NOGA ID		Application stamp-in date and time

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

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

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

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

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

Amendment Number

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

1. Applicant Information

Name of organization	Pasadena Independent School District	

Campus name		CDN 101917	Vendor ID 74-6001850	ESC 4	DUNS 071292925

Address 1515 Cherrybrook Lane	City Pasadena	ZIP 77502	Phone 713-740-0000

Primary Contact Gloria Gallegos	Email GGallegos@pasadenaisd.org	Phone 713-740-0218

Secondary Contact Olivia Daugherty	Email OSmith-Daugherty@pasadenaisd.org	Phone 713-740-0865

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 DeeAnn Powell	Title Superintend.	Email DAPowell@pasadenaisd.org

Phone 713-740-0242	Signature	Date 1/15/21

Grant Writer Name Olivia Daugherty	Signature	Date 1/15/2021

● 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
Academic Support for Math and Reading: The percentage of students who are at "Meets Grade Level" or "Masters Grade Level" for the 10 proposed Cycle 11 campuses is below the state average for the 2019 STAAR assessment in both math and reading.	The Pasadena ISD ACE program will offer academic assistance activities that supplement regular day instruction including academic assistance for students in regular instruction and students in the Connect personalized learning program, service learning, project-based learning, and STEAM activities.
Development of Positive Youth Development and Social-Emotional Skills: Research shows integrating social-emotional learning (SEL) interventions improves academic performance (An Update on SEL, 2018)	The participating schools are struggling to meet the state standard in math and reading. As an intervention, Pasadena ISD ACE will embed SEL in all activities to build character, student leadership, and environmental and civic awareness. Each campus will also offer mentoring sessions.
Regular Attendance and Engagement: Seven of the 10 proposed Cycle 11 campuses have an average daily attendance from August to November 2020 that is below the district average of 95.8%.	To address this need, the Pasadena ISD ACE program will provide staff training on absence-prevention, offer supervised and engaging activities to encourage students to attend school regularly, and provide workshops to educate ACE families to support their child's attendance efforts.

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.

Pasadena ISD established SMART goals for each need to be addressed through the Pasadena ISD ACE program. The goals for students attending the program 45 days or more are:
1. Annually, 70% of regular Cycle 11 students will meet or exceed the state's Growth Measure on the Reading and/or Math STAAR or will meet Projected Growth on Northwest Evaluation Association (NWEA) MAP Growth for Reading and/or Math.
2. Annually, 85% of regular Cycle 11 students will participate in social-emotional learning and show growth of social-emotional skills development.
3. Annually, 60% of regular Cycle 11 students targeted for attendance issues will increase their attendance rate.

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

The targets for the first quarter are:
  Goal 1: 30% of ACE students targeted for Math and/or Reading support will meet Projected Growth on the Northwest Evaluation Association (NWEA) MAP Growth assessment for Reading and/or Math.
  Goal 2: 30% of the currently enrolled ACE students will participate in activities addressing the social-emotional needs identified in the first-quarter pre-survey.
  Goal 3: 15% of currently enrolled ACE students targeted for attendance will improve their daily school attendance rate as compared to the previous grading period.

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6. Measurable Progress (Cont.)

Second-Quarter Benchmark

The targets for the second quarter are:
  Goal 1: 50% of ACE students targeted for Math and/or Reading support will perform at/above the state's Growth Measure on the Math and/or Reading STAAR or will meet Projected Growth on the Northwest Evaluation Association (NWEA) MAP Growth assessment for Reading and/or Math.
  Goal 2: 60% of the currently enrolled ACE students will participate in activities addressing the social-emotional needs identified in the first-quarter pre-survey.
  Goal 3: 40% of currently enrolled ACE students targeted for attendance will improve their daily school attendance rate as compared to the previous grading period.

Third-Quarter Benchmark

The targets for the third quarter are:
  Goal 1: 70% of ACE students targeted for Math and/or Reading support will perform at/above the state's Growth Measure on the Math and/or Reading STAAR or will meet Projected Growth on the Northwest Evaluation Association (NWEA) MAP Growth assessment for Reading and/or Math.
  Goal 2: 85% of the currently enrolled ACE students will receive a post-test survey on social-emotional skills and show an increase from the first quarter benchmark.
  Goal 3: 60% of enrolled ACE students targeted for attendance will improve their daily school attendance rate as compared to the beginning of the 2021-2022 school year.

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.

   The proposed evaluation plan will be implemented by an evaluation team composed of staff from Pasadena ISD's Research and Evaluation department and the PISD Cycle 11 program team. The evaluation team will work in conjunction with the ACE Project Director, Coordinators, and school representatives to collect all data necessary to complete the My Texas ACE program evaluation as well as answer additional questions identified by the project director as necessary to improve the program implementation from year to year. Additionally, the evaluation team will collect, review, and analyze data on the ACE Project Director/staff to assess for fidelity of implementation, continuous monitoring and improvement of program design throughout the academic school year. Quarterly, the evaluation team will conduct qualitative site observations and analyze the data quantitatively and qualitatively. The evaluation team will provide quarterly reports with strengths and weaknesses identified and suggestions for improvement. The Project Director will share the report findings with the ACE grantee-level staff, district administrators, principals, site coordinators, and ACE Community Advisory Council members. As information is presented to these stakeholders, the Project Director will guide the Site Coordinators in refining, improving and strengthening their programs.
   Results of the evaluation will be reported back, quarterly, and annually to ensure that a continuous monitoring approach is utilized consistently. ACE Cycle 11 program staff, district administrators, school administrators, teachers, community stakeholders, and students will receive feedback and information relevant to make improvements to the program. Each semester, the ACE PD and staff will share the findings with the public through a notice posted on the afterschool program website. This will take place in the form of an evaluation presentation at an ACE team meeting or community stakeholder meeting, a quarterly report provided to the project director, and/or an annual program evaluation report. Information collected during the program evaluation will be used to inform the ACE Cycle 11 Project Director and School District Administrators about program strengths and improvements and will include suggestions for program sustainability for future years.

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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.

After an evaluation of community needs and resources in the district, Pasadena ISD selected ten academically struggling campuses located in high need communities to participate in the Cycle 11 ACE program. Nine of the 10 campuses are classified as a comprehensive or targeted support and improvement campus for 2020-21 AND have an "at-risk" population greater than the 2018-19 state average of 50.1%, as listed in the Texas Academic Performance Report (Statutory Priority 1 – Targeted Services). Of the 1,000 students the Pasadena ACE program will serve, 90% will attend one of the nine campuses meeting Statutory Priority 1. A description of the needs assessment process, evaluation, and reasoning for campuses and activities chosen follows below:

A. Assessment Process: To appropriately address community needs and resources, Pasadena ISD convened a group of staff and community stakeholders, including district leaders, campus principals, faculty representatives, parent representatives, and community members. The group utilized the Texas ACE Blueprint assessment process, which allowed for the identification of student and parent needs at the district and campus (center) level. The following data sources were used to complete the assessment: 1) 2019 STAAR data of the grade/subject and subgroup with the lowest performance; 2) the district strategic plan; 3) campus improvement plan; 4) student discipline data; 5) a district-developed parent survey; 6) district curriculum-based assessment performance; 7) grade promotion data; 8) attendance data; 9) Census Bureau information about the community in which each school is located; 10) campus staff input; 11) student input; and 12) the 2020 Results Driven Federal Accountability Report which focuses on the academic measures for Special Education and BIL/ESL. Next, schools were asked to review the information available, identify the top three needs from each source, and propose activities to address each of the needs.

B. Evaluation Results: After assessing the data, themes were discovered in the gaps between current and desired performance levels resulting in the identification of common populations deemed "most in need " and the three highest priority needs. The populations deemed "most in need" were ESL students and economically disadvantaged/at-risk students. Along with the populations "most in need", many other students and families face ongoing challenges outside the school day. As such, the identified overall program needs were numerous. However, based on the goals and objectives of the funding opportunity, priority was given to those areas where the ACE program could address academic readiness and make the largest impact. The top three needs identified are: 1) academic support for math and reading; 2) development of positive youth development and social-emotional skills; and 3) improved attendance and engagement. Overall, the expectation is that approximately 85% of students to be served by the ACE program will meet the economically disadvantaged need-based criteria, while approximately 20% will be English Language Learners.

C. Assessment and Working Families: Annually, the Cycle 11 ACE programs will conduct a needs assessment. Grant program staff will also work closely with campus administration and staff to monitor and recruit students that meet the criteria for prioritized needs. To ensure the afterschool programs are continuously addressing the needs of the students and families, program plans will be updated based on these consultations and assessment results. Initial assessments of the Cycle 11 schools show parents and students crave afterschool programming as a means to increase engagement, further student learning potential, and expand access to "extracurricular" type activities most working families in the area cannot afford or do not have time for. The schools also considered the needs of working families when determining hours of operation, the decision to offer programming in the morning, and the time of family engagement activities.

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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.

Pasadena ISD's proposed afterschool program will provide opportunities linked to the academic needs of students. Targets/performance measures can be categorized into three key components. Data regarding each of these components below will be tracked by Site Coordinators to ensure the program is achieving maximum impact.

1) Direct Academic Support: Activities within this component will positively impact student growth in state assessments and improve report card grades and/or curriculum-based assessment scores. Of the 10 Cycle 11 proposed sites, all are performing below the state/district on the STAAR Math and Reading assessment. Literacy is key to success across all content areas. By focusing on student literacy, the program will provide the tools and confidence needed to analyze and successfully complete assignments. This will result in improved academic performance on daily tasks, campus assessments, and district assessments. The program will also help address the needs of specific groups of students who have academic gaps based on STAAR data, grades in core subjects, and district assessments. Additionally, providing students a place to complete homework each day and receive academic assistance is essential for PISD students.
SMART GOALS: By the end of the school year, 70% of students receiving reading support will show an increase on the post-test (STAAR) and 70% of students receiving math support will show an increase on the post-test (STAAR).

2) Student Behavior Support: By working with students on academics and social-emotional health through program activities, while giving them a sense of belonging, PISD expects to improve student behavior and reduce the frequency and severity of discipline infractions (The Practical Benefits of an SEL Program, 2019). Coordinators and frontline staff will receive training on Conscious Discipline or similar classroom management systems that help teachers and administrators use conflict resolution to teach children about appropriate behavior and important life skills and encourage positive student-staff relationships. Additionally, Cycle 11 staff will design and implement lessons with social skills building activities embedded. The district's prior social-emotional work has started the reduction, and the ACE program will help accelerate the trend. We will integrate behavioral components related to mental health, trauma, kinesthetic learning, and restorative practices to enhance the students' understanding of self-control and self-regulation.
SMART GOAL: 85% of the participating students will show an increase of social-emotional development based on pre and post-tests.

3) Student Engagement Support: An engaged student is more likely to attend school. As such, activities within this component are created to improve student attendance and engagement. The district attendance rate as of November 2020 was 95.8%. Of the Cycle 11 campuses, seven schools have attendance rates below that of the district. While some students come to school to escape the chaos of their home life, finding a sense of safety and routine in school, many are absent as a result of this same at-home chaos. Of course this has only increased during the COVID 19 Pandemic. Afterschool programming will provide comfort and coping skills for students and hopefully help them return to a sense of normalcy. Participation in supervised, engaging activities will help students cope with difficult home lives. Activities may include: 1) hands-on exploration of STEAM concepts through Robotics, Gaming, and Coding classes/clubs; 2) physical health/extracurricular activities through Basketball, Soccer, Dance, and other sports; and 3) character development in the Leadership classes offered before and after school. After-school staff will also receive training on absence-prevention measures to develop a programmatic response to student barriers and provide early outreach for students with excessive absences. Training on the 5E (Engage, Explore, Explain, Elaborate, and Evaluate) lesson plan model will be provided to instructional staff so that lesson plans focus on high levels of student engagement.
SMART GOAL: 60% of enrolled ACE students targeted for attendance will improve their daily school attendance rate as compared to the beginning of the 2021-2022 school year.

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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.

Each of the 10 participating campuses conducted a thorough needs assessment using a variety of sources. Based on the assessment results, principals and their campus teams identified the top three needs for their campus. Then, each campus team worked with the program coordinator and principals from schools with previously successful ACE programs to develop a schedule of activities. In the end, each campus team was able to complete a proposed Cycle 11 program schedule that best meets the academic needs of each campus.

In addition to the proposed regular afterschool program schedule, the project team has created a COVID contingency plan. The plan is based on best practices learned from the operation of current Cycle 9 and 10 programs during COVID restrictions, and may include virtual classes and programming (live and recorded) via Google Classroom, SeeSaw, ZOOM, and Microsoft Teams as well as safe in-person practices like smaller groups sizes, personalized bags of student supplies, and extra cleaning.

All program schedules include activities that can be categorized in one of the four ACE components: Academic Assistance, Enrichment, Family and Parental Support Services, and College and Workforce Readiness. Each school will offer Academic Assistance activities that supplement regular day instruction such as homework assistance, coding, programming, book clubs, blogging, and STEM activities. Proposed Enrichment activities include: nutrition and physical health activities including projects with the Houston Food Bank and Brighter Bites as well as through the Coordinate Approach to Child Health (CATCH) curriculum; project-based learning classes such as theatre to develop skills in literacy, art, and speech; Action-based Learning, which incorporates kinesthetic movement with academic instruction; dance to allow students to move and exercise; art to allow the expression of student's inner creative thinking; character-building classes to build social-emotional skills; various sports; chess to teach critical thinking skills; and Garden to Table classes which allow students to grow items in a garden that will later be used in a recipe made in class. Family and Parental activities will be designed to meet the requests indicated in the campus Fall 2020 parent survey where parents expressed interest in learning how to ensure academic success for their child and build their own knowledge in areas such as health and wellness and learning how to better communicate with their children. Parents also wanted opportunities to spend quality time with their child while building their own capacity. College and Workforce Activities will be designed to meet the specific needs of elementary and middle school students. Programming will include lessons like "When I Grow Up" in which students learn about a variety of careers available. The multitude of activities available will allow for student choice in the activities they find appealing with staff guidance to ensure these activities are appropriate to student need.

To ensure the afterschool activities supplement instruction, campus ACE teams will align activities to school-day instruction and specific academic needs. The student activities will be guided by the Texas ACE Blueprint's Activity Planning Worksheets and lesson plans identifying the TEKS/Student Expectations (SE) to be met.

For some students, school day instruction includes personalized learning. Currently, 9 out of the 10 Cycle 11 campuses offer Connect Personalized Learning to 4th-6th grade students. Connect Personalized Learning includes an online, digital learning platform that caters to each student's specific needs (cognitive and content knowledge) and allows students to self-direct how and when they learn. Site Coordinators and afterschool staff will be trained on the Connect platform to ensure Connect instruction is also supplemented in afterschool activities.

Oversight will be achieved with the site coordinator's review of all lesson plans to ensure that planned activities are rigorous and relevant. Monthly classroom observations will be conducted to check for authentic engagement and meaningful learning. Site Coordinators will also obtain student feedback and gauge their satisfaction through student focus groups and surveys. This oversight allows for the monitoring and assessment of program goals and objectives at each center. In addition, the 5E Lesson Plan Model will be used to ensure activities are engaging to students. The 5E Lesson Plan Model focuses on allowing students to understand a concept over time through a series of established steps or phases - Engage, Explore, Explain, Elaborate, and Evaluate. Alongside targeted enrollment of students with the most need, the 5E plan will encourage regular attendance by providing an array of activities from which students can choose.

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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

With the shared goal of increasing literacy and learning in the Pasadena community, Pasadena ISD and the Pasadena Public Library are long-time collaborators. For the Cycle 11 grant program, Pasadena ISD will continue this partnership in order to offer high-quality services to students and their families. The Pasadena Public Library serves over 154,000 residents in the community, providing access to books, media, and other materials as well as hosting a variety of special events like educational classes, informational programs, creative activities, and storytimes. With only two branch locations spread across a substantial distance, getting to the library can be an issue for students and their families. Access to the library has been especially limited with COVID related restrictions.

The Cycle 11 partnership will allow the Pasadena Public Library to bring services directly to Pasadena ISD Cycle 11 campuses. A majority of the services and activities will focus on improving reading, writing, and literacy, a common gap identified by Cycle 11 campuses during the needs assessment process. Examples of literacy activities planned through this partnership include Storytime with Sophia through Zoom, on Cycle 11 campuses, and at the physical location of the library and attendance at campus literacy events where the library distributes library cards and shares information about their activities and programs. In addition to direct reading and literacy services, the Pasadena Public Library will also hold monthly science parent events onsite to benefit students as well as their families. More details are available in the attached MOU/Partnership agreement.

Cycle 11 campuses are not the only campuses to benefit from this partnership. Public Library representatives visit other Pasadena ISD schools, handing out library cards and promoting the library and its services. The library also plays host to certain Pasadena ISD events as well as participates in campus-hosted events. Pasadena ISD and the Pasadena Public Library have worked together for many years to improve the lives of those living in the Pasadena community and this partnership is expected to continue for many years to come.

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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.

> The grant leadership team reviewed best practices during the development of program activities. Using this research, each activity will address at least one of the three ACE program goals.
>
> Academic Performance and Achievement: To address the connection between academic achievement and engagement, the program will incorporate Project-Based Learning (PBL) practices. Research from the Buck Institute shows students are more likely to retain the knowledge gained through PBL compared to traditional textbook learning (Project Based Learning & Student Achievement, 2018). Based on this research, academic components are embedded in popular activities such as reading/writing skills through Drama Club, presentation skills with Theatre and Art clubs, comprehension and critical thinking skills with Yearbook/Blogging Clubs.
>
> Post-Secondary and Workforce Preparation: STEAM-Based learning approaches help students build habits of the mind and relevant 21st skills to prepare them to enter the future workforce (Preparing Students for Learning, Work, and Life Through STEAM Education, 2019). Creating STEAM activities brings benefits to all students, creating interdisciplinary and effective educational opportunities. Activities chosen to address post-secondary and workforce preparation were based in this theory and include–career building skills through Coding Club, engineering and science through the Robotics Clubs, and STEM awareness for girls with the Engineering Club and Coding for Girls.
>
> Positive Youth Development: According to Partners for Public Education, after school programs promote "youth development by providing opportunities for autonomy and leadership, caring relationships, connections to family, community, and school, safe environments, and engaging activities" (After-school programs help kids succeed, May 2015). Activities chosen to address positive youth development were informed by this and similar research,and include character building via the Boys to Men and Ambassadors Clubs, student leadership via Meet in the Middle, self-regulation and time management via Etiquette Club, and self-esteem via the Mentoring program.
>
> Student participation in specific activities will be informed by student choice (to encourage attendance) as well as student need (to coordinate with school day activities and student success needs).

6. Describe the transportation needs of participating students and how those needs will be addressed. Specifically describe how students participating in the program will travel safely to and from each center and home.

> The Cycle 11 ACE programs will operate in the schools of the participating students; therefore, safe travel to programming and home is not expected to be an issue. The ACE policies for safe travel to home will differ for each campus, depending on the grade level and transportation needs.
>
> Each school principal was asked to identify their afterschool busing needs. Busing needs were then categorized into low, moderate, and high. Kendrick and Keller Middle Schools ranked among the lower need schools with parent pick up being a common means of transportation home. Freeman, Golden Acres, Mae Smythe, and Richey Elementary Schools as well as Sullivan Middle School all reported moderate need for afterschool busing. Many of these schools reported a mix of walkers, car riders, and bus riders, but all agreed the option for afterschool busing would be beneficial to student participation. Gardens, Jessup, and Teague Elementary Schools reported a high need for afterschool busing. Many Gardens and Teague students live in apartment complexes in the area and utilize regular day buses. Jessup Elementary is located on a busy street and students are not allowed to walk home. For many students, busing would be the only way they would be able to attend afterschool programming.
>
> Bus drivers will meet the state requirements for licensure and attend safety training updates, annually. This regular training ensures the bus drivers for all PISD Cycle 11 activities have the proper qualifications to take the students from the Cycle 11 ACE site safely to their 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.

Program communication, outreach, and promotion of the PISD Cycle 11 ACE centers will target staff, parents, students, and the community. The Project Director will work with the district Communications Department to develop promotional materials that describe the program, the various locations, available activities, and benefits to students and their families. Venues for communicating with stakeholders will include an after-school webpage on the PISD website, an electronic Family Resource Center using the Google Sites platform, the district's Facebook and Twitter accounts, letters, school announcements, ACE newsletters, school marquee displays, phone calls, text messages, emails, postings in the community newspapers, and media news releases.

To meet the needs of the diverse PISD community, communications targeting families will be available in English, Spanish, and other languages as needed. Staff and school board member communications will occur through scheduled meetings such as faculty meetings, school board meetings, District Education Committee meetings, and site-based decision-making committee meetings, where information regarding the ACE program recruitment, enrollment, implementation and attendance will be shared.

As an additional method of disseminating information regarding ACE, the Family Engagement Specialist (FES) and the Project Director will attend the following meetings to network and share information related to the ACE Program: 1) School Health Advisory Council (SHAC); 2) Pasadena Health Coalition (The City of Pasadena); 3) United Way Bay Area and Greater Houston; and 4) PISD Counselor/Parent Coordinator meetings; 5) San Jacinto College South and Central campuses.

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.

Coordination of federal, state, and local resources allows the delivery of assistance and resources to difficult-to-reach families. When funding is coordinated to provide these services, the goals and objectives for the public resources are met in addition to those of the Texas ACE program. Each campus Cycle 11 Site Coordinator will work with the campus principal to coordinate funding from these sources in a variety of ways, such as using the federal free and reduced food program for dinner during the school year and breakfast and lunch during the summer (estimated in-kind is $22,500/year); offering ESL and ABE classes via our local San Jacinto Community College to increase parent literacy (estimated at $9,200/year); and training for frontline staff on state approved Coordinated Approach to Child Health (CATCH) (estimated at $4,000). The total amount of all funds anticipated to leverage program activities, annually, is approximately $55,700. Additionally, the Cycle 11 ACE program will supplement the activities schools offer with their campus budgets by providing more days for academic assistance to help students increase their achievement on district and state assessments and prevent at-risk students from academic failure; conducting parent workshops in addition to the workshops scheduled by the campus Parent Coordinator; and expanding behavioral components related to mental health, trauma, and restorative practices already in place.

Response to Program Priority 1-Program Integration: Further program coordination of the local district initiative, Connect Personalized Learning, will increase the academic outcomes of students who transition from teacher-paced learning to self-paced learning. Connect is a self-paced technology-based program currently offered at 90% of the campuses that are part of this application. While this program allows students to work at their own pace, they are still exposed to Project-Based Learning and taught collaboration skills. Many Connect program grades are based on group projects and presentations. ACE students will receive additional time during the ACE program to work on their platform assisted by Connect staff members.

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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.

PISD understands sustainability discussions begin the first day of programming. In the first six months of program implementation, the project director and site coordinators will form a group of community stakeholders (parents, student leaders, community partners, and district and campus administration) passionate about improving outcomes for Pasadena ISD students. Stakeholders will have involvement in program implementation decisions, evaluating program activity effectiveness, and responsiveness to student and family needs. The Taskforce will meet quarterly and will document their work through agendas, minutes, partner rosters, and sign-in sheets.

With the resources from the Cycle 11 grant, PISD is able to create high-quality programming which includes external vendors. Members of the Taskforce will visit the ten program sites to view the activities in action and see the benefits of the afterschool program. Using site visits and shared program data, they will better understand how a future investment of their resources could sustain the ACE program. In Years 1-3, the project director will educate the stakeholders and ensure the quality of the program is high. Relationships will be cultivated with community leaders and the project director will research and share successful 21st Century Community Learning Center models that have sustained their programming after funding ended. During years 4-5, the project director and site coordinators will begin establishing the foundation for sustainability from the sustained model 21st CCLC programs selected and integrate them into the operational plan for the Cycle 11 schools, identifying and solving barriers along the way. By the end of year five, the transition to a program funded by the resources developed and secured during Years 1-3 will be seamless for each program site.

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)

PISD after-school programs routinely seek volunteers to assist in the operation of the program. Volunteers are recruited from partner organizations, family members, the feeder high schools, and local community volunteers. Family members offer their support for special student/family events. Not only do they assist during the events, but they lead planning committees that design the event itself. This practice cultivates positive relationships between ACE staff and parents. High school students assist elementary students with homework and reading and volunteer with ACE instructors as classroom assistants. The elementary students see the high schoolers as role models resulting in authentic engagement and higher interest in academics under their guidance. High school athletes volunteer as referees in our ACE sports leagues. Without their support these leagues would not be possible logistically or financially. Additionally, college student volunteers are recruited to serve as mentors for younger ACE students from San Jacinto College through a partnership with the Education Department.

All volunteers will be appropriately qualified and screened for their assignment. In order to volunteer in PISD, an individual will complete a Volunteer Form and submit the form to our Community Relations office. Once the application is received, volunteers will go through an online background check conducted by the PISD Human Resources department. After the background check clears, volunteers are required to participate in a Volunteer orientation and are placed in assignments based on the needs of the individual campuses and volunteer skillset. Once a volunteer is placed at a Cycle 11 ACE campus, they are required to adhere to all PISD volunteer guidelines regarding dress code, safety, and confidentiality.

The Site Coordinators will monitor the effectiveness of the volunteers working in the Cycle 11 ACE program and ensure each volunteer receives adequate training for their placement. If an issue arises, the Site Coordinator will work with the campus Principal to address the issue immediately.

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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.

Recruitment is an important part of the annual start-up process. Site Coordinators will work closely with campus personnel to identify and invite students not meeting proficiency levels on norm referenced, criterion referenced, and/or locally developed assessment instruments. If parents do not respond to initial invitations, the Coordinator and/or the Family Engagement Specialist will contact them directly through targeted calls, messages, and/or emails encouraging enrollment. If identified students are not willing to participate in ACE, a letter will go home to parents encouraging enrollment and outlining program benefits. The letter will be translated into other languages, as needed. Student retention: As dosage is directly correlated to the academic improvement and social and emotional growth, intentional and targeted strategies are in place to ensure that participants attend ACE regularly. These strategies may include: 1) educating parents and students on the benefits of regular attendance; 2) allowing students to have voice and choice regarding scheduled ACE activities; 3) recruiting highly qualified staff who are popular among students; and 4) conducting activity observations, distributing student surveys, and hosting focus groups to gauge participant satisfaction. While these practices have proven to be effective, other factors such as issues at home, in the classroom, or even in ACE can affect participant attendance. In those instances, Cycle 11 ACE staff and student stakeholders will consider all reasons students might not be attending, problem-solve the issue, and make contact with the parent. For example, if transportation is a barrier, busing can be offered. SMART Goals for attendance and dosage: (1) By the end of the fall 2021 semester, 400 students enrolled in the program will meet the Cycle 11 attendance requirement of 45 days. (2) By the end of the spring 2021 semester, 750 students enrolled in the program will meet the Cycle 11 attendance requirement of 45 days. (3) By the end of the summer 2021 semester, 1,000 students enrolled in the program will meet the Cycle 11 attendance requirement of 45 days and/or will have attended 12 days during the summer turn to be considered a regular student.

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.

　　To appropriately schedule, staff, and budget for each campus, the grant team and district leadership reviewed the current center-level needs assessments and management plans from previous PISD ACE programs.
　　Center Operations and Staffing: Each participating campus will have a full-time Site Coordinator (SC) to coordinate the program activities, manage the program budget, analyze campus and student data to develop a program to meet the needs of students, and oversee all reporting for the grant. The SC will attend campus meetings such as staff, grade-level, content, Professional Learning Communities, and instructional leadership meetings. The campus ACE team will consist of the Site Coordinator, an administrator, counselor, academic campus coaches, and grade level team leaders who meet monthly to adjust the schedule based on the evaluation of services. The Project Director (PD) will work with each principal to hire their SC and will manage and evaluate the SC in conjunction with the principal. The PD and SC will work together to maintain documentation (program activities, attendance, evaluations, grant documents) and monitor/modify activities, as necessary. The SC will operate the program for a minimum of 36 weeks, which includes a six week summer program comprised of a summer session one week prior to the start of school and a five-week summer program in June/July. Budget Plan: The budget represents intentional programming that responds to the ten schools' needs analysis. Each site identified the staff, supplies, and transportation needed. Staff pay was determined using PISD pay scales matched to the job skillsets/responsibilities. The cost for vendors, supplies, and transportation was matched to each activity. These budgets were equalized and combined, existing resources were identified, and center and grantee level fixed costs were added to create a final budget. In the final budget, approximately $213,206 is allocated for grantee-level costs and each of the 10 ACE centers has a cost of $81,272/center to serve 100 students at $674.076/student. The Cycle 11 program plan will be adjusted when progress toward program objectives and student service targets is not occurring. The venue for adjusting the plan is the campus meetings where ACE stakeholders and staff will identify and problem-solve issues.

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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		Barrier	
Group		Barrier	
Group		Barrier	

11. PNP Equitable Services

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

　● Yes ○ No

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

Are any private nonprofit schools participating in the grant?

　○ Yes ● No

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

Assurances

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

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

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

Equitable Services Calculation

1. Total 21st CCLC program enrollment for all centers	
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.	FT Project Director ($103,564) and FT Family Engagement Specialist ($76,014)	$179,578
2.	FT Site Coordinators for each campus (approx. $58,887 X 10 sites) and Secretary ($18,086)	$606,956
3.	Evaluator	$7,500
4.	Professional and Support staff extra-duty pay to work in the program	$503,500
5.	Fringe Benefits for full-time and extra duty pay staff	$206,394

Professional and Contracted Services

6.	Academic Enrichment, Fine Arts, College & Career Readiness, & Nutrition and P.E. Vendors	$19,200
7.	Family Engagement Vendors	$4,800
8.	Contracts for telecommunications to allow parents to communicate with Site Coordinators	$7,000
9.		
10.		

Supplies and Materials

11.	Office Supplies (paper, pens, printer ink, activity supplies, P.E. equipment)	$46,094
12.	Computers ($1,000/computer X 10 computers)	$10,000
13.	Printers ($500/printer X 10 printers)	$5,000
14.		

Other Operating Costs

15.	Pre-approved travel to after-school conferences for grantee-level staff and Site Coordinators	$14,000
16.	Educational field trips for 10 participating campuses	$20,000
17.	Mileage for Site Coordinators, Family Engagement Specialist, and Project Director	$11,000

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs:	$58,978
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: 101-917

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	101917103	Freeman Elementary, 2323 Theta Street, Houston, Texas 77034, 713-740-0568	0	K-4	100	90
2	101917104	Gardens Elementary, 1107 East Harris, Pasadena, Texas 77506, 713-740-0576	0	K-4	100	90
3	101917107	Golden Acres Elementary, 5232 Sycamore, Pasadena, Texas 77503, 713-740-0600	0	K-4	100	90
4	101917115	Richey Elementary, 610 South Richey, Pasadena, Texas 77506, 713-74-0712	0	1-4	100	90
5	101917117	Mae Smythe Elementary, 2424 Burke Road, Pasadena, Texas 77502, 713-740-0728	0	K-4	100	90
6	101917128	Teague Elementary, 4200 Crenshaw, Pasadena, Texas 77504, 713-740-0760	0	K-4	100	90
7	101917109	Jessup Elementary, 9301 Almeda Genoa Road, Houston, Texas 77075, 713-740-0616	0	K-4	100	90
8	101917145	Marshall Kendrick Middle School, 3001 Watters Road, Pasadena, Texas 77504, 713-740-5830	0	5-6	100	90
9	101917146	Nelda Sullivan Middle School, 1112 Queens Road, Pasadena, Texas 77502, 713-740-5420	0	5-6	100	90
10	101917144	Lonnie B. Keller Middle School, 3102 San Augustine, Pasadena, Texas 77504, 713-740-5284	0	5-6	100	90

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	101917103	Freeman Elementary, 2323 Theta Street, Houston, TX 77034	K-4	100	90
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)*	08/09/2021	08/12/2021	1
Fall Term	08/23/2021	12/16/2021	15
Spring Term	01/10/2022	05/13/2022	15
Summer Term	06/06/2022	07/07/2022	5
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			3:05	6:05			3:05	6:05	9:00			3:00
Tuesday			3:05	6:05			3:05	6:05	9:00			3:00
Wednesday			3:05	6:05			3:05	6:05	9:00			3:00
Thursday			3:05	6:05			3:05	6:05	9:00			3:00
Friday			3:05	6:05			3:05	6:05				
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			

Adjunct Sites, If applicable (site name and full address)	N/A
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Summer Program 1 Jump Start Session • August 9, 2021 - August 12, 2021 • 9:00AM – 3:00PM • Monday - Thursday
Parent/Legal Guardian Activities	• Social emotional learning workshops • College and Career Awareness • Academic workshops and trainings for students to support students at home

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	101917104	Gardens Elementary, 1107 East Harris, Pasadena, TX 77506	K-4	100	90
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)*	08/09/2021	08/12/2021	1
Fall Term	08/23/2021	12/16/2021	15
Spring Term	01/10/2022	05/13/2022	15
Summer Term	06/06/2022	07/07/2022	5
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			3:05	6:05			3:05	6:05	9:00			3:00
Tuesday			3:05	6:05			3:05	6:05	9:00			3:00
Wednesday			3:05	6:05			3:05	6:05	9:00			3:00
Thursday			3:05	6:05			3:05	6:05	9:00			3:00
Friday			3:05	6:05			3:05	6:05				
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			

Adjunct Sites, If applicable (site name and full address)	N/A
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Summer Program 1 Jump Start Session • August 9, 2021 - August 12, 2021 • 9:00AM – 3:00PM • Monday - Thursday
Parent/Legal Guardian Activities	• Social emotional learning workshops (Conscious Discipline/Restorative Practices) • College and Career Awareness • Academic workshops and trainings for students to support students at home

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	101917107	Golden Acres Elementary, 5232 Sycamore, Pasadena, TX 77503	K-4	100	90
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)*	08/09/2021	08/12/2021	1
Fall Term	08/23/2021	12/16/2021	15
Spring Term	01/10/2022	05/13/2022	15
Summer Term	06/06/2022	07/07/2022	5
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			3:05	6:05			3:05	6:05	9:00			3:00
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Wednesday			3:05	6:05			3:05	6:05	9:00			3:00
Thursday			3:05	6:05			3:05	6:05	9:00			3:00
Friday			3:05	6:05			3:05	6:05				
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			

Adjunct Sites, If applicable (site name and full address)	N/A
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Summer Program 1 Jump Start Session • August 9, 2021 - August 12, 2021 • 9:00AM – 3:00PM • Monday - Thursday
Parent/Legal Guardian Activities	• Social emotional learning workshops • College and career awareness • Academic workshops and trainings for parents to support students at home

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	101917115	Richey Elementary, 610 South Richey, Pasadena, TX 77506	1-4	100	90
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)*	08/09/2021	08/12/2021	1
Fall Term	08/23/2021	12/16/2021	15
Spring Term	01/10/2022	05/13/2022	15
Summer Term	06/06/2022	07/07/2022	5
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			3:05	6:05			3:05	6:05	9:00			3:00
Tuesday			3:05	6:05			3:05	6:05	9:00			3:00
Wednesday			3:05	6:05			3:05	6:05	9:00			3:00
Thursday			3:05	6:05			3:05	6:05	9:00			3:00
Friday			3:05	6:05			3:05	6:05				
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			

Adjunct Sites, If applicable (site name and full address)	N/A
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Summer Program 1 Jump Start Session • August 9, 2021 - August 12, 2021 • 9:00AM – 3:00PM • Monday - Thursday
Parent/Legal Guardian Activities	• Social emotional learning workshops • Parent University (workshops on topics such as bullying, financial literacy, and safety) • Academic workshops and trainings for parents to support students at home • Craft nights • Family field trips

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	101917117	Mae Smythe Elementary, 2424 Burke Road, Pasadena, TX 77502	K-4	100	90
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)*	08/09/2021	08/12/2021	1
Fall Term	08/23/2021	12/16/2021	15
Spring Term	01/10/2022	05/13/2022	15
Summer Term	06/06/2022	07/07/2022	5
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			3:05	6:05			3:05	6:05	9:00			3:00
Tuesday			3:05	6:05			3:05	6:05	9:00			3:00
Wednesday			3:05	6:05			3:05	6:05	9:00			3:00
Thursday			3:05	6:05			3:05	6:05	9:00			3:00
Friday			3:05	6:05			3:05	6:05				
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			

Adjunct Sites, If applicable (site name and full address)	N/A
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Summer Program 1 Jump Start Session • August 9, 2021 - August 12, 2021 • 9:00AM – 3:00PM • Monday - Thursday
Parent/Legal Guardian Activities	• Social emotional learning workshops • College and career awareness • Academic workshops and trainings for parents to support students at home

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	101917128	Teague Elementary, 4200 Crenshaw, Pasadena, TX 77504	K-4	100	90
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)*	08/09/2021	08/12/2021	1
Fall Term	08/23/2021	12/16/2021	15
Spring Term	01/10/2022	05/13/2022	15
Summer Term	06/06/2022	07/07/2022	5
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			3:05	6:05			3:05	6:05	9:00			3:00
Tuesday			3:05	6:05			3:05	6:05	9:00			3:00
Wednesday			3:05	6:05			3:05	6:05	9:00			3:00
Thursday			3:05	6:05			3:05	6:05	9:00			3:00
Friday			3:05	6:05			3:05	6:05				
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			

Adjunct Sites, If applicable (site name and full address)	N/A
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Summer Program 1 Jump Start Session • August 9, 2021 - August 12, 2021 • 9:00AM – 3:00PM • Monday - Thursday
Parent/Legal Guardian Activities	• Social emotional learning workshops • College and Career Awareness • Academic workshops and trainings for parents to support students at home • Parent resource workshops

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	101917109	Jessup Elementary, 9301 Almeda Genoa Road, Houston, Texas 77075, 713-740-0616	K-4	100	90
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)*	08/09/2021	08/12/2021	1
Fall Term	08/23/2021	12/16/2021	15
Spring Term	01/10/2022	05/13/2022	15
Summer Term	06/06/2022	07/07/2022	5
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			3:05	6:05			3:05	6:05	9:00			3:00
Tuesday			3:05	6:05			3:05	6:05	9:00			3:00
Wednesday			3:05	6:05			3:05	6:05	9:00			3:00
Thursday			3:05	6:05			3:05	6:05	9:00			3:00
Friday			3:05	6:05			3:05	6:05				
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			

Adjunct Sites, If applicable (site name and full address)	N/A
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Summer Program 1 Jump Start Session • August 9, 2021 - August 12, 2021 • 9:00AM – 3:00PM • Monday - Thursday
Parent/Legal Guardian Activities	• Social emotional learning workshops • College and career awareness • Academic workshops and trainings for parents to support students at home • Fitness Events with Parents (Jingle Jog and Zumba) • Art Night specifically for ACE art students • Training with the Houston Police Department on school and community safety

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	101917145	Marshall Kendrick Middle School, 3001 Watters Road, Pasadena, TX 77504	5-6	100	90
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)*	08/09/2021	08/12/2021	1
Fall Term	08/23/2021	12/16/2021	15
Spring Term	01/10/2022	05/13/2022	15
Summer Term	06/06/2022	07/07/2022	5
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	4:05	6:05	7:15	8:15	4:05	6:05	9:00			3:00
Tuesday	7:15	8:15	4:05	6:05	7:15	8:15	4:05	6:05	9:00			3:00
Wednesday	7:15	8:15	4:05	6:05	7:15	8:15	4:05	6:05	9:00			3:00
Thursday	7:15	8:15	4:05	6:05	7:15	8:15	4:05	6:05	9:00			3:00
Friday	7:15	8:15	4:05	6:05	7:15	8:15	4:05	6:05				
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			

Adjunct Sites, If applicable (site name and full address)	N/A
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Summer Program 1 Jump Start Session • August 9, 2021 - August 12, 2021 • 9:00AM – 3:00PM • Monday - Thursday
Parent/Legal Guardian Activities	• Social emotional learning workshops • College and career awareness • Parent workshops in partnership with Communities In School • Academic workshops and trainings for parents to support students at home

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	101917146	Nelda Sullivan Middle School, 1112 Queens Road, Pasadena, TX 77502	5-6	100	90
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)*	08/09/2021	08/12/2021	1
Fall Term	08/23/2021	12/16/2021	15
Spring Term	01/10/2022	05/13/2022	15
Summer Term	06/06/2022	07/07/2022	5
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	4:05	6:05	7:15	8:15	4:05	6:05	9:00			3:00
Tuesday	7:15	8:15	4:05	6:05	7:15	8:15	4:05	6:05	9:00			3:00
Wednesday	7:15	8:15	4:05	6:05	7:15	8:15	4:05	6:05	9:00			3:00
Thursday	7:15	8:15	4:05	6:05	7:15	8:15	4:05	6:05	9:00			3:00
Friday	7:15	8:15	4:05	6:05	7:15	8:15	4:05	6:05				
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			

Adjunct Sites, If applicable (site name and full address)	N/A
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Summer Program 1 Jump Start Session • August 9, 2021 - August 12, 2021 • 9:00AM – 3:00PM • Monday - Thursday
Parent/Legal Guardian Activities	• Social emotional learning workshops • College and career awareness • Academic workshops and trainings for parents to support students at home

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	101917144	Lonnie B. Keller Middle School, 3102 San Augustine, Pasadena, TX 77504	5-6	100	90
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)*	08/09/2021	08/12/2021	1
Fall Term	08/23/2021	12/16/2021	15
Spring Term	01/10/2022	05/13/2022	15
Summer Term	06/06/2022	07/07/2022	5
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	4:05		7:15	8:15	4:05		9:00			3:00
Tuesday	7:15	8:15	4:05		7:15	8:15	4:05		9:00			3:00
Wednesday	7:15	8:15	4:05		7:15	8:15	4:05		9:00			3:00
Thursday	7:15	8:15	4:05		7:15	8:15	4:05		9:00			3:00
Friday	7:15	8:15	4:05		7:15	8:15	4:05					
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			

Adjunct Sites, If applicable (site name and full address)	N/A
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Summer Program 1 Jump Start Session • August 9, 2021 - August 12, 2021 • 9:00AM – 3:00PM • Monday - Thursday
Parent/Legal Guardian Activities	• Social emotional learning workshops • ACE student performances • College and career awareness • Academic workshops and trainings for parents to support students at home

Partnership Agreement Letter

Please let this letter serve as a preliminary partnership agreement between the **Pasadena Independent School District (ISD),** a Local Education Agency (LEA), and the **Pasadena Public Library**, a public entity within the City of Pasadena, Texas, for application to the 2021-2022 Nita M. Lowey 21st Century Community Learning Centers, Cycle 11 Grant (Cycle 11). Upon receipt of Cycle 11 grant funds/award, Pasadena ISD and the Pasadena Public Library will complete a Memorandum of Understanding (MOU) in order to finalize the expectations and responsibilities of each partner.

With the shared goal of increasing literacy and learning in the Pasadena community, Pasadena ISD and the Pasadena Public Library are long-time collaborators. The Cycle 11 grant partnership will continue this relationship and offer high quality services to students (and their families) attending the ten Cycle 11 campuses (seven elementary schools: Freeman, Gardens, Golden Acres, Jessup, Mae Smythe, Richey, and Teague and three middle schools: Keller, Kendrick, and Sullivan).

Located in Southeast Texas approximately 18 miles east of Houston, the City of Pasadena is home to the Houston Ship Channel and is a regional hub for oil and gas refineries and plants. The city's school district, Pasadena Independent School District, is a large urban district serving more than 50,000 students in 67 schools. The mission of Pasadena Independent School District (PISD) is to empower students to become accomplished, self-directed, and collaborative citizen-scholars who boldly contribute to an increasingly complex and evolving world by engaging in rigorous curriculum, relevant experiences, and positive relationships while embracing the uniqueness of each individual.

The mission of the Pasadena Public Library is to provide exemplary service, with access to resources that meet the informational, recreational, and educational needs of our community. The Pasadena Public Library serves 151,227 plus residents in the community, providing access to books, media, and other materials as well as hosting a variety of special events like educational classes, informational programs, creative activities, and story times. With only two branch locations spread across a substantial distance, getting to the library can be an issue for students and their families. Access to the library has been especially limited with COVID related restrictions.

The Cycle 11 partnership will allow the Pasadena Public Library to bring services directly to Pasadena ISD Cycle 11 campuses. A majority of the services and activities will focus on improving reading, writing, and literacy, a common gap identified by Cycle 11 campuses during the needs assessment

process. Together these activities will help address the specific, shared Cycle 11 goal of providing safe and enriching environments and helping every participating child to learn and succeed.

Working together, Pasadena ISD and the Pasadena Public Library will provide the following services (or the equivalent) to Cycle 11 campuses, students, and their families:
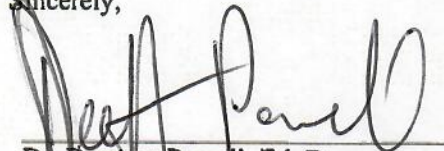
Activity	Provider Library	Location	Frequency
Saturday STEAM	Pasadena Public Library	Library	Once a Month
Story Time	Pasadena Public Library	Library/schools	Twice a Month
Kids Crafts	Pasadena Public Library	Library/schools	Once a Month

During the life of the grant, Pasadena ISD and the Library will work together to monitor program success and sustainability. Staff from each partner organization will monitor the success of activities via attendance (sign in sheets), usefulness (surveys), reading improvement (assessments) and will track student/parent participation at joint collaborations on school campuses and within the community. Library staff will be invited to be active members of the ACE Advisory board and the library will host at least one Advisory Board meeting a year.
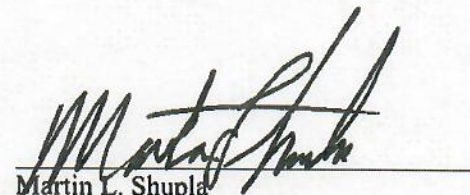
As long time partners in the community, Pasadena ISD and the Pasadena Public Library plan to continue working together for many years to come. Collaborative activities and services provided during the Cycle 11 grant period will be transitioned to school day activities, library services, or other community activities as appropriate after the close of the grant.

Both Pasadena ISD and the Pasadena Public Library are committed to improving the lives of all those living the Pasadena Community. This partnership will allow our shared commitment to thrive by improving access to literacy services and activities to students and families at participating school. We are excited by the opportunity to continue this invaluable collaboration and look forward to a successful partnership.

Sincerely,

Dr. DeeAnn Powell, Ed. D
Superintendent of Schools
Pasadena Independent School District

Martin L. Shupla
Library Director-
City of Pasadena Public Library