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

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

NOGA ID _____

Application stamp-in date and time

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

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

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

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

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

Amendment Number

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

1. Applicant Information

Name of organization: Houston Independent School District

Campus name: 10 Schools | CDN 101912 | Vendor ID 746001255 | ESC 4 | DUNS 061292124

Address: 4400 West 18th Street | City: Houston | ZIP 77092 | Phone 713-556-6785

Primary Contact: Jonnelle Hollins | Email: jhollins@houstonisd.org | Phone 713-556-6927

Secondary Contact: Angela A. Brooks | Email: Angela.Brooks@houstonisd.org | Phone 713-556-6785

2. Certification and Incorporation

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

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

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

Authorized Official Name: Dr. Grenita Lathan | Title: Interim Supt. | Email: HISDSuperintendent@houstonisd.org

Phone 713-556-6300 | Signature: Dr. Grenita Lathan _(Digitally signed by Dr. Grenita Lathan Date: 2021.01.19 13:32:02 -06'00')_ | Date 1-19-2021

Grant Writer Name: Angela A. Brooks | Signature: Angela A. Brooks _(Digitally signed by Angela A. Brooks Date: 2021.01.19 14:54:45 -06'00')_ | Date 1-19-2021

◉ 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
There is a need to increase student academic achievement across core subjects and to increase growth in state assessments for grades K-12 of ten schools. For high school, there is a need to increase graduation rate/college and workforce readiness.	The proposed programs at the ten schools will consist of activities and classes for students and their families including the components of academic assistance, enrichment, family and parental support services, and college and workforce readiness, such as academic assistance classes, homework help, technology classes, fine arts, college exploration, and physical fitness.
There is a need to increase student attendance rates and to decrease discipline referrals for misbehavior. There is also a need to increase student engagement in the learning process.	By offering engaging enrichment opportunities and social emotional learning, the proposed program is expected to impact performance, attendance, discipline referrals, advancement, high school graduation rates and career competencies by addressing the needs of all student participants to set and achieve positive goals.
There is a need to increase the social-emotional well-being and learning of students and families. The social-emotional learning of students is essential for their long-term success in school, when they are out of school, and life overall (Weissberg et al., 2015).	The proposed programs will provide students and their families with social-emotional learning and services and non-academic supports to address critical issues such as mental health and physical health needs, food insecurity, lack of stable housing, violence, incarceration of a parent, and many other challenges that can have adverse effects on a student's readiness and ability to learn.

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.

SMART Goal 1: Increase students' academic achievement, as measured by growth in state assessments to districtwide parity by the end of the grant period when grant funding ends. SMART Goal 2: Increase high school students' GPA and graduation rates, as measured by documented growth compared to baseline (year 1) by the end of the grant period when grant funding ends. SMART Goal 3: Increase school day attendance, as measured by documented attendance rate compared to baseline (year 1) by the end of the grant period when grant funding ends. SMART Goal 4: Improve students' school day behavior, as measured by discipline referrals rate compared to baseline (year 1) by the end of the grant period when grant funding ends. SMART Goal 5: Increase student engagement in learning, as measured by academic achievement compared to baseline (year 1) when grant ends.

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

Recruitment: Identify students that are most in need and will benefit from program's assistance in meeting state and district academic standards in reading and math through participation in enrichment activities that complement the regular school day. By the end of the first quarter, all ten school sites should be operating at or above 75% capacity. Attendance: Percentage of K-8 students who attend 30+ days at a minimum of 120 minutes per day during the first quarter of implementation and the percentage of 9-12 students who attend 30+ days during the first quarter of implementation with days attended at a minimum of 90 minutes per day. Benchmark data will be collected for participating students. Besides students' program attendance, regular school day attendance will also be collected.

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6. Measurable Progress (Cont.)

Second-Quarter Benchmark

By the end of the second quarter, all ten school sites should be operating at or above 90% capacity. Attendance: Percentage of K-8 students who attend 60+ days at a minimum of 120 minutes per day during the second quarter of implementation and the percentage of 9-12 students who attend 60+ days during the second quarter of implementation with days attended at a minimum of 90 minutes per day. Second quarter performance Indicators: Project-based assessments, student/teacher/parent surveys and Principals' and site coordinators' documented observations will demonstrate the following: (1) 80% of student participants report after-school activities as engaging and beneficial; (2) 75% of student participants report documented improvement in homework completion and in-school attendance; and (3) 60% of student participants' teachers report improvement in students' behavior.

Third-Quarter Benchmark

By the end of third quarter, all ten school sites should be operating at or above 75% capacity. Attendance: Percentage of K-8 students who attend 90+ days at a minimum of 120 minutes per day during the third quarter of implementation and the percentage of 9-12 students who attend 90+ days during the third quarter of implementation with days attended at a minimum of 90 minutes per day. Third quarter performance Indicators: Project-based assessments, student/teacher/parent surveys and Principals' and site coordinators' documented observations will demonstrate the following: (1) 85% of student participants report after-school activities as engaging/beneficial; (2) 80% of student participants report documented improvement in homework completion/in-school attendance; (3) 70% of student participants' teachers report improvement in students' overall behavior and a decrease in disciplinary referrals; and (4) 55% of school sites report improvement in students' English and Mathematics grades.

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.

Guided by an evaluator, each schools' participating staff and consultants will observe, interview and survey administrators, teachers, students, and parents, as they participate in activities. The evaluator will adhere to HISD and TEA Evaluation guidelines to ensure the required data elements are collected, evaluated and submitted in a timely fashion and in the format requested by the state. The evaluator will be required to integrate TEA's principles of effectiveness into the evaluation design for the proposed project. The evaluator will coordinate and implement an evaluation plan, with the Project Director, ten Campus Principals, and ten Site Coordinators, that will effectively measure the success of the program to reach the stated goals and objectives. The evaluation plan will include tasks, related to the evaluation process, and a timeline for when quantitative and qualitative data, at each center, is gathered at regular intervals and forwarded to the evaluator for analysis and reporting of results. The evaluation plan will also integrate the four components of the Texas ACE Blueprint. Each site coordinator will be responsible for coordinating and facilitating all quantitative and qualitative data collections methods for the proposed project with the evaluator. Data collection methods will include project records, student records, test results, and survey results – including but not limited to: (1) Student and adult participant climate surveys conducted quarterly; (2) Academic achievement and test scores reported and evaluated by grading period, semester, and annually for student participants; and (3) The numbers of parents, community members, students and faculty participating in project activities reported quarterly and annually. Depending on the scale level of the data collected, qualitative and/or quantitative analytical procedures may be used. Each school will be responsible to enter their data into the 21st CCLC Student Tracking System) and PEIMS, as well as collect data and report on the mandatory USDE and TEA performance measures. If a center's data reveals low attendance, unsatisfactory student or parent feedback, or ineffective programming, the Project Director will meet with the Site Coordinator and campus administration to make adjustments to programming, increase staff training and set a timeline and benchmarks for improvement.

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8. Statutory/Program Assurances

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

Check each of the following boxes to indicate your compliance.

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

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

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

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

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

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

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

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

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

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9. Statutory/Program Requirements

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

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

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

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

The Houston Independent School District (Houston ISD) spans 333 square miles across the City of Houston, and serves an enrollment of more than 196,171 students, among 280 schools with a rich mixture of languages, cultures, academics, financial levels, and social abilities. Houston ISD serves a diverse population, which consists of Hispanic 63%, African American 23%, White 9%, and Asian American 5%. The percentage of economically disadvantaged students enrolled in Houston ISD is 79%; the percentage of students identified as English Learners is 34%, 71% of students are identified as being at risk for not realizing their full academic potential, and 8% of students are classified as students with disabilities. Among the ten high-need campuses included in the proposed application, Washington High School's class of 2019 graduate rate is 71.9% and the school has a dropout rate of 21.4%, while Houston ISD's class of 2019 graduate rate is 79.2% and the school has a dropout rate of 14% (TEA, Grade 9 Four-Year Longitudinal Graduation and Dropout Rates, Class of 2019). Overall, the proposed program brings together ten Houston ISD schools demonstrating a strong need for out-of-school programming. This application proposes to serve students at 10 schools that have been identified as "C, D, or F" rated schools and designated as an "Achieve 180" campus. The Achieve 180 initiative targets campuses in need of research-based action plans to support, strengthen, and empower under-served and under-performing students. The aim is to provide academic support to these students while also addressing their social emotional needs. The Houston ISD program will provide 1) increased academic support services to students; 2) activities that accelerate learning in a fun and relaxed atmosphere; 3) quality, engaging, enriching learning activities that will keep students involved in school; 4) a safe and secure environment; 5) a caring environment for family members to participate in activities that are of interest to them; 6) expanded student awareness and 7) activities that focus on research-based strategies and interventions for students who are in danger or at risk of referral for disciplinary actions or academic failure. We will do synchronous, asynchronous or hybrid programs to meet the needs of the grant stakeholders (students and parents) at all ten campuses. While academics are of utmost importance, ensuring students have access to safe spaces, transportation, mental health support, and nutritious food continues to be a priority for the district. The needs assessment process included input from district leadership and other stakeholders to identify campuses with a high need for the program. An analysis of school data included an assessment of demographic data, campus poverty rates, attendance, promotion and graduation rates, disciplinary referrals, student absences, low parental involvement, and schools with no out-of-school time programming. The ten schools were selected based on having at least 40% or more students identified as economically disadvantaged, and/or a school eligible for school-wide programs under Title I, Section 1114, having a significant need to increase student academic achievement, and a need to improve family literacy, as well as never having participated in a 21st Century Community Program. The School Improvement Plan (SIP) of each school was reviewed to determine if the program would address any of the areas needing improvement. The proposed program brings together ten Houston ISD schools demonstrating a strong need for out-of-school programming. The targeted population for the proposed project includes approximately 1350 at-risk youth, in grades K-12 and 350 adults. Houston ISD's grant will be managed through the After Schools Program Department. A Project Director and Family Engagement Specialist will be hired to work with the 10 Site Coordinators. The Site Coordinator and Shared Decision Making Committee at each school, along with the District Coordinator and the Community Advisory Council, will routinely assess the progress of the program and provide feedback on changing the needs assessment process as appropriate. This process will also include an assessment and recruitment of students most in need and the needs of working families; program meets criteria for Statutory Priority 1- Targeted Services.

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9. Statutory/Program Requirements (Cont.)

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

The Houston ISD program will provide 1) increased academic support services to students; 2) Activities that accelerate learning in a fun and relaxed atmosphere; 3) Quality, engaging, and enriching learning activities that will keep students involved in school; 4) A safe and secure environment; 5) A caring environment for family members to participate in activities that are of interest to them; 6) Expanded student awareness of college and career opportunities; and 7) Activities that focus on research-based strategies and interventions for students who are in danger or at risk of referral for disciplinary actions or academic failure. The following five SMART goals of the proposed program are directly related to the District and campuses' primary goals of increasing student achievement, providing a safe environment, and creating a positive district culture:
--SMART Goal 1: Increase students' Academic achievement, as measured by growth in state assessments to districtwide parity by the end of the grant period when grant funding ends.
--SMART Goal 2: Increase high school students' GPA and graduation rates, as measured by documented growth compared to baseline (year 1) by the end of the grant period when grant funding ends.
--SMART Goal 3: Increase school day attendance, as measured by documented attendance rate compared to baseline (year 1) by the end of the grant period when grant funding ends.
--SMART Goal 4: Improve students' school day behavior, as measured by discipline referrals rate compared to baseline (year 1) by the end of the grant period when grant funding ends.
--SMART Goal 5: Increase student engagement in learning, as measured by academic achievement compared to baseline (year 1) when grant ends.

The proposed program is designed to positively impact performance, attendance, discipline referrals, advancement, high school graduation rates and career competencies by addressing the needs of all student participants. The decision to increase academic services by including a tutorial component for students is based on the performance rating and data from STAAR scores of the participating campuses. Every campus program will provide a tutorial component before or after school; the expectation is that next year each participating students' academic performance will improve. Tutoring is a key part of education because students who receive after-school tutorials by teachers who have interaction with the students' classroom teachers perform better than other groups on math and reading tests (Caskey, Ph.D., 2011). After-school programs support students with developing good homework habits. Students that complete their homework accurately can have an increase in self-esteem and feel better about their overall academic performance (Kelly, 2014) . English as a second language (ESL) or limited English proficiency classes will be available for students needing assistance in mastering the English language. During the tutorial part of the program, students in need of remedial or accelerated instruction will receive the assistance they need. All students will be placed in the appropriate academic setting based on need. Students' placement in academic classes will be determined by need from teacher evaluation or by a diagnostic assessment of their skills.

The Social Emotional Learning component added to the program at all participating schools is expected to address the skills necessary for students to "understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions" (CASEL, 2017). These program will offer engaging opportunities for students to have access to mentors and tutors with the capacity to work with students individually or in small groups. A growing body of research is starting to show that afterschool programs are also prime settings in which to implement social and emotional learning programs and practices, which, in turn, contribute to the development of employability skills. (AIR, 2015) The short-term goals of the SEL programming are to promote students' social-emotional skills and positive attitudes, which, in turn, should lead to improved adjustment and academic performance as reflected in more positive social behaviors, fewer conduct problems, less emotional distress, and better grades and achievement test scores (CASEL, 2008).

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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.

The proposed 21st CCLC Cycle 11 program will provide high-quality, structured, and education-focused activities to engage students and promote supportive learning at the ten identified high needs schools. A wide range of activities will help ensure students have access to attractive academic enrichment opportunities during non-school hours. All activities will be carefully designed with feedback by students, parents, and teachers to ensure successful program outcomes. All lesson plans for student activities will be aligned with TEKS and the Texas ACE Blueprint. Specific activities may vary from each of the ten campuses, however all will be expected to provide to meet TEA and Texas ACE student service goals requirements. A sample of some of the proposed activities from the ten sites include the following:

Activity:	Purpose:
Wind Turbine/Alternative Energy	This activity will focus on engaging students while improving Science and Technology skills. Students will be able to research, conduct labs, and develop a real-life wind turbine that will generate power.
Writing Blog & School Collaborations	This activity will focus on Reading, Writing, Technology Skills, and College Readiness. Students will be able to use these skills to create a campus blog that will show students how to develop a timeline of their activities throughout the Project-Based Learning assignment for this program.
Global Warming/Landscape	This activity will focus on Science, Reading, and Career Readiness Skills. Students will be able to learn about a career field that they may not have thought about pursuing.
School Garden	Our campus is in a food desert area, and this activity will enhance their knowledge of why it is essential to take care of our land so that plants or food may grow. The students and their families will help develop a campus garden to grow fruits and vegetables to provide to the community.
Product Design & Photography	This activity will focus on Technology and Artistic skills. Students will be able to design a beautification space for the campus that includes project design utilizing 3D modeling
College & Career Readiness	Students and their families will have opportunities to learn about colleges and job opportunities, focusing on the essence of this Project-based learning lesson. The lessons will focus on resume writing, interviewing skills, FAFSA, college and work application completion, and scholarship/grant application.

All 21st CCLC activities are created to specifically address identified needs; (1) homework help and remediation to address student academic progress; (2) project-based reading and writing activities to address academic performance; (3) hands-on STEM to address science and math deficiencies; (4) career exploration to help promote matriculation and engagement; (5) physical education to address obesity and poor health; (6) arts and culture education to increase creative expression and enhance dedication to education; and (7) adult services to enhance parental skills in helping students and families succeed despite challenging circumstances. Recruitment activities, program implementation and evaluation measures will be based on center-level data collected from students, parents, teachers and administrators.

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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

For the proposed project, the District and the Houston Area Urban League (HAUL), an affiliate with the National Urban League founded in 1968, are collaborating in a planned partnership to deliver quality and cost-effective out-of-school programming for the ten participating schools. HAUL is a 501(c) (3) nonprofit, United Way Agency and community-based organization that has been a voice for disadvantaged people of all races and has a long and distinguished record as an agency that offers tangible, lasting benefits to all members of the community without regard to age, sex, race, physical limitations or ethnic background. HAUL fulfills its mission through direct service delivery in the areas of education support services, housing and social services, workforce and economic development, and workforce training. Houston ISD and HAUL jointly desire to improve the lives of youth and their families by leveraging partnerships with strong community stakeholders, both from the public and private sectors. These partnerships are designed to promote academic enrichment (i.e., post-secondary and career goal achievement), socio-emotional needs (i.e., student engagement and extra-curricular activities) and family resources (i.e., counseling, job skills, food, and clothing) and family resources. Given the geographic size of Houston ISD within the fourth largest city in the U.S. and the challenge of funding sustainable high-quality out-of-school programming, the District is pleased to partner with HAUL.

Houston ISD will also partner with numerous community-based organizations and other private and public institutions to provide quality direct services to students and their families. Collaboration between the District and service entities will be strengthened by written agreements in the form of Service Agreements Contracts and/or a Memorandum of Understanding (MOU) with service providers. The schools will implement the Houston Rockets Math Hoops program for math literacy and the Houston Astros Fun at Bat program for reading literacy. The Children's Museum of Houston will provide STEM activities for students and families. The Texas A & M Agriculture Extension program will provide students and families with activities on gardening, protecting human health through education about diet, exercise, and disease prevention and management. In partnership with the Houston Food Bank, the "Houston Food Bank's Backpack Buddy" program will work to fill the weekend gap for chronically hungry children by providing nutritious, child-friendly food for children to take home over the weekend during the school year and summer. Multiple partnerships, with HAUL and others, meets "Statutory Priority 2 – Joint Partnerships".

Youth service organizations will provide staff to conduct activities at a number of the centers; colleges and universities will partner with centers to conduct information seminars and college tours to students and parents; arts education organizations will work to educate and inspire children through art; the Children's Museum will work with students and parents; Urban Harvest will involve all community stakeholders and other providers that each campus has carefully chosen to best meet the needs of the participating students and parents. Houston ISD's social and emotional and wraparound services will provide non-academic supports address critical issues, such as mental health and physical health needs, food insecurity, lack of stable housing, violence, incarceration of a parent, and many other challenges that can have adverse effects on a student's readiness and ability to learn.

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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.

Houston ISD's proposed activities are designed to give targeted at-risk students engaging out-of-school opportunities for healthy leisure time used to help them to meet state and local academic standards and support the needs of working families by providing a safe, supervised setting when school is not in session. There is strong scientifically-based research that shows the benefits of high-quality after-school programs. High-quality after-school programs are associated with academic success, developmental asset-building, opportunities for mentoring, and prevention of problematic behaviors such as juvenile delinquency (Afterschool Alliance, 2013).Houston ISD used research or evidence-based practices to determine the activities that will address specific student and parent needs to achieve positive student outcomes. All ten campuses will offer services and activities that support all educational areas as needed to complement and enhance: Academic Performance and Achievement: Services and activities will include, but are not limited to, tutoring, computer literacy, homework check/completion, and educational field trips. Shernoff (2010) used grades as a predictor of academic success and found that engagement in after-school programming contributed to higher grades in Math and English over involvement in activities outside of afterschool programming. Positive Youth Development: Services and activities that promote and help to increase the participation of families and parents in the student's educational experience. In their study, Durlak and Weissberg (2007) discuss that youth who demonstrated involvement in after-school programming showed positive social behaviors. Shernoff (2010), as another example, found evidence to support that participants engaged in after-school programs showed better psychosocial adjustment and social skills than nonparticipants. As the American Institutes for Research reported, "afterschool programs typically promote SEL through practices and approaches… creating a climate that supports the development of social and emotional skills" (American Institutes for Research, 2015).

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.

For Houston ISD, student safety is very important and safe passage from each center to each student's home is also a priority for the District. Although the majority of student participants will be picked up by their parents, or live within safe walking distance from each school, many of the participating students already depend on Houston ISD for transportation services. On average, 51.4% of the students at the cohort schools ride Houston ISD buses to and from school. For the communities that the schools serve on average 9.1% of the residents do not have access to a personal vehicle. Clearly, there will be a need to provide transportation services to students so that they arrive safely home at the end of each program day. Additionally, high school students attending the program that do not live within safe walking distance will be provided Metro Bus Passes through the grant as an alternative means of transportation home. The ten participating campuses will rely on written communication for the students' dismissal methods; parents must designate who is authorized to pick up their child. All students will be required to sign-in and out of all activities. Campuses that are providing bus transportation will escort their students to the bus at dismissal time at the end of each program day. For students who are able to walk home, each center will not allow them to do so unless there is specific written permission from the parent(s) or legal guardian(s). Each center will keep documentation and files containing the transportation plan for all the participating students. The students' information will be maintained in the respective site coordinator's office for each center. All staff working in the Texas ACE programs, at each center, will participate in dismissal, during each program day, to assure the safety of all student participants. At the conclusion of the evening activities, participants will sign-out for the day and it will be noted how they were transported home by either parent pick-up or via Houston ISD transportation. If a parent/guardian needs to pick up a student before the program ends, such as for a doctor's appointment, the parent/guardian will check-in at the school office to sign-out the student for the day. Parents/guardians will need to identify who has permission (e.g., grandparents, older siblings that are 18+ years of age) to pick up students from program.

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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.

If selected for funding, communications regarding the 21st CCLC program will be disseminated by the participating ten schools, as well as by the District through the leadership of the After-School Programs Office. Information will be posted on the campuses' web-page, the HISD After-School Programs Office link, and featured on the District's homepage. This new award will also be included and featured in the HISD Grant Development Department's Quarterly Newsletter. Recruitment information will be decided by each school, within the feeder pattern. Disseminated information will be provided to students and their families as part of the school registration and enrollment process and provided to students at school. Recruitment efforts may include:
1) Flyers distributed at locations of community service providers, places of worship and community events;
2) Social media campaigns on Facebook, Instagram, and Twitter (depending on campus availability);
3) Speaking engagements held for campus teachers and staff, community presentations (such as Town Hall events) and district-wide events;
4) Service Provider Fairs (virtual or in person once able) at the community and District levels;
5) School Newsletters or blogs;
6) School marquee (if available);
7) Email and/or text/voice mass communications to families; and
8) Other in-person and virtual speaking engagement or opportunities.
Due to the diversity of the students and family populations, all communications (including written, text, voice and social media) will go out in both English and Spanish. The HISD Translation Services Department will also provide translation services in Arabic, Spanish, and Vietnamese to help district campuses and departments to support the languages most commonly spoken by students attending HISD schools and their families.

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.

To meet Program Priority 1 – 21st CCLC Program Integration, the schools will contribute to annual cost of operating the proposed after-school programs from their budgets, other federal, state, and local programs, donations, services provided by partners/fundraising. All participating campuses will utilize existing building space in their schools, also eliminating utility expenses from the extended day and summer operations. Each campus will guarantee access to computer labs, classroom space, gymnasiums, auditoriums and outdoor recreational areas needed for activities. The schools are Title I schools and will draw from federal Title I funds to support extended learning time, before or after school tutorials in small-group settings for at-risk students. Title III funds will be utilized to support English Language Learners. Several of the participating campuses have expressed interest to offer parenting classes and adult education programs such as ESL, computer literacy, and GED classes. In the past, the adult classes have been offered through Houston Community College at no cost. Upon implementation, for the parents that seek the classes, the schools will utilize space for their instruction. The schools will also reach out to their existing community and business partners to coordinate revenue streams and donated services to ensure their programs have the most impact. Program Priority 1- Program Integration: The ten schools will also integrate District initiatives designed to increase specific academic student outcomes, such as Achieve 180 and Houston ISD @ HOME (Home-Based Ongoing Mobile Education). Achieve 180, a research-based action plan to support, strengthen, and empower under-served and under-performing schools that implements best practices from successful school turnaround initiatives. The pillars of Achieve 180 include leadership excellence, teaching excellence, instructional excellence, school design, social and emotional learning support, and family and community. Houston ISD @ HOME enables the District to pivot instruction that is synchronous, asynchronous or hybrid to meet the needs of students and families during the COVID-19 pandemic. The virtual learning platform ensures that their social and emotional needs are met.

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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.

Houston ISD's preliminary plan for how the centers will continue after funding ends beyond the grant period is based on a district-wide commitment of all stakeholders. A comprehensive coordination of all centers and district staff, contracted service providers, and the efforts of major collaborating partners will be instrumental in the overall sustainability planning. Each site will form an advisory council to create their strategic plan that will guide the schools to identify new funding, resources, and partnerships to sustain the program, as well as demonstrate how to increase buy-in and participation from the community. Houston ISD is strongly committed to the sustainability of after-school programs and the schools' leadership teams have agreed to reach out to the broader community for resources and continued support, as well as work within the District to find additional funding that can support the schools. The ten campuses in this application will utilize the following strategies, resources and activities for implementing a plan to address continuing their programs after the grant funds have ended: (1) New volunteers will be recruited to enhance existing partnerships and strengthen the program implementation; (2) An advisory council will be formed on each campus to address the needs of each program and begin formulating strategies to sustain the program and meetings focus on program activities review, student/parent participation totals, effectiveness of service providers, satisfaction survey results, and sustainability; (3) Consideration will be given to assessing a small sliding-scale fee from parents to sustain program activities after the program ends; (4) Site Coordinators will develop a portfolio of funding sources and opportunities for continuation of enrichment activities; (5) Potential community partners will be invited to visit the centers and activities; (6) District will facilitate campus leadership with discussions on sustainability of the program to determine what campus funds can be "earmarked" to sustain the program; and (7) Conduct satisfaction surveys and monitor program activities to to determine program effectiveness/compliance.

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)

Houston ISD recognizes the importance and value that community volunteers can bring to 21st CCLC programs. Due to the COVID-19 pandemic, the District's "Communicable Disease Plan" (CDP) does not allow for visitors and volunteers to visit schools. This decision will be revisited by the HISD Task Force in coordination with healthcare experts in the Greater Houston Area. At this time, the District has limited volunteers to the use of virtual meeting platforms, conference calls, and other non-contact methods. The District will welcome non-campus volunteers once it is safe for them to return to the schools.

All volunteers, in-person and virtual, will need to abide by the District policy for allowing volunteers on campus or involved in school-related programming. All volunteers will be vetted through the Houston Independent School Districts' "Volunteers in Public Schools" (VIPS) portal. Through VIPS, the District recruits thousands of parents and community partners to donate their time, resources, and knowledge in support of the District's primary goal to increase student achievement. Volunteers contribute in areas such as mentoring, tutoring, fundraising, career education, enrichment programs, extracurricular and community service activities, and office and classroom assistance. After registering online and undergoing the annual background check, volunteers must complete an online training. Volunteers can then begin work in any HISD school for the school year. All schools can track volunteer hours donated to the school district by establishing an online VIPS account. The VIPS training module includes the following components: (1) HISD Mission, Vision & Beliefs; (2) Volunteer Expectations; (3) Policies & Procedures; (4) Diversity; (5) Safety & Non-Harassment; (6) Communication; (7) Confidentiality & Privacy; (8) Gifts & Solicitation; (9) Students & FERPA; (10) Student Disclosures; (11) Appropriate Interactions with Students; (12) Physical Contact; (13) Pictures and Recordings; and (14) Transportation.

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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.

The Site Coordinators, for the ten schools, will collaborate with administrators, teachers, counselors, and parents to identify students that are most in need of academic assistance and would benefit most from the program. Students in need will be identified based on the following criteria for eligibility: 1) Students performing below grade level on STAAR; 2) Students who are over-aged for the grade level; 3) Students who have been retained for one or more school years; 4) Students who are failing a course or struggling in a subject based on current grades, benchmark testing, and teacher observation; 5) Students who have demonstrated behavioral issues or a need for after school activities; 6) Students who are chronically absent; 7) Students with disabilities; or 8) Students who are at-risk for referral to JJAEP and DAEP; and 9) siblings of any of the students mentioned above. Students discovered to have the most academic need will be recruited to participate using the following strategies: (a) Advertising the program through the school, community centers, nearby businesses, and churches; (b) Teacher or other school staff will tell students about the program; (c) Each campus will host an information session for students and families; (d) During the information sessions, program staff, vendors and community partners will be introduced and field lesson information will be shared; and (e) Parent agreement will be issued to ensure that parents understand the goals of the program and the importance of regular attendance. SMART Goal 3: Increase school day attendance, as measured by documented attendance rate compared to baseline (year 1) by the end of the grant period when grant funding ends will adhere to the TEA and Texas ACE program requirements for program dosage. For K-8 students, program dosage will exceed attendance of 45+ days at 120 minutes per day during the year (fall, spring) and who attend 12+ days at 240 minutes per day during the summer program. For 9-12 students, program dosage will exceed attendance of 45+ days or more during entire school year (fall/spring/summer) at 90 minutes or more daily.

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.

Houston ISD conducted center-level community needs assessment using several methods and data sources. To identify the needs of the students and the community, stakeholders involved included teachers, campus leaders, community partners, parents, and students. The community feedback results showed a great need for academic and enrichment activities in the community for working families. Across the schools' communities, out-of-school time services available are mostly fee for service, filled to capacity, or non-existent. Lack of transportation to existing after-school programs was another concern for parents; most programs were not within reasonable walking distance and would be a safety hazard when time adjusted for daylight savings in the fall. Overall, there is a gap in community learning centers with a focus on providing a safe/nurturing educational environment after-school for students. As a result, the proposed center operations schedules are aligned to reflect each school's needs. The District's After School Programs Department will develop a rubric, to assess and meet the measures of effectiveness and student service targets while maintaining center-level quality, on which each center will be evaluated quarterly and annually and part of monthly meetings will be used to share and explain the rubric with site coordinators. The Project Director, Family Engagement Specialist, and evaluator will regularly visit school sites to observe academic and enrichment activities. The Project Director will utilize site visits to ensure the site coordinator is consistently communicating and sharing information with school administrators about the program to align academic supports to classroom instruction. The Project Director will also solicit feedback from Site Coordinators on their progress toward program goals as outlined in the grant application and also host semi-annual meetings with the school leadership, community stakeholders and other district/program staff to discuss progress towards outlined goals and objectives. The proposed program budget plan has been carefully calculated to address not only the number of students that can be served, but the needs of the students interested in the program. The budget plan includes salaries, extra duty pay, contracted services and supplies and materials for program implementation.

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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		Barrier
Group	Participating Students	Barrier	Overcoming cost of quality out-of-school program/enrichment
Group	Participating Parents	Barrier	Overcoming cost of quality out-of-school program/enrichment
Group	Participating Families	Barrier	Overcoming cost of quality out-of-school program/enrichment
Group		Barrier	

11. PNP Equitable Services

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

◉ Yes ○ No

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

Are any private nonprofit schools participating in the grant?

○ Yes ◉ No

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

Assurances

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

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

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

Equitable Services Calculation

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

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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 (required) - Salary ($85,000) and Fringes ($25,500)	$110,500
2.	Family Engagement Specialist (required) - Salary ($60,000) and Fringes ($18,000)	$78,000
3.	Site Coordinators (required) - Salary ($500,000) and Fringes ($150,000)	$650,000
4.	Professional Staff Extra-Duty Pay ($250,000) and Fringes ($37,500)	$287,500
5.	Support Staff Extra-Duty Pay ($31,000) and Fringes ($4,650)	$35,650

Professional and Contracted Services

6.	Academic Enrichment Activities, Performing and Visual Arts Activities/STEAM Activities	$114,609
7.	Technology/ Virtual Learning Activities	$85,000
8.	Social and Emotional Learning Activities, Health/Nutrition/Sports Activities	$85,000
9.	Parental Activities and Classes	$65,000
10.		

Supplies and Materials

11.	General Supplies for Students' Program Activities	$23,200
12.	General Supplies for Parental Activities and Classes	$10,000
13.		
14.		

Other Operating Costs

15.	Travel to TEA Kick-off meeting in Austin (July or August 2021) for Project Director	$1,000
16.	Project Director meeting in February 2022 / TEA's Out of School Time Conference June 2022	$12,000
17.	Bus Transportation for Students and Families	$15,000

Capital Outlay

18.	Laptop Computer with Secure Mobile Hotspot for Connectivity for Project Director	$1,811
19.	Technology Devices for Schools' Program Activities Support	$40,000
20.	PDF Software License for Project Director	$730

Direct and indirect administrative costs:	$85,000
TOTAL GRANT AWARD REQUESTED:	$1,700,000

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Appendix I: Negotiation and Amendments

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

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

You may duplicate this page.

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

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

Section Being Negotiated or Amended	Negotiated Change or Amendment

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Center Operations Schedule

County-district number or vendor ID:

Part 2: Center Overview Table

In the chart below, applicants must enter information on each of the proposed centers. Applicants must ensure that the center number entered in the chart below is the same as that used in the Center Operation charts that follows (Part 3).

Center #	9 Digit campus ID #	Name of Center/Host Site, Physical Address, City, ZIP, Program Contact Phone	# of Feeder Schools	Grade Levels Served (PK to 12)	Proposed "Regular" Student target to be served 30 or 45 days or more annually	Proposed Parent/Legal Guardian Target
1	101912273	Ashford Elementary School, 1815 Shannon Valley, Houston, TX 77077 / 713-556-6927	1	PK - 5	133	35
2	101912041	Attucks Middle School, 4330 Bellfort Blvd., Houston, TX 77051 / 713-556-6927	1	6 - 8	133	35
3	101912140	Dogan Elementary School, 4202 Liberty Rd., Houston, TX 77026 / 713-556-6927	1	PK - 5	133	35
4	101912078	Foerster Elementary School, 14200 Fonmeadow Drive, Houston, TX 77035 / 713-556-6927	1	PK - 5	133	35
5	101912174	Highland Heights Elementary School, 865 Paul Quinn St., Houston, TX 77091 / 713-556-6927	1	PK - 5	133	35
6	101912473	Hilliard Elementary School, 8115 East Houston Rd., Houston, TX 77028 / 713-556-6927	1	PK - 5	133	35
7	101912373	Seguin Elementary School, 5905 Waltrip, Houston, TX 77087 / 713-556-6927	1	PK - 5	133	35
8	101912163	Sugar Grove Academy, 8405 Bonhomme Houston, TX 77074 / 713-556-6927	1	6-8	133	35
9	101912257	Whidby Elementary School, 7625 Springhill St., Houston, TX 77021 / 713-556-6927	1	PK - 5	133	35
10	101912016	Washington High School, 4204 Yale St., Houston, TX 77018 / 713-556-6927	1	9-12	133	35

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

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

Center 1	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP	*Grade Levels Served*	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target
Center	101912273	Ashford Elementary School, 1815 Shannon Valley, Houston, TX 77077	PK - 5	133	35
Feeder					
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start *(Must be approved in NOGA)*			
Fall Term	08/23/2021	12/10/2021	15
Spring Term	01/03/2022	05/13/2022	15
Summer Term	06/01/2022	07/14/2022	6
Total number of weeks:			36

Center Schedule

Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday			3:00	6:00			3:00	6:00	8:00			12:00
Tuesday			3:00	6:00			3:00	6:00	8:00			12:00
Wednesday			3:00	6:00			3:00	6:00	8:00			12:00
Thursday			3:00	6:00			3:00	6:00	8:00			12:00
Friday			3:00	6:00			3:00	6:00				
Saturday												
Sunday												
Total Hours Per Week:	15				15				16			

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

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

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

Center 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	101912041	Attucks Middle School, 4330 Bellfort Blvd., Houston, TX 77051	6 - 8	133	35
Feeder					
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start *(Must be approved in NOGA)*			
Fall Term	08/23/2021	12/10/2021	15
Spring Term	01/03/2022	05/13/2022	15
Summer Term	06/01/2022	07/14/2022	6
Total number of weeks:			36

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	7:15	8:15	4:00	6:00	7:15	8:15	4:00	6:00	8:00			12:00
Tuesday	7:15	8:15	4:00	6:00	7:15	8:15	4:00	6:00	8:00			12:00
Wednesday	7:15	8:15	4:00	6:00	7:15	8:15	4:00	6:00	8:00			12:00
Thursday	7:15	8:15	4:00	6:00	7:15	8:15	4:00	6:00	8:00			12:00
Friday	7:15	8:15	4:00	6:00	7:15	8:15	4:00	6:00				
Saturday												
Sunday												
Total Hours Per Week:	15				15				16			

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

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

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

Center 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	101912140	Dogan Elementary School, 4202 Liberty Rd., Houston, TX 77026	PK - 5	133	35
Feeder					
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start *(Must be approved in NOGA)*			
Fall Term	08/23/2021	12/10/2021	15
Spring Term	01/03/2022	05/13/2022	15
Summer Term	06/01/2022	07/14/2022	6
Total number of weeks:			36

Center Schedule

Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday			3:00	6:00			3:00	6:00	8:00			12:00
Tuesday			3:00	6:00			3:00	6:00	8:00			12:00
Wednesday			3:00	6:00			3:00	6:00	8:00			12:00
Thursday			3:00	6:00			3:00	6:00	8:00			12:00
Friday			3:00	6:00			3:00	6:00				
Saturday												
Sunday												
Total Hours Per Week:	15				15				16			

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

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

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

Center 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	101912078	Foerster Elementary School, 14200 Fonmeadow Drive, Houston, TX 77035	PK - 5	133	35
Feeder					
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start *(Must be approved in NOGA)*			
Fall Term	08/23/2021	12/10/2021	15
Spring Term	01/03/2022	05/13/2022	15
Summer Term	06/01/2022	07/14/2022	6
Total number of weeks:			36

Center Schedule

Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday			3:00	6:00			3:00	6:00	8:00			12:00
Tuesday			3:00	6:00			3:00	6:00	8:00			12:00
Wednesday			3:00	6:00			3:00	6:00	8:00			12:00
Thursday			3:00	6:00			3:00	6:00	8:00			12:00
Friday			3:00	6:00			3:00	6:00				
Saturday												
Sunday												
Total Hours Per Week:	15				15				16			

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

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

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

Center 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	101912174	Highland Heights Elementary School, 865 Paul Quinn St., Houston, TX 77091	PK - 5	133	35
Feeder					
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start *(Must be approved in NOGA)*			
Fall Term	08/23/2021	12/10/2021	15
Spring Term	01/03/2022	05/13/2022	15
Summer Term	06/01/2022	07/14/2022	6
Total number of weeks:			36

Center Schedule

Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday			3:00	6:00			3:00	6:00	8:00			12:00
Tuesday			3:00	6:00			3:00	6:00	8:00			12:00
Wednesday			3:00	6:00			3:00	6:00	8:00			12:00
Thursday			3:00	6:00			3:00	6:00	8:00			12:00
Friday			3:00	6:00			3:00	6:00				
Saturday												
Sunday												
Total Hours Per Week:	15				15				16			

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

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

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

Center 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	101912473	Hilliard Elementary School, 8115 East Houston Rd., Houston, TX 77028	PK - 5	133	35
Feeder					
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start *(Must be approved in NOGA)*			
Fall Term	08/23/2021	12/10/2021	15
Spring Term	01/03/2022	05/13/2022	15
Summer Term	06/01/2022	07/14/2022	6
Total number of weeks:			36

Center Schedule

Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday			3:00	6:00			3:00	6:00	8:00			12:00
Tuesday			3:00	6:00			3:00	6:00	8:00			12:00
Wednesday			3:00	6:00			3:00	6:00	8:00			12:00
Thursday			3:00	6:00			3:00	6:00	8:00			12:00
Friday			3:00	6:00			3:00	6:00				
Saturday												
Sunday												
Total Hours Per Week:	15				15				16			

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

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

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

Center 7	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP	*Grade Levels Served*	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target
Center	101912373	Seguin Elementary School, 5905 Waltrip, Houston, TX 77087	PK - 5	133	35
Feeder					
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start *(Must be approved in NOGA)*			
Fall Term	08/23/2021	12/10/2021	15
Spring Term	01/03/2022	05/13/2022	15
Summer Term	06/01/2022	07/14/2022	6
Total number of weeks:			36

Center Schedule

Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday			3:00	6:00			3:00	6:00	8:00			12:00
Tuesday			3:00	6:00			3:00	6:00	8:00			12:00
Wednesday			3:00	6:00			3:00	6:00	8:00			12:00
Thursday			3:00	6:00			3:00	6:00	8:00			12:00
Friday			3:00	6:00			3:00	6:00				
Saturday												
Sunday												
Total Hours Per Week:	15				15				16			

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

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

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

Center 8	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP	*Grade Levels Served*	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target
Center	101912163	Sugar Grove Academy, 8405 Bonhomme, Houston, TX 77074	6-8	133	35
Feeder					
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start *(Must be approved in NOGA)*			
Fall Term	08/23/2021	12/10/2021	15
Spring Term	01/03/2022	05/13/2022	15
Summer Term	06/01/2022	07/14/2022	6
Total number of weeks:			36

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	7:15	8:15	4:00	6:00	7:15	8:15	4:00	6:00	8:00			12:00
Tuesday	7:15	8:15	4:00	6:00	7:15	8:15	4:00	6:00	8:00			12:00
Wednesday	7:15	8:15	4:00	6:00	7:15	8:15	4:00	6:00	8:00			12:00
Thursday	7:15	8:15	4:00	6:00	7:15	8:15	4:00	6:00	8:00			12:00
Friday	7:15	8:15	4:00	6:00	7:15	8:15	4:00	6:00				
Saturday												
Sunday												
Total Hours Per Week:	15				15				16			

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

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

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

Center 9	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP	*Grade Levels Served*	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target
Center	101912257	Whidby Elementary School, 7625 Springhill St., Houston, TX 77021	PK - 5	133	35
Feeder					
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start *(Must be approved in NOGA)*			
Fall Term	08/23/2021	12/10/2021	15
Spring Term	01/03/2022	05/13/2022	15
Summer Term	06/01/2022	07/14/2022	6
Total number of weeks:			36

Center Schedule

Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday			3:00	6:00			3:00	6:00	8:00			12:00
Tuesday			3:00	6:00			3:00	6:00	8:00			12:00
Wednesday			3:00	6:00			3:00	6:00	8:00			12:00
Thursday			3:00	6:00			3:00	6:00	8:00			12:00
Friday			3:00	6:00			3:00	6:00				
Saturday												
Sunday												
Total Hours Per Week:	15				15				16			

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

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

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

Center 10	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP	Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target
Center	101912016	Washington High School, 4204 Yale St., Houston, TX 77018	9-12	133	35
Feeder					
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start *(Must be approved in NOGA)*			
Fall Term	08/23/2021	12/10/2021	15
Spring Term	01/03/2022	05/13/2022	15
Summer Term	06/01/2022	07/14/2022	6
Total number of weeks:			36

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	7:15	8:15	4:00	6:00	7:15	8:15	4:00	6:00	8:00			12:00
Tuesday	7:15	8:15	4:00	6:00	7:15	8:15	4:00	6:00	8:00			12:00
Wednesday	7:15	8:15	4:00	6:00	7:15	8:15	4:00	6:00	8:00			12:00
Thursday	7:15	8:15	4:00	6:00	7:15	8:15	4:00	6:00	8:00			12:00
Friday	7:15	8:15	4:00	6:00	7:15	8:15	4:00	6:00				
Saturday												
Sunday												
Total Hours Per Week:	15				15				16			

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

Houston Area
Urban League

Empowering Communities
Changing Lives

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Houston, Texas 77021

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A United Way Agency
Affiliated With The
National Urban League

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January 14, 2021

Dr. Grenita Lathan
Interim Superintendent of Schools
Houston Independent School District
4400 W. 18th Street
Houston, Texas 77092

RE: Support of Commitment for Houston Independent School District (HISD) Nita M. Lowey 21st Century Community Learning Centers, Cycle 11 Grant Application

Dear Dr. Lathan:

The Houston Area Urban League (HAUL), an affiliate with the National Urban League was founded in 1968. The Urban League is a 501© (3) nonprofit, United Way Agency and community-based organization that has been a voice for disadvantaged people of all races and has a long and distinguished record as an agency that offer tangible, lasting benefits to all members of the community. HAUL fulfills its mission through service delivery in the following areas: Housing and Social Services, Workforce and Economic Development, Workforce Training, and Education Support Services.

HAUL stands united with the Houston Independent School District (HISD) with the common goal of ensuring that children continue to learn at home, in school and across our communities. As you strive to offer meaningful hybrid learning to students and parents, we are here to help.

HAUL resources can offer comfort and continuity to help HISD families and communities. In addition, with our ongoing support, teachers can continue doing what they do best: help children learn and thrive.

HAUL will support HISD in this Nita M. Lowey 21st Century Community Learning Centers, Cycle 11 grant with our Project Ready Literacy Series of Services for students, parents, and caregivers from grades Pre-K through 12. HAUL believes in a whole-family approach to teaching and learning. We do this by offering a set of comprehensive literacy and learning solutions. Each workshop will include grade appropriate new Scholastic books to support each student building their own home library. HAUL will also offer Family and Community Engagement at each of the assigned schools to help develop parents and caregivers to support their student.

We eagerly await HISD receiving this grant so we can assist in the work ahead. The long history of HAUL and HISD working together toward great student and family outcomes continues.

HAULING In HISD,

Judson W. Robinson, III
President and CEO

United Way
United Way of Greater Houston

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PARTNERSHIP AGREEMENT
BETWEEN
HOUSTON INDEPENDENT SCHOOL DISTRICT
AND
HOUSTON AREA URBAN LEAGUE (HAUL)

</div>

This Partnership Agreement is made and entered into by and between the **Houston Independent School District** ("HISD" or "District"), 4400 W. 18th Street, Houston, TX 77092, and **Houston Area Urban League (HAUL)** hereinafter referred to as "HAUL", 5260 Griggs Road Houston, TX 77021. This partnership agreement is contingent upon HISD's official notice of grant award of the 2020-2021 Nita M. Lowey 21st Century Community Learning Centers, Cycle 11, Year 1 Grant and subject to school board approval prior to implementation.

I.   PURPOSE

The Nita M Lowey 21st Century Community Learning Centers (CCLC), Cycle 11, Year 1 grant is intended to establish community learning centers that provide students with enrichment opportunities along with activities designed to complement the students' regular academic program during non-school hours, specifically targeting students who attend high-poverty and low-performing schools. The program helps students meet state and local student standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that can complement their regular academic programs; and offer literacy and other educational services to the families of participating children.

The proposed Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 11, Year 1 grant, if funded, will provide programming to ensure that the students and their families, most in need of academic and social support, at the following HISD schools:

- **Ashford Elementary School,** 1815 Shannon Valley, Houston, TX 77077
- **Attucks Middle School,** 4330 Bellfort Blvd, Houston, TX, 77051
- **Dogan Elementary School,** 4202 Liberty Road, Houston, TX 77026
- **Foerster Elementary School,** 14200 Fonmeadow Drive, Houston, TX 77035
- **Highland Height Elementary School,** 865 Paul Quinn Street, Houston TX 77091
- **Hilliard ES Elementary School,** 8115 E. Houston Road, Houston, TX 77028
- **Seguin ES Elementary School,** 5905 Waltrip, Houston, TX 77087
- **Sugar Grove Academy,** 8405 Bonhomme, Houston, TX 77054
- **Washington High School,** 4204 Yale Street, Houston, TX 77018
- **Whidby Elementary School,** 7625 Springhill Street, Houston, TX 77021

This memorandum of understanding seeks to articulate the roles, responsibilities and expectations that will guide our actions and ensure collective responsibility, pending TEA and school board approval, as we strive to accomplish our mutual goal to provide access to high quality out-of-school time/after-school programs at the ten proposed school-based centers, HISD and HAUL intend to partner to provide necessary out-of-school time activities and services, as outlined in the grant application, to supplement existing school resources to positively impact student performance outcomes.

Proposed Grant Period: The grant period is July 1, 2021 to July 31, 2022.

In support of this shared goal, each partner agrees to the following:

II.   SCOPE OF SERVICES

Pursuant to the furtherance of the shared goals of the parties to carry out the purposes of this MOU expeditiously and economically, the parties do hereby agree:

A. HAUL agrees to:

1. Assist the District to deliver Texas ACE afterschool programming based on the schedule outlined in grant application.
2. Assist the district with providing opportunities for academic enrichment to meet the challenging state academic standards.
3. Assist the District to deliver to students a broad array of additional services, programs, and activities, such as youth development activities, service learning, drug- and violence-prevention programs, counseling programs, arts, technology education programs, financial literacy programs, career and technical programs, internship or apprenticeship programs, and other ties to an in-demand industry sector or occupation for high school students that are designed to reinforce and complement the regular academic program of participating students.
4. Offer families of students served by community learning centers opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development, such as services, classes, referrals, and resources for parents to foster the overall academic success of their students.
5. Assist the District to maintain 1:15 staff to student ratio in accordance with TEA guidelines.
6. Assist the District to serve as liaison between school staff, community members, and organizations in aligning afterschool programming with grant goals.
7. Assist the District with program evaluation efforts to measure the achievement of the performance objectives, including, but not limited to, student, parent, and teacher surveys.
8. Comply with HISD's policies to conduct and assess criminal history record information for each employee or volunteer used in the site(s) and to use only those persons fit to work with students.
9. Ensure compliance with grant term closeout procedures as outlined in the Texas ACE Prime Blueprint operations manual; retain and maintain documentation of all equipment, materials and supplies purchased with grant funds; and financial documentation, including expenditure reports, invoices, general ledgers.

B. The District agrees to:

1. Provide facilities necessary to operate the after-school program to students and parents at the proposed ten school sites.
2. Provide bus transportation to center activities as needed for students and parents at the proposed ten school sites.
3. Obtain parental/guardian consent, as needed.
4. Provide necessary forms in Spanish and English, to include notification to parents pertaining to services, consent forms, referral forms, and any other forms applicable to the program.
5. Provide the support of the school staff to facilitate obtaining the necessary forms, as needed, for students and parents at the proposed ten school sites.
6. Align implementation and activities schedule for programming with HAUL.
7. Maintain records and other related paperwork in a safe, secure place.
8. Collect data and generate reports required by HISD.
9. Collect evaluation and survey data to assess program effectiveness in meeting goals and objectives.

10. Provide transportation services for students and families for summer programming as needed.

HOUSTON AREA URBAN LEAGUE

By: _____   January 15, 2021
    Judson W. Robinson III   _____
    President and CEO   Date

HOUSTON INDEPENDENT SCHOOL DISTRICT

By:_____   1/19/2021
    Grenita F. Lathan, Ph.D.   _____
    Interim Superintendent of Schools   Date

*Please note that this agreement is contingent upon grant award and school board approval.