care and Development Fund grant/contract awarded to HCDE, passed through the Texas Workforce Commission/Gulf Coast Workforce Solutions Board, including all applicable laws, rules, and regulations that govern the award/contract and administration of the grant/contract. Those regulations include, but are not limited to, applicable regulations pertaining to reporting, regulations pertaining to patent rights with respect to any discovery or invention which arises or is developed in the course of or under this Contract, and regulations pertaining to copyrights and rights in data. The District certifies

compliance with all provisions, laws, acts, regulations, rules, and ordinances in the attached certifications, which are incorporated herein by reference.

H. The District acknowledges and agrees that it is solely responsible for all costs, wages, expenses, and fees associated with or arising from the operation of its after-school program(s).

I. The District agrees to cooperate with evaluation of the after-school program(s) by providing such records as STAAR scores, grades, regular school day attendance, and conduct, for eligible students in the after-school program(s) to HCDE, as well as survey results, within a reasonable time after a request by HCDE.

J. The District may use the funds from HCDE to enhance existing after-school program(s), but the payments from HCDE should not replace funding for an existing after-school program(s).

K. The District agrees to obtain and assess criminal history record information for each employee, contractor, or volunteer used in the after-school program(s) and to use only those persons fit to work with students. The District shall complete the "Criminal History Certification" regarding the criminal history of covered employees, attached as Exhibit B and the "Felony Conviction Notice," attached as Exhibit C and incorporated by reference herein. Noncompliance or misrepresentation regarding these certifications may be grounds for termination of this Agreement.

L. The District will comply with Title VI of the Civil Rights Act of 1964 (Public Law 88-352), Section 504 of the Rehabilitation Act of 1973 (Public Law 93-112), The Americans with Disabilities Act of 1990 (Public Law 101-336), The Health and Safety Code Section 85.113 (relating to workplace and confidentiality guidelines regarding AIDS and HIV), and all amendments to each, and all requirements imposed by the regulations issued pursuant to these acts. In addition, the District agrees to comply with Title 40, Chapter 73, of the Texas Administrative Code. These provide in part that no persons in the United States shall, on the grounds of race, color, national origin, sex, age, disability, political beliefs or religion be excluded from participation in, or denied, any aid, care, service or other benefits provided by federal and/or state funding, or otherwise be subjected to discrimination.

M. The District will not discriminate against children with disabilities. The District will also not discriminate against children with AIDS. The District will comply with the Health and Safety Code Section 85.113 by adopting and implementing HIV/AIDS workplace guidelines for employees and clients; by providing educational programs for employees and clients; and, by developing and implementing guidelines regarding confidentiality of HIV/AIDS related medical information for employees and clients served.

N. The District will comply with the requirements of The Immigration Reform and Control Act of 1986 regarding employment verification forms for any individuals hired on or after November 6, 1987, who will perform any labor or services under this agreement.

O. The District further agrees that it will comply with all applicable standards, orders or requirements issued under section 306 of the Clean Air Act (42 U.S.C. 1857(h)), section 508 of the Clean Water Act (33 U.S.C. 1368), Executive Order 11738, and Environmental Protections Agency regulations (40 CFR part 15), and mandatory standards and policies relating to energy efficiency which are contained in the state energy conservation plan

issued in compliance with the Energy Policy and Conservation Act (Pub. L. 94-163, 89 Stat. 871).

P. The District agrees that the certifications and agreements included in the HCDE Vendor Certification Forms, attached hereto as Exhibit G and incorporated by reference in the agreement for all purposes, is true and correct.

**IV. COMPENSATION AND FUNDING**

Subject to the following paragraph, HCDE will reimburse sites up to the individual grant award amount based on expenditures for activities to support language literacy, and social emotional learning within existing comprehensive after-school program(s). District agrees to provide at a minimum a dollar-for-dollar match to the total amount of HCDE funding. Certification and itemization of expenditures must be received by HCDE in accordance with Section III (E) and (F) in order to receive award funds for the entire project period. Allowable match funds include parent fees, local tax dollars, foundation/grant funds and Federal funds excluding Title 1. All matching contributions using federal funds require prior review and approval of the source.

<b>Heflin Elementary</b>	<b>\$14,500</b>
<b>Mahanay Elementary</b>	<b>\$14,500</b>
<b>Outley Elementary</b>	<b>\$29,000</b>
<b>Liestman Elementary</b>	<b>\$14,500</b>
<b>Cummings Elementary</b>	<b>\$14,500</b>
<b>Martin Elementary</b>	<b>\$14,500</b>

HCDE will pay the District upon receipt of sufficient funds. The District waives any statutory right to interest the District may have under Chapter 2251 of the Texas Government Code.

In addition to the certification and itemization of expenditure reports required by Section III(F), the District shall also submit monthly invoices by the 15th of each month to HCDE. If HCDE determines, in its sole discretion, that any site of the District is out of compliance, HCDE may withhold funding for the month(s) that the site is out of compliance. For purposes of withholding funding, "out of compliance" means that the site is (1) not serving the required number of eligible students; (2) not operating the required number of weeks, days, or hours; (3) not providing sufficient language literacy and numeracy development activities in the after-school program; or (4) not complying with any provision of this Agreement or applicable law, rule, regulation, policy, or procedure. Additionally, if HCDE, TWC, or any other governing entity determines that the District's certification or itemization of expenditure reports are disallowed and HCDE must return funds to TWC or any other governing entity, the District shall reimburse/refund HCDE for the total amount of such funds.

Notwithstanding anything to the contrary in this Agreement, HCDE's obligation to pay as stated above is expressly contingent upon HCDE receiving local, state, and/or federal funds, if any, ("funds") designated for child care services that are sufficient to satisfy all obligations to other Districts with which HCDE contracts to provide after-school programs. In the event HCDE does not receive those funds or sufficient funds, HCDE may terminate this Agreement and will not be responsible for paying the District the amount specified above or for any of the costs of the after-school program(s) provided by the District.

#### **V. PIGGYBACKING ON HCDE-PROCURED CONTRACTS**

Pursuant to the Interlocal Cooperation Act, Chapter 791 of the Texas Government Code, and Chapter 271, Subchapter F of the Texas Local Government Code, the District may, in its discretion, enter into separate and independent contracts with CASE for Kids Afterschool and Summer Direct Service Providers, procured by HCDE in accordance with Section 44.031 of the Texas Education Code, that employ the same negotiated terms and conditions contained in an existing contract(s) between HCDE and the Direct Service Provider.

If the District elects to piggyback off of one of HCDE's contracts with CASE for Kids Afterschool and Summer Direct Service Providers, the District shall be permitted to purchase goods and services using the contracts competitively procured by HCDE. HCDE does not assess a fee to the District for use of HCDE contracts with Direct Service Providers. The District shall make payments directly to vendors/Direct Service Providers. The District shall be responsible for ordering, inspecting, and accepting the goods and services purchased by utilizing one of HCDE's contracts with Direct Service Providers. The District shall further be responsible for the vendors' compliance with provisions relating to the specific quality of goods and services delivered and terms of delivered, as set forth between the District and the vendor. HCDE is not responsible or liable for the performance of any vendor used by the District as a result of this Agreement or the District's piggybacking off of one of HCDE's contracts with Direct Service Providers.

#### **VI. RELATIONSHIP**

It is understood and agreed that the District is an independent contractor. Nothing in this Agreement shall be interpreted or construed as creating or establishing the relationship of employer and employee between HCDE and any employee or agent of the District. The Agreement does not create a joint venture or business partnership under Texas law.

The District is solely responsible for the supervision, daily direction and control, payment of salary (including withholding of income taxes and social security), insurance, worker's compensation, disability benefits and like requirements and obligations of District employees, agents, volunteers, and representatives. The District agrees that HCDE has no responsibility for any conduct of any District employee, agent, volunteer, or representative.

#### **VII. STUDENT RECORDS**

To the extent that HCDE will come into possession of the District's student records and information, and to the extent that HCDE will be involved in the survey, analysis, or evaluation of

students, incidental to this Agreement, HCDE agrees to comply with all applicable requirements of the Family Educational Rights and Privacy Act. In the event that the District or HCDE is in possession or custody of recorded information of the other party that is the subject of the Texas Public Information Act, the recorded information will be promptly provided to the other party upon request in the event the District or HCDE is obligated to disclose such information pursuant to the Public Information Act.

### **VIII. TERMINATION**

This Agreement may be terminated by either party without cause with thirty (30) days advance written notice. HCDE may by written notice at any time, terminate this Agreement if the District fails to comply with any provision of this Agreement. HCDE may also terminate this Agreement as provided in Section IV.

### **IX. LOCAL FUNDS**

Any local funds expended will be from current revenues available to the paying party.

### **X. AUTHORIZATION**

Each party acknowledges that this Agreement has been authorized by the governing body of each party to the Agreement.

### **XI. NOTICE**

Any notice provided under the terms of this Agreement by either party to the other shall be in writing and may be affected by certified mail, return receipt requested. Notice to shall be sufficient if made or addressed as follows:

Harris County Department of Education  
Attention: Mr. James Colbert, Jr.  
County School Superintendent  
6300 Irvington Blvd.  
Houston, Texas 77022

Alief Independent School District  
Attention: Mr. HD Chambers  
Alief Independent School District  
4250 Cook Rd.  
Houston, Texas 77072

Each party may change the address at which notice may be sent to that party by giving notice of such change to the other party in accordance with the provisions of this Article.

### **XII. GOVERNING LAW**

This Agreement shall be governed by and construed in accordance with the laws of the State of Texas.

### **XIII. VENUE**

The mandatory and exclusive venue for the adjudication or resolution of any dispute arising out of this Agreement shall be in Harris County, Texas.

### **XIV. ENTIRE AGREEMENT**

This Agreement, the RFP solicitation issued by HCDE, and the District's proposal/application submitted in response to HCDE's RFP solicitation, and the attached and incorporated addendum or exhibits, if any, contain the entire agreement of the parties relative to the purpose(s) of the Agreement and supercede any other representations, agreements, arrangements, negotiations, or understanding, oral or written, between the parties to this Agreement. In the event of a conflict between this Agreement and the RFP solicitation issued by HCDE or the District's proposal/application submitted in response to HCDE's RFP solicitation, this Agreement shall control. In the event of a conflict between the RFP solicitation issued by HCDE and the District's proposal/application submitted in response to HCDE's RFP solicitation, HCDE's RFP solicitation shall control.

### **XV. AMENDMENT**

This Agreement may be amended only by the mutual agreement of the parties, in writing, to be attached to and incorporated in this Agreement.

### **XVI. ASSIGNMENT**

Neither this Agreement nor any duties or obligations under it shall be assignable by the District without the prior written acknowledgment and authorization of HCDE.

### **XVII. DEBARMENT AND SUSPENSION**

Pursuant to 7 C.F.R. 3017, during any period in which a person is suspended, debarred, proposed for debarment, ineligible, or voluntarily excluded from eligibility for covered transactions by any Federal department or agency, that person shall be excluded from any and all work hereunder that is considered a covered transaction including, but not limited to, participation in any HCDE Program or purchase of any goods or services from HCDE. Generally, work that is expected to equal or exceed the Federal procurement small purchase threshold as defined in 7 C.F.R. 3017.110 (currently \$100,000) is considered a covered transaction. With respect to work hereunder that is considered a covered transaction, the District agrees to comply with any and all requirements of 7 C.F.R. 3017 including, but not limited to, obtaining and/or providing the certification attached hereto as Exhibit A and providing immediate written notice upon discovery of any errors in a certification previously obtained and/or provided, as necessary for such compliance. The District acknowledges that, with respect to debarment and suspension, Federal law may impose additional, more specific, and/or more restrictive requirements for certain work hereunder that is considered a covered transaction; the District agrees to comply with any and all such requirements.

**XVIII. CONFLICT OF INTEREST**

HCDE is required to comply with Texas Local Government Code Chapter 176, Disclosure of Certain Relationships with Local Government Officers. The District must complete a Conflict of Interest Questionnaire (CIQ), attached hereto as Exhibit D, whether or not a conflict of interest exists. A conflict of interest exists in the following situations:

- 1) If the vendor has an employment or other business relationship with a local government officer of HCDE or a family member of the officer, as described by section 176.003(a)(2)(A) of the Texas Local Government Code; or
- 2) If the vendor has given a local government officer of HCDE, or a family member of the officer, one or more gifts with the aggregate value of \$100, excluding any gift accepted by the officer or a family member of the officer if the gift is: (a) a political contribution as defined by Title 15 of the Election Code; or (b) a gift of food accepted as a guest; or
- 3) If the vendor has a family relationship with a local government officer of HCDE.

**XIX. SEVERABILITY**

In the event that any one or more of the provisions contained in this Agreement shall for any reason be held to be invalid, illegal, or unenforceable in any respect, such invalidity, illegality, or unenforceability shall not affect any other provisions, and the Agreement shall be construed as if such invalid, illegal, or unenforceable provision had never been contained in it.

**XX. BENEFIT FOR SIGNATORY PARTIES ONLY**


Neither this Agreement, nor any term or provision hereof, nor any inclusion by reference, shall be construed as being for the benefit of any party not in signatory hereto.

Executed this \_\_\_\_\_ day of \_\_\_\_\_ of the year 2020.

Harris County Department of Education

Alief Independent School District

\_\_\_\_\_  
Mr. James Colbert, Jr.                      Date  
County School Superintendent

                      11/12/20  
\_\_\_\_\_  
Mr. HD Chambers                      Date  
Superintendent



**EXHIBIT B**

**Criminal History Certification**

**Definitions:**

*Covered employees:* Employees who have or will have continuing duties related to the service to be performed at HCDE and have or will have direct contact with students. HCDE will be the final arbiter of what constitutes direct contact with students.

*Disqualifying criminal history:* Any conviction or other criminal history information designated by HCDE, or one of the following offenses, if at the time of the offense, the victim was under 18 or enrolled in a public school: (a) a felony offense under Title 5, Texas Penal Code; (b) an offense for which a defendant is required to register as a sex offender under Chapter 62, Texas Code of Criminal Procedure; or (c) an equivalent offense under federal law or the laws of another state.

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On behalf of Alief Independent School District ("the District"), I certify that some or all of the District's employees are *covered employees*. I further certify that:

1. The District has obtained all required criminal history record information regarding its covered employees. None of the covered employees has a disqualifying criminal history.
2. If the District receives information that a covered employee subsequently has a disqualifying criminal history, the District will immediately remove the covered employee from contract duties and notify HCDE in writing within 3 business days.
3. Upon request, the District will provide HCDE with the name and any other requested information of covered employees so that HCDE may obtain criminal history record information on the covered employees.
4. If HCDE objects to the assignment of a covered employee on the basis of the covered employee's criminal history record information, the District agrees to discontinue using the covered employee to provide services pursuant to its agreement with HCDE.

Noncompliance or misrepresentation regarding this certification may be grounds for contract termination.

HD Chal

Signature

11/12/20

Date

Exhibit C

**FELONY CONVICTION NOTICE**

I, the undersigned Contractor or agent for the firm named above, certify that the information concerning notification of felony convictions has been reviewed by me and the following information furnished is true to the best of my knowledge. **The Contractor must complete the following information in accordance with state law.**

*Please sign only one:*

A. My firm is a publicly-held corporation, therefore, this reporting requirement is not applicable.

Signature of Contractor ND Chl Date 11/12/20

**OR**

B. My firm is not owned nor operated by anyone who has been convicted of a felony.

Signature of Contractor: \_\_\_\_\_ Date: \_\_\_\_\_

**OR**

C. My firm is owned or operated by the following individual(s) who has/have been convicted of a felony.

Name of Felon(s): \_\_\_\_\_ Date: \_\_\_\_\_  
*(attach additional sheet if necessary)*

Details of Conviction(s): \_\_\_\_\_  
*(attach additional sheet if necessary)*

Signature of Contractor: \_\_\_\_\_ Date: \_\_\_\_\_

## Exhibit D

### HARRIS COUNTY DEPARTMENT OF EDUCATION CONFLICT OF INTEREST DISCLOSURE STATEMENT

Harris County Department of Education (HCDE) is required to comply with Texas Local Government Code Chapter 176, Disclosure of Certain Relationships with Local Government Officers. House Bill 23 significantly changed Chapter 176 as well as the required disclosures and the corresponding forms. As of September 1, 2015, any vendor who does business with HCDE or who seeks to do business with HCDE must fill out the new Conflict of Interest Questionnaire (CIQ) whether or not a conflict of interest exists. A conflict of interest exists in the following situations:

- 3) If the vendor has an employment or other business relationship with a local government officer of HCDE or a family member of the officer, as described by section 176.003(a)(2)(A) of the Texas Local Government Code; or
- 4) If the vendor has given a local government officer of HCDE, or a family member of the officer, one or more gifts with the aggregate value of \$100, excluding any gift accepted by the officer or a family member of the officer if the gift is: (a) a political contribution as defined by Title 15 of the Election Code; or (b) a gift of food accepted as a guest; or
- 5) If the vendor has a family relationship with a local government officer of HCDE.

**“Vendor”** means a person who enters or seeks to enter into a contract with a local governmental entity. The term includes an agent of a vendor. The term includes an officer or employee of a state agency when that individual is acting in a private capacity to enter into a contract. The term does not include a state agency except for Texas Correctional Industries. *Texas Local Government Code 176.001(7)*.

**“Business relationship”** means a connection between two or more parties based on commercial activity of one of the parties. The term does not include a connection based on: (A) a transaction that is subject to rate or fee regulation by a federal, state, or local governmental entity or an agency of a federal, state, or local governmental entity; (B) a transaction conducted at a price and subject to terms available to the public; or (C) a purchase or lease of goods or services from a person that is chartered by a state or federal agency and that is subject to regular examination by, and reporting to, that agency. *Texas Local Government Code 176.001(3)*.

**“Family relationship”** means a relationship between a person and another person within the third degree by consanguinity or the second degree by affinity, as those terms are defined by Subchapter B, Chapter 573, Government Code. *Texas Local Government Code 176.001(2-a)*.

**“Local government officer”** means: (A) a member of the governing body of a local governmental entity; (B) a director, superintendent, administrator, president, or other person designated as the executive officer of a local governmental entity; or (C) an agent of a local governmental entity who exercises discretion in the planning, recommending, selecting, or contracting of a vendor. *Texas Local Government Code 176.001(4)*.

***HCDE Board of Trustees include:***

Mr. Eric Dick, President	Mrs. Amy Flores Hinojosa
Mr. Danyahel Norris, Vice President	Mr. Don Sumners
Mr. Richard Cantu	Mr. Mike Wolfe
Ms. Andrea Duhon	Mr. James Colbert Jr., County Superintendent

***Current local government officers include:***

Dr. Jesus J. Amezcua	Mr. Rich Vela
C.J. Rodgers	Mr. Joe Carreon
Ms. Danielle Bartz	Mr. Curtis Davis
Ms. Danielle Clark	Mr. Jeff Drury
Mr. Jonathan Parker	Mr. John Prestigiacomo
Ms. Natasha Truitt	

Ms. Natasha Truitt **If no conflict of interest exists, you must fill out Box 1 and type N/A on Box 3 of the CIQ form, sign and date it.**

In the event of changed circumstances, an updated CIQ must be filed within seven (7) business days after the vendor becomes aware a conflict of interest exists.



## Exhibit E

	<b>Harris County Department of Education</b> <b>CASE for Kids</b> <b>Partnership Project</b> Expenditure Report & Certification Match Monthly Report	
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<b>NAME OF DISTRICT</b>	<b>NAME OF SCHOOL</b>

<b>CONTACT</b>	<b>TELEPHONE</b>

<b>SECTION I</b>	<b>List Certification/Match Source</b>
Month/Year	

SECTION II - REPORT OF EXPENDITURES FOR PERIOD		(A) Monthly Expenditures	YTD Expenditures	(B) Monthly Certification	YTD Certification
Personnel	(+)	\$ -	\$ -	\$ -	\$ -
Contracted Services	(+)	\$ -	\$ -	\$ -	\$ -
Supplies and Materials	(+)	\$ -	\$ -	\$ -	\$ -
Travel	(+)	\$ -	\$ -	\$ -	\$ -
Other Operating Costs	(+)	\$ -	\$ -	\$ -	\$ -
Capital Outlay	(+)	\$ -	\$ -	\$ -	\$ -
<b>Net Expenditures This Reporting Period</b>	(=)	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>

SECTION III - REIMBURSEMENT SUMMARY			
Total Grant Award Amount	(+)	\$	17,000.00
Expenditures YTD	(-)	\$	-
<b>Unexpended Balance of Award</b>	(=)	<b>\$</b>	<b>17,000.00</b>

<b>CERTIFICATION:</b> I hereby certify that this report consisting of Sections I, II, and III is true and correct and that funds have been expended according to the approved interlocal agreement.		
Site Coordinator	Signature	Date
Site Principal/Director	Signature	Date
District/Organization Office Representative	Signature	Date
District/Organization Grant Accountant	Signature	Date

<b>For CASE for Kids USE ONLY</b>		
CASE for Kids Accountant	Signature	Date
Fadi Khineh		
CASE for Kids Program Coordinator	Signature	Date
Brandi Nichols		
CASE for Kids Budget Manager	Signature	Date
Jesselyn Arceneaux		

## Exhibit F

### Harris County Department of Education Partnership Project Requirement Match Certification

Agencies must certify that funds received through the CASE Partnership Project Quality Improvement program have been expended in accordance with the current Intercal Agreement and all applicable local, state, and federal laws and regulations, including, without limitation, those promulgated by HCDE, the Texas Workforce Commission ("TWC"), and the Gulf Coast Local Workforce Board. This report certifies that (a) expenditures have resulted from activities allowable under applicable TWC rules, including TWC rule 806.16, and (b) funds received from HCDE have been expended for (1) quality improvement activities in the after-school program(s); and (2) service delivery, including language literacy and numeracy development.

<b>Listed Below and Submitted Through:</b>	
Organization: Harris County of Education (HCDE) HCDE Address: 6300 Irvington Blvd. Houston, TX 77018	HCDE Contact: Brandi Nichols Phone #: 713-696-2128
<b>Partnership Site Information:</b>	
District/Site: _____ Address: _____ State/Zipcode: _____	Contact: _____ Contact Phone #: _____

<b>Date:</b>	<b>Organization Tax ID #</b>

	Month Period	Expenditures
1	October	
2	November	
3	December	
4	January	
5	February	
6	March	
7	April	
8	May	
9	June	
10	July	
11	August	
<b>Year to Date Certification</b>		<b>\$0.00</b>

\* Type of Pledge: (C) Certification

Certification of Child Care Expenditures											
<b>Certified Local Share:</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">Quality Improvement</td> <td style="width: 30%;"></td> <td style="width: 40%;">40 TAC §806.16</td> </tr> <tr> <td>Agreed Match Amount</td> <td></td> <td></td> </tr> <tr> <td>Remaining Balance</td> <td style="text-align: right;">\$0.00</td> <td></td> </tr> </table>	Quality Improvement		40 TAC §806.16	Agreed Match Amount			Remaining Balance	\$0.00		Certification Time Period: <div style="border: 1px solid black; padding: 2px; text-align: center;">00/00/0000-00/00/0000</div>
Quality Improvement		40 TAC §806.16									
Agreed Match Amount											
Remaining Balance	\$0.00										
The certified expenditures are to be used as state matching funds to draw available federal matching funds as authorized in the Child Care and Development Fund (CCDF) regulations at <i>Title 45 CFR §98.53</i> . By signing below, the public entity named above certifies that the funds specified above:											
1. are not federal funds, or are federal funds authorized by federal law to be used to match other federal funds; 2. are not used to match other federal funds; 3. represent expenditures eligible for federal match; and 4. do not represent expenditures for public prekindergarten programs as referenced in <i>Title 45 CFR §98.53(h)</i> of CCDF regulations.											
_____ Signature - Authorized District/Organization Administrator	_____ Date										
_____ Printed Name - Authorized District/Organization Administrator	_____ Title										
<b>Send the signed certification form and back-up documentation to:</b>											
Harris County Department of Education c/o CASE for Kids 6300 Irvington Blvd. Houston, TX 77018											

**AGREEMENT BETWEEN Alief  
Independent School District and  
Communities In Schools of Houston, Inc.**

This Agreement for services is entered into this 1st day of September, 2020, by and between the Alief Independent School District herein after referred to as AISD, 12302 High Star, Houston, Texas 77072, and Communities In Schools of Houston, Inc. hereinafter referred to as CIS, a non-profit organization, organized under the laws of the State of Texas with offices at 1235 North Loop West, Suite 300, Houston, Texas 77008.

Witnesseth That:

Whereas AISD desires to engage CIS to provide dropout prevention services at the following AISD schools in which AISD will provide matching funds for the CIS services: Alexander, Best, Boone, Bush, Chambers, Chancellor, Collins, Cummings, Hearne, Heflin, Hicks, Holmquist, Horn, Kennedy, Landis, Liestman, Mahanay, Martin, Outley, Smith, Sneed and Youens elementary schools; Budewig, Klentzman, Mata, Miller, Owens and Youngblood intermediate schools, Albright, Alief, Holub, Killough, O' Donnell, and Olle middle schools; Elsik and Hastings ninth grade centers; Crossroads, Elsik, Hastings and Taylor high schools and the Alternative Learning Center (ALC). Now therefore, in consideration of the mutual promises herein contained, the parties hereto agree as follows:

**I. Scope of Services**

CIS will provide to the AISD during the term hereof a range of drop out prevention services appropriate to a student assistance program aimed at preventing at-risk students from dropping out of school. These services are:

≅ Supportive counseling services in individual and group settings which address individual student problems and other problems which are common to a significant number of students in the school population (e.g. teen parenthood and drug abuse).

≅ Crisis intervention services to students referred to the CIS program and, when appropriate, to the families of the students served.

≅ Pre-employment skills training to students at the middle school level which will teach appropriate work behaviors, job skills development, and strategies for employment investigation.

≅ Remedial education and tutorial activities needed to improve instruction to support and upgrade the student's academic skills.

≅ Social service referrals for students and their families who need services already provided through other community organizations and/or which are outside the scope of the CIS on-campus services (e.g., food stamps and health care).



≅ Enrichment activities which engage students in activities designed to expand their educational and cultural horizons and offer exposure to activities which will positively enrich their lives such as cultural activities, constructive recreational activities, investigation of higher education opportunities, and field trips which expand the students' perception of the world.

≅ Parent involvement activities which will inform and involve the parents of at-risk students in the strategies and activities required to support their children in remaining in school.

AISD funding under this Agreement will underwrite maintenance of the core CIS program at forty-one program sites: Alexander, Best, Boone, Bush, Chambers, Chancellor, Collins, Cummings, Hearne, Heflin, Hicks, Holmquist, Horn, Kennedy, Landis, Liestman, Mahanay, Martin, Outley, Smith, Sneed and Youens elementary schools; Budewig, Klentzman, Mata, Miller, Owens and Youngblood intermediate schools, Albright, Alief, Holub, Killough, O' Donnell, and Olle middle schools; Elsik and Hastings ninth grade centers; Crossroads, Elsik, Hastings and Taylor high schools and the Alternative Learning Center (ALC). The funding will support a portion of the core CIS staff, including project managers and caseworkers, and the supplies, travel funds and student program activities to maintain the program at the specified sites.

The CIS program staff will provide drop out prevention services at the forty-one specified campuses from 8:00 a.m. to 4:00 p.m. following the established AISD school calendar. Employment and enrichment activities will be provided during the summer months following a schedule specified by the CIS administration. Such services for the period of this Agreement shall be a minimum of 30,000 hours in the service areas stated herein.

## II. Time of Performance

This Agreement shall be for a term of twelve (12) months commencing on September 1, 2020 and continuing through August 31, 2021.

## III. Evaluation

If an evaluation of the program is undertaken by the Research and Evaluation Department of AISD or an external evaluator approved by the district, the report will include process and product evaluation data. Appropriate outcome measures which relate to the contract agreements will be included in the evaluation study. The assessment of student outcomes will include information regarding the context in which the student services were provided including reasons for student referral to the program and other variables that would effect expectations for change in student behaviors and achievement. The data requested will be that listed on Attachment B (CIS Student Services Report: Dropout Prevention form). The data will be provided by CIS to AISD within 45 working days of termination of the contract or the end of the summer school year. Any other data to be provided and the time-frame to provide the data will be by mutual written Agreement of AISD and CIS.

All completed AISD evaluation reports will be shared with the CIS Board Planning Committee at least one month before presentation of the report to the AISD Board of Trustees. Information regarding program services will be documented on the CIS MIS information system and provided to AISD by specified service categories. So that CIS may properly perform its reporting requirements to AISD, appropriate agencies, foundations, and private funding sources, and to evaluate program effectiveness, AISD agrees to provide the student data defined in Data Requirements (Attachment C) in a timely manner. Data not provided in a timely manner may extend the time required to furnish AISD with the data on Attachment B without penalty to CIS.

#### IV. Relationship of the Parties

It is understood and agreed that CIS is an independent contractor and that all personnel retained by CIS shall not for any purpose be deemed to be employees or agents of AISD. CIS assumes full responsibility for the actions of such personnel while performing any services incident to this contract, and CIS shall remain solely responsible for their supervision, daily direction and control, payment of salary, including withholding of income taxes and social security, worker's compensation, disability benefits and like requirements and obligations. All such personnel shall be certified in accordance with all applicable laws, rules and regulations, to work with children. In no event shall AISD be liable for any action of officials, agents, administrators or employees of CIS.

#### V. Compensation and Method of Payment

AISD will contribute \$2,177,274 for the aforementioned schools \$91,035 for four schools including Elsik, Hastings and Taylor high schools; Olle Middle School and \$48,972 for thirty-six of the schools that include twenty-two elementary schools: Alexander, Best, Boone, Bush, Chambers, Chancellor, Collins, Cummings, Hearne, Heflin, Hicks, Holmquist, Horn, Kennedy, Landis, Liestman, Mahanay, Martin, Outley, Smith, Sneed and Youens elementary schools; five middle schools: Albright, Alief, Holub, Killough and O'Donnell; two ninth grade center: Elsik and Hastings ninth grade centers; six intermediate schools: Budewig, Klentzman, Mata, Miller, Owens and Youngblood; one high school Crossroads and \$50,142 for one Alternative Learning Center (ALC) toward CIS's operational cost for program activities. Payments are to be made in two installments. The first payment of \$1,088,637 is to be made upon the approval of this contract and the commencement of AISD's fiscal year; the second payment of \$1,088,637 is to be made by March 1, 2021.

#### VI. Student Records

In the event that AISD is required to furnish information from records of CIS pursuant to any applicable law, CIS shall furnish all such information and records to AISD, subject to applicable

state and federal laws, including but not limited to the Texas Open Records Act and the Family Educational Rights and Privacy Act, and AISD shall have the right to release such information and records to the extent allowed by law. CIS shall comply with all requirements of the Family Educational Rights and Privacy Act with regard to any student records which it may possess incident to this Agreement. Pursuant to 20 U.S.C. Subsection 1232 (b) (1) (F), a portion of the Family Educational Rights and Privacy Act, CIS is considered an organization conducting studies and programs for and on behalf of the AISD for the purpose of improving instruction at the AISD. The studies and programs conducted by CIS will be conducted in a manner as will not permit the personal identification of students and parents by persons other than AISD personnel. CIS will strictly maintain the confidentiality of all data provided to it by the AISD pursuant to Attachment C of this Agreement. CIS will destroy all data provided by the AISD when it is no longer needed.

## VII. School - Site Operations

The mutual responsibilities of CIS and the AISD related to site operations are further defined in Attachment A. It is expressly agreed that at each site, as a condition of hosting the CIS program, the school principal and the Shared Decision Making Committee, will accept the responsibilities set forth in Attachment A.

## VIII. Termination of Services

If CIS fails to provide services promised under this Agreement, AISD will give CIS fifteen (15) days notice to correct the matter. If after 15 days CIS has not taken corrective action, AISD may, upon giving CIS thirty (30) days notice, terminate this Agreement. Further, this Agreement may be terminated prior to the expiration of the term hereof by mutual Agreement of the parties or by either party giving thirty (30) days written notice. Upon termination of the Agreement, AISD shall be liable only for services performed up to the date of termination and any CIS obligations which cannot be cancelled. Final payment will be made by AISD within 15 days of receipt of CIS documented expenses by AISD.

## IX. Funding

In the event that the expenditure of funds to be supplied to AISD by a third party for the programs as herein specified are disallowed; then it is understood and agreed that CIS be paid for only those expenses incurred and uncancellable obligations undertaken as of the date of termination up to and including the time of written notification of unavailability of funding by AISD. Final payment will be made by AISD within 15 days of receipt of CIS documented expenses by AISD.

**X. Notice**

Any notice required to be given under the provisions of this Agreement shall be in writing and shall be duly served when it shall be hand-delivered to the addresses set out below, or shall have been deposited, duly registered or certified, return receipt requested, in a United States Post Office addressed to the other party at the following addresses:

To AISD:

H.D. Chambers  
Superintendent  
Alief Independent School District  
P.O. Box 68  
12302 High Starr  
Houston, TX 77411

To CIS:

Lisa Descant  
Chief Executive Officer  
Communities In Schools of Houston, Inc.  
1235 North Loop West, Suite 300  
Houston, Texas 77008

Any party may designate a different address by giving the other party ten days written notice in the manner provided above.

**XI. Assignment**

Neither this Agreement nor any duties or obligations hereunder shall be assignable by either party without the prior written consent of the other party.

**XII. Governing Law**

The validity of this Agreement and of any of its terms and provisions, as well as the rights and duties

of the parties hereunder, shall be governed by the laws of the State of Texas.

### XIII. Waiver of Immunity

AISD does not waive or relinquish any immunity or defense on behalf of itself, its trustees, officers, employees, and agents as a result of its execution of this Agreement and performance of the functions or obligations described herein.

### XIV. Authorization of Agreement

Each party represents and warrants to the other that the execution of this Agreement has been duly authorized, and that this Agreement constitutes a valid and enforceable obligation of such party according to its terms.

### XV. Waiver of Breach

No waiver of a breach of any provision of this Agreement shall be construed to be a waiver of any breach of any other provision. No delay in acting with regard to any breach of any provision shall be construed to be a waiver of such breach.

### XVI. Section Headings

The headings of sections contained in this Agreement are for convenience only, and they shall not, expressly or by implication, limit, define, extend, or construe the terms or provisions of the sections of this Agreement.

### XVII. Complete Understanding

This Agreement shall constitute the complete understanding of CIS and AISD and supersedes any previous oral agreements. It may not be modified in any manner without the express written consent of both parties.

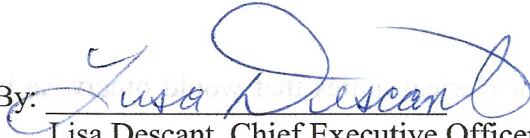
**XVIII. Duplicate Originals**


This Agreement is executed in two (2) copies, each of which shall have the full force and effect of the original Agreement, and each of which shall constitute but one and the same instrument.


IN WITNESS WHEREOF, the parties to this contract set their hands and affixed their seal this \_\_\_\_\_ day of \_\_\_\_\_, 2020

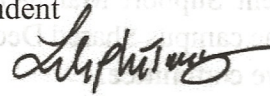
COMMUNITIES IN SCHOOLS OF HOUSTON, INC.

ALIEF INDEPENDENT SCHOOL DISTRICT

By:   
Lisa Descant, Chief Executive Officer

  
Ann Williams, President  
Board of Education

  
H.D. Chambers  
Superintendent

  
Lily Truong, Secretary  
Board of Education

Approved as to form:

\_\_\_\_\_  
School Attorney

## School Site Operations

The following sets forth the basic school site operational model of CIS and defines the respective responsibilities of both CIS and AISD at the school sites. Specific requirements unique to each site (numbers of students to be served as caseload; total number of students to be served; allotment of time to specific activities, etc.) will be developed between CIS and the respective school principal/SDMC within the guidelines and consistent with the Agreement to which this attachment is an integral part.

1. The Communities In Schools program approach provides additional staff and resources in schools for the benefit of at-risk youth on campus. The staff, repositioned from public agencies and core staff from CIS, to this campus, offers a multi disciplinary team to serve students.
2. CIS will provide a Student Support Managers to administer the CIS site and provide supervision of all CIS on-site personnel.
3. CIS staff cannot provide additional administrative or clerical duties that would otherwise be assigned to AISD employees.
4. CIS agrees to maintain a file on each assigned caseload student containing all relevant data. The size of the caseload will be subject to the number of CIS staff and the grant requirements under which the CIS staff operates.
5. The Student Support Manager will provide monthly reports to the principal; and serve as a member of the campus Shared Decision Making Committee; and as a liaison for CIS on the school's administrative committee.
6. CIS agrees to provide technical assistance to CIS campus staff and repositioned personnel, i.e., planning, training, inter-agency coordination and overall project site management.
7. CIS personnel will remain employees of CIS while assigned to the school site; repositioned staff will remain the employee of said agency under the direction of CIS.
8. The CIS project shall adopt as part of its operating policies, the policies and procedures of AISD and the school site whenever possible, including following the procedures for disciplinary actions and grievance outlined in the AISD/CIS personnel policies consistent with all applicable laws.
9. The CIS Student Support Manager, the AISD Principal and the Shared Decision Making Committee shall engage in a joint effort to promote the successful operation of CIS at the school site, giving visible support and faculty meeting agenda time to CIS staff.
10. The principal and the school staff will assume responsibility for handling cases that involve: suicide threats, violent behavior, criminal behavior, child abuse, sexual abuse or harassment, legal

custody, and student records as required by AISD Board Policy. CIS will assist with the above if so directed by the principal.

11. The in-kind contributions from the AISD school site will provide sufficient office space in an area visible and easily accessible to students on each campus.

12. Additional in-kind contributions can consist of furniture and office equipment to accommodate the staffing for CIS, volunteers and repositioned staff. Access to a fax machine or copier and/or bus transportation for 5 CIS field trips would also be valuable in-kind support for the CIS student assistance program.



### Data Requirements

To aid CIS data management, AISD will provide the following 2018-2019 data through individual schools for students at : Alexander, Best, Boone, Bush, Chambers, Chancellor, Collins, Cummings, Hearne, Heflin, Hicks, Holmquist, Horn, Kennedy, Landis, Liestman, Mahanay, Martin, Outley, Smith, Sneed and Youens elementary schools; Budewig, Klentzman, Mata, Miller, Owens and Youngblood intermediate schools, Albright, Alief, Holub, Killough, O' Donnell, and Olle middle schools; Elsik and Hastings ninth grade centers; Crossroads, Elsik, Hastings and Taylor high schools and the Alternative Learning Center (ALC). After the fall PEIMS date (end of October), 2018, the following will be provided by AISD to CIS for the schools listed above:

Name	Gender
Local ID and Texas Unique ID	Ethnicity
Campus	LEP Status
Grade level	Home language
Home address	At-risk status
Age	At-risk factors
Date of birth	

After Spring Enrollment, (after February), 2019, the following data will be provided by AISD to CIS:

Name	Gender
Local ID and Texas Unique ID	Ethnicity
Campus	LEP status
Grade level	Home language
Home address	At-risk status
Age	At-risk factors
Date of birth	

After the end of the school year, AISD will provide to CIS:

Results for the STAAR test taken by CIS caseload students  
 End of the year status (promoted, placed, retained, graduated))  
 Final report cards containing information on attendance, behavior and academic grades  
 Promotional status of CIS caseload students who attend summer school

